



Year 3 R.E Curriculum – Spring Term 1

Theme: How do festivals and worship show what matters to a Muslim?

| Curriculum objectives | Vocabulary | | | | Links across the curriculum |
|---|-----------------------|---|----------------|---|--|
| <p>To make sense of belief Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and Ibadah Understand the impact: Give examples of ibadah (worship) in Islam and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship.</p> <p>Make connections. Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether the benefits for people who Muslims are not. Make links between the Muslim idea of living in harmony with the creator and the need for all people to love in harmony with each other in the world today, giving good reasons for their ideas.</p> | Keyword | Definition | Keyword | Definition | Spoken language- explanations, discussion, and questioning |
| | Muslim | One who willingly submits to god. | Rak’ah | Prayer positions/ movements | |
| | Shahada | The belief that there is no god but God and Muhammad is the Messenger of God. | Mosque | Islamic place of worship | |
| | Salah | Islamic prayer | Ramadan | A period of fasting and spiritual growth. | |
| | Five Pillars of Islam | The core beliefs and practices of Islam | Eid-ul -Fitr | The celebration at the end of Ramadan | |
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Prior knowledge: *What s for people who are not Muslim specifically have pupils learned that is relevant to this unit that they are building upon?*

Future knowledge: *What specifically will pupils learn in the future that is relevant to this unit?*

Understanding of who a Muslim is and how they live. Key Muslim beliefs.

What does it mean to be a Muslim in Britain today?

| Lesson Sequence | Key Knowledge | Key Skills |
|---|--|---|
| 1. To recap prior learning from Year 2 on the five pillars of Islam - Shahada and Salah. | <ul style="list-style-type: none"> Shahada is the belief there is only one God Allah, Muslims pray 5 times a day (Salah) | <ul style="list-style-type: none"> Investigative, recall skills |
| 2. To read Surah 1 of the Qur’an. | <ul style="list-style-type: none"> Surah 1 is the first chapter of the Qur’an. The verses are a prayer for God’s guidance., it is recited at the start of each prayer. | <ul style="list-style-type: none"> Investigative, interpretive skills |
| 3. To recall what happens in prayer and rak’ah and reflect why it is important for Muslims to pray. | <ul style="list-style-type: none"> Rak’ah are movements performed by Muslims. Prayer is an important part of a Muslims daily life. | <ul style="list-style-type: none"> Investigative, empathising skills |
| 4. To know mosques are important within Muslim communities. | <ul style="list-style-type: none"> A mosque is a place for prayer, teaching, and community support. | <ul style="list-style-type: none"> Investigative, empathising skills |
| 5. To explore how Muslims show self- control by fasting during Ramandan | <ul style="list-style-type: none"> One of the five pillars is fasting during Ramadan. Muslims celebrate Eid-ul-Fitr at the end of Ramadan | <ul style="list-style-type: none"> Interpretive, empathy and reflective skills |



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| <p>6. To reflect on the benefits of living a self- disciplined life? What the class, school, neighbourhood, and country do to live in harmony?</p> | <ul style="list-style-type: none"> Know ways in which Muslims show self- discipline in their lives e.g., daily prayers, fasting etc | <ul style="list-style-type: none"> Reflective, synthesizing skills (making links), Evaluative skills |
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| Themes | | Where these are covered: | Links across the History curriculum | |
|---------------------------------|---|--------------------------|-------------------------------------|--|
| Making sense of beliefs | <ul style="list-style-type: none"> Lesson 1, 2 and 3 | EYFS | | |
| Understanding the impact | <ul style="list-style-type: none"> Lesson 4 and 5 | 1 | | |
| Making connections | <ul style="list-style-type: none"> Lesson 6 | 2 | | |
| | <ul style="list-style-type: none"> | 3 | | |
| | | 4 | | |
| | | 5 | | |
| | | 6 | | |