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| **SUBJECT: RE** | **YEAR: A** | | **TERM: Spring 1** | | **YEAR GROUP: 1** |
| **KEY QUESTION:**  Who is a Muslim and how do they live? | | | | | |
| **PREVIOUS KNOWLEDGE**: We would expect most children to already be able to:   * Know who the Christian God is * Be aware that there are other religions * Understand that not everyone has the same beliefs | | | | | |
| **End of Unit Objectives** | | | | | |
| *Some children will not yet have met what is expected and show they are* ***working towards*** *because they can:* | | *Most children will show they have reached the* ***expected*** *level because they can:* | | | *Some children will have gone beyond the expected level and show that they are working at* ***greater depth*** *because they can:* |
| What do Muslims think about God? | | | | | |
| With support, I can name the Muslim God, Allah. | | I can name the Muslim God, Allah and can begin to explain why Allah is important to Muslims. | | | I can explain why Allah is important to Muslims and can begin to discuss ways in which Muslims can feel more connected to Allah. |
| What do some of the 99 Muslim names for God mean? | | | | | |
| With support, I can think of a few of the 99 names. | | I can think of some of the 99 names that are used to describe Allah. | | | I can recall some of the 99 names used to describe Allah and begin to explain why these qualities are important to Muslims. |
| What does the Shahadah say about Muslim beliefs? | | | | | |
| With support, I can explain what the Shahadah is. | | I can explain what the Shahadah is and why it is important to Muslims. | | | I can explain the importance of the Shahadah to Muslims.  I can begin to explain how it might feel to be a Muslim saying their declaration of faith. |
| Who is the Prophet Muhammad? | | | | | |
| . With Support, I can explain who the Prophet Muhammad is. | | I can explain who the Prophet Muhammad is and begin to explain why he is important to Muslims. | | | I can explain who the Prophet Muhammad is and why he is important to Muslims. |
| Why is the Prophet Muhammad important to Muslims? | | | | | |
| With support, I can explain why Muhammad is important to Muslims. | | I can identify some of the reasons that Muhammad is important to Muslims. | | | I can suggest why Muhammad is important to Muslims and can begin to consider how his teachings guide them. |
| What is the Quran and how do Muslims treat it with respect? | | | | | |
| I can explain what the Quran is. | | I can explain what the Quran is and explain why it is important. | | | I can explain why the Quran is important to Muslims and why they treat it with respect. |
| **ASSESSMENT OPPORTUNITIES – What are children aiming for?**  Children will be able to demonstrate their learning through:   * Verbal responses during discussion in lessons and further questioning to extend their understanding. * Use of multiple sources to compare (differing creation examples) * Verbally discuss ideas with peers before recording * Recording ideas into books through drawing and writing. * Opportunities for drama and role play. | | | | | |
| **ENRICHMENT OPPORTUNITIES –What can we give children to help them remember?**   * The use of good quality videos and websites to enhance learning * Research opportunities to guide their own learning * Use of sources to develop understanding of key themes and topics | | | | **CROSS-CURRICULUAR LINKS -What links can we make to help children make sense of what we want them to know and be able to do?**  This fits with core subjects through:   * Writing explanations | |
| **Vocabulary** | | | | | |
| Muslim  God  Allah | | Prophet  Muhammad  Quran | | Shahadah |  |