

<b>Spring 2 Year Group:</b> Two	<b>Teacher:</b> Debbie Conreen	<b>Religion/belief:</b> Islam	<b>Key Question:</b> How do we respond to the things that really matter?
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**Focus Question: Does worship have to happen in a special place/at a certain time?**

<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>	<b>Possible Cross-curricular links:</b> <b>Drama</b> – role-play activities <b>Maths</b> – time related learning <b>English</b> – talking about a special time in their life	<b>Shared human experience:</b> pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth. <b>Living religious traditions:</b> pupils will enquire into examples of worship in religions locally, nationally and globally. <b>Beliefs and values:</b> pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration. <b>The search for personal meaning:</b> pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.
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<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>• <b>name and explore</b> a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</li> <li>• <b>identify the importance</b>, for some people, of belonging to a religion and recognise the difference this makes to their lives.</li> <li>• <b>enquire into and</b> explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.</li> <li>• <b>identify and suggest meanings</b> for religious symbols and begin to use a range of religious words.</li> </ul>	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>· <b>reflect</b> on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.</li> <li>· <b>enquire into and identify</b> what matters to others and themselves including those with religious commitments, and communicate their responses.</li> <li>· <b>recognise</b> that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.</li> </ul>
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	<b>Key questions</b>	<b>Learning objectives/intentions</b>	<b>Possible activities</b>	<b>Possible resources</b>
<b>SHE</b>	Can I explain what a ritual is?	To become aware of rituals in daily life.  To explain what a ritual is and suggest some examples.	Discuss examples of routines and the purposes they might serve. E.g. Greeting friends, coming into school/class, preparing bag ready for school, washing hands before meals, following a timetable for school day/week, getting ready for bed. Or, role-play some examples for others to identify. Introduce the word 'ritual'. Why do they think people have routines? Are they helpful or unhelpful? What might happen if the routines were disrupted or disappeared? Write an ending for a story that describes a ritual being broken in someone's life.	
<b>LRT</b>	Can I describe the Muslim prayer ritual?	To develop knowledge of prayer ritual, Salah, in Islam.	Listen to a recording of the Call to Prayer. Watch a video or use CD-ROM or posters. Invite a member of faith community to	

		<p>To identify prayer as being an important part of Muslim daily life.</p> <p>To recall some of the practices associated with Salah.</p>	<p>demonstrate. Identify the preparations, including wudu, removal of shoes and covering of head. Investigate the use of body postures. Sequence pictures that show some aspects of Salah. Discuss the set times for prayer and possible difficulties that may raise. Produce a guide to explain what happens during Salah. Make a link between Salah and the patterns and routines investigated in Shared Human Experience.</p>	
<b>B and V</b>	<p>Can I explain the Muslim need to pray five times a day?</p>	<p>To begin to understand that, for Muslims, prayer is an expression of faith and commitment to Allah.</p> <p>To show empathy for the beliefs and practices of others.</p> <p>To indicate why Salah is important to Muslims.</p>	<p>Listen to the Call to Prayer again. Read a translation of the prayer and identify what it says about Allah. Read the story of the first muezzin and discuss. Investigate the requirement for Salah as found in the Qu'ran and in the practice of Muhammad pbuh. Discuss the belief that obedience to Allah is an expression of faith and love. Review difficulties in fulfilling Salah as previously identified. Why do they think Salah is so important to Muslims? Why is it necessary to complete it five times daily? Why do they think those times were chosen? Centre the word Salah or an image of a figure on a paper and link it to thought bubbles. Complete these with thoughts and feelings a Muslim might have about Salah.</p>	
<b>SPM</b>	<p>Could I show commitment to anyone/anything? Why?</p>	<p>To develop awareness of special routines in their lives.</p> <p>To consider who is important in their lives.</p> <p>To identify a routine that is special to them and explain why</p>	<p>Identify a special time in their life that happens regularly e.g. storytime at bedtime, going on holiday, church parade. Consider how they remember that it will happen, anything they do to prepare for it, others who might be involved and why it is special to them. Illustrate this in a painting or in a writing frame.</p>	

		<p>To identify someone of importance in their life and indicate how they can respond to that.</p>	<p>Sitting in a circle, focus on a candle or piece of music. Reflect on people in their lives who give them support. How do/could they give thanks to them? Explain to the person next to them who helps them and how they could show their thanks. Some may wish to share their ideas with the class.</p>	
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