



Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

Year 1/2 Key Skills to be covered, taken from National Curriculum – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

LEVEL 1

- I recognise religious people.
- I recognise religious places.
- I know about some of the things that people of a religion do.
- I can say what is important in my life.
- I compare this to religious beliefs.
- I know that I have to make my own choices in life.
- I know the difference between right and wrong.

LEVEL 2

- I can describe some religious ideas from stories.
- I can describe my feelings to other people.
- I know that other people have feelings.
- I talk about how my feelings may be similar to characters in religious stories.
- I know the effect of actions on others when I am thinking about moral dilemmas.

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	Writing <ul style="list-style-type: none"> - Who is Allah? - Why is it important to be kind to others?
Mathematics links	
Computing links	End of topic quiz using Kahoot www.getkahoot.com
Other links	

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

-

Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

- Islam resource box

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Vocabulary to be taught and used in their work correctly	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<ul style="list-style-type: none"> • Where is God? • What is Islam? • What do Muslims believe? <p>KEY SKILLS</p> <p>Level 1</p> <ul style="list-style-type: none"> • I recognise religious people. • I recognise religious places. • I know about some of the things that people of a religion do. <p>Level 2</p> <ul style="list-style-type: none"> • I can describe some religious ideas from stories. 	<p>Main teach: Introduce Islam to the class - show chn PowerPoint</p> <p>Islam introduction' Key questions for children to discuss during PowerPoint: What is Islam? What do Muslim people believe? Why is the Quran important to Muslims? Can you think of a book that Christians' value? Who is Allah?</p> <p>Activity (This can be prepared before the lesson, or children could make the books themselves. For each child, fold a piece of A4 paper in half, and then in half again, so you have four quarters. Cut along the fold lines so you have four smaller pieces of paper. Staple these together so it makes a four-page book.)</p> <p>HA Children decorate their books. They need to give it the front page title of Allah the Creator. Each page then needs to have the following titles before the children decorated each page with suitable pictures to match the title. (These titles could be displayed on a whiteboard for the chn, or dictated to them, so they can write them on themselves.)</p> <ul style="list-style-type: none"> - Allah made the sun and the moon - Allah made the heavens and the earth - Allah made the trees that give fruit - Allah made the fish and the blue sea. 	<ul style="list-style-type: none"> - Allah - Creator - Islam - Muslims - Quran - Creation 	<p>Children's Allah the Creator books.</p>	

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

		<p>MA Children decorate their books. They will each be given the titles for each page to stick on to their pages, before decorating them with suitable pictures to match the title.</p> <p>LA Children decorate their books with adult help. They will each be given the titles for each page to stick on to their pages, before decorating them with suitable pictures to match the title.</p> <p>Plenary Children present their books to the rest of the class.</p> <ul style="list-style-type: none"> - Who is Allah? - Why is Allah important to Muslims? - What do Muslims believe he created? <p>P4C - Why is it important to learn about different religions?</p>			
2	<ul style="list-style-type: none"> • Why are living things special? • How can we look after them? <p>LEVEL 1</p> <ul style="list-style-type: none"> • I can say what is important in my life. • I compare this to religious beliefs. <p>LEVEL 2</p> <ul style="list-style-type: none"> • I can describe my feelings to other people. 	<p>Main teach: Recap on previous lesson, focussing on Muslim belief that Allah, the Islamic God, created all living things. Explain that Muslims believe that everything Allah created must be protected. This includes animals, which must be treated correctly and looked after. Muslims believe that animals must be treated with kindness and compassion. Key questions:</p> <ul style="list-style-type: none"> - What is kindness? - What is compassion? - Do you have any pets? - How do we look after animals? - What do we need to do to care for them? <p>P4C - Why should we treat animals with kindness and compassion?</p>	<ul style="list-style-type: none"> - Allah - Islam - Kindness - Compassion - Caring - Living things - Creation 	Children's completed 'caring for animals' work.	Make a list of all the things that make you special and bring it to school for the next lesson.

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

		<p><u>Activity:</u> <u>HA</u> Children have a picture of a feeding bowl for an animal They need to draw pictures around the bowl to depict what we need to do to look after animals. They then need to label these pictures.</p> <p><u>MA</u> Children have a picture of a feeding bowl for an animal They need to draw pictures around the bowl to depict what we need to do to look after animals.</p> <p><u>LA</u> Children have a picture of a feeding bowl for an animal They need to draw pictures around the bowl to depict what we need to do to look after animals, with adult help.</p> <p><u>Plenary</u> Children present their work to the class and discuss it. P4C - What would happen if we didn't look after animals?</p>			
3	<ul style="list-style-type: none"> - How are we special? - How do your friends show you that you are special? <p>LEVEL 1</p> <ul style="list-style-type: none"> - I can say what is important in my life. <p>LEVEL 2</p> <ul style="list-style-type: none"> - I can describe my feelings to other people. 	<p><u>Main teach:</u></p> <p>Recap on Islamic believe that Allah created all living things and that all living things are therefore special so they should be protected. Discuss the fact that we are all living things so therefore we are special too, and have confidence and feel good about ourselves.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - How are we special? - What is special about you? - How do your friends and family show you that you are special? - How do we show other people that they are special to us? 	<ul style="list-style-type: none"> - Living things - Special - Feeling good - Ourselves 	Children's completed 'I am special' work.	

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

		<p>Activity</p> <p>HA Children work on 'I am special' sheets, writing about themselves and what makes them special, writing compound sentences.</p> <p>MA Children write about themselves and what makes them special, writing simple sentences.</p> <p>LA Children write about themselves and what makes them special, writing simple sentences with adult help.</p> <p>Plenary P4C - Why is it important to feel good about ourselves?</p>			
4	<ul style="list-style-type: none"> - Who is special to you? Why? - What makes them special? <p>LEVEL 1</p> <ul style="list-style-type: none"> - I can say what is important in my life. - I compare this to religious beliefs. <p>LEVEL 2</p> <ul style="list-style-type: none"> - I know that other people have feelings. - I know the effect of actions on others when I am thinking about moral dilemmas. 	<p>Main teach:</p> <p>Recap on work on Islam, Allah and living things. What makes us special? Give children thinking time to think about who is special to them. With a talk partner, children need to discuss who is special to them and why, before reporting back to the class.</p> <p>Activity</p> <p>HA Using the template 'Who is special to me', children draw a picture of the people in their lives who are special. They need to label the picture and then write sentences with connectives and adjectives to explain why those people are special to them.</p> <p>MA Children draw a picture of the people in their lives who are special. They need to label the picture and then write a sentence about why those people are special to them.</p> <p>LA</p>	<ul style="list-style-type: none"> - Special - Because - Islam - Allah - Muslims 	Children's completed 'Who is special to me?' work.	Think about how we can be kind to others and treat them better.

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

		<p>Children draw a picture of the people in their lives who are special. They need to label the picture and then write a simple sentence about why those people are special to them.</p> <p>Plenary <i>Why are these people special to you? Who else might you have chosen if there was more time?</i></p> <p>P4C - Why is it important to have special people around us?</p>			
5	<ul style="list-style-type: none"> • How can I show others that they are special to me? • Why should I treat others better? <p>LEVEL 1</p> <ul style="list-style-type: none"> - I can say what is important in my life. - I compare this to religious beliefs. <p>LEVEL 2</p> <ul style="list-style-type: none"> - I know that other people have feelings. <p>I know the effect of actions on others when I am thinking about moral dilemmas.</p>	<p>Main teach:</p> <p>Recap on the topic and the Muslim belief that all living things, including us, are special. Ask children to think about how other people make us feel special, then discuss how we can show others that they are special to us. Discuss the importance of treating other people well.</p> <p>Key questions: P4C - Why should we treat others better? <i>What can we do to be better to others? Can you think of a time when you have been mean to somebody else? What would you do differently in the future?</i></p> <p>Explain to children that they will be making their own posters to encourage people to treat others better and to be kind and respectful. Model how to present the poster, using a header such as 'Be Kind to Others. Can the children come up with their own header? The posters can include pictures of people being kind to others, such as someone giving a gift to another or putting their arms around them when they are sad.</p> <p>Key questions: <i>What sort of phrase could we write on the poster? (e.g. be kind, look after each other, don't be mean.)</i></p> <p>HA</p>	<ul style="list-style-type: none"> - Special - Respect - Kindness - Islam - Muslim beliefs 	Children's completed posters.	

Y12 B1A Religion Islam Where is God Autumn 2018 Where Is God?

		<p>Design a poster using persuasive language if possible to encourage people to be kind to each other and treat other people with respect.</p> <p><u>MA</u> Design a poster which encourages people to be kind to each other and treat them with respect.</p> <p><u>LA</u> Design a poster which encourages people to be kind to each other and treat them with respect, with adult help.</p> <p><u>Plenary</u> Children present their work to the class and discuss it.</p> <p>How can we be kinder in the future?</p>			
--	--	--	--	--	--