

Year ¾ RE medium term planner
 ISLAM-RITES OF PASSAGE
 Year B Spring 1 Stephanie Head

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:				
English links	<ul style="list-style-type: none"> LETTER WRITING POETRY PRAYERS 			
Mathematics links	<ul style="list-style-type: none"> DISTANCES TRAVELLED BY PILGRIMS ACROSS THE WORLD 			
Computing links	<ul style="list-style-type: none"> RESEARCH AND PRESENTATION OF SOME WORK 			
Other links	<ul style="list-style-type: none"> PSHE-LINKS TO SYMPATHY/UNDERSTANDING/DEATH AND PERSONAL BELIEFS OF THE CHILDREN AND THEIR FAMILIES 			
Possible Experiences including visits/visitors/other: POSSIBLE VISIT TO A TEMPLE				
Consider what could augment your planning to really enthuse the children in your class:				
<ul style="list-style-type: none"> IMAGES AND DISPLAYS 				
Display/Resources:				
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:				
PERSONAL RESEARCH/ DRAWING ON PERSONAL EXPERIENCES				
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	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	To understand what Islam is and what the five pillars are.	<p>Review what we know about Islam so far from previous sessions taught.</p> <ul style="list-style-type: none"> Use the slides to discuss with children what they know about the Islamic faith. Discuss which countries around the world have the Islamic faith and where the most populated areas are. What's the difference between Islam and Muslim? Discuss that Islam refers to the religion as a whole (Islamic views, Islamic communities) and Muslim refers to an individual person (the noun). Discuss the Five Pillars of Islam and what they mean. Ask if they can see any similarities to other faiths. <p>Lower ability: Provide children with worksheet 1A. They are to think about the five pillars and draw symbols and pictures to explain what each one means.</p> <p>Middle ability: Provide children with worksheet 1B. They are to draw symbols and pictures to explain what the five pillars are and write an explanation</p>	<p>PLENARY: Using the final slide there are real life situations and the five pillars. Children have to match the situations to which pillar it is an example for.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> Do children understand what Islam is? Can children explain what the Five Pillars of Islam are? Can children explain what communities and families celebrate and why this is important? </p>	<p>Children may want to create a 5 Pillars book at home</p> <p>Prep about their lives for work the following session as Talk Homework</p>

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		<p>at the bottom for each. Higher ability: Provide children with worksheet 1C. They are to complete the worksheet explaining the five pillars. They need to record the name, draw pictures and symbols and include an explanation down the bottom for each.</p>		
2	To explore Muslim birth ceremonies and naming days.	<ul style="list-style-type: none"> • Use the slides to ask children about their name. Where did it come from? What does it mean? Do they like their name? What else would they like to be called if they could choose? How do parents decide what to call their children? • Discuss with children that many religions and cultures have special birth and naming ceremonies. • Go through the slides showing Islamic birth ceremonies and the naming of a Muslim child. • Show a list of Muslim names and ask children to predict what they might stand for or symbolise. • Why is it important to have a ceremony like this when a baby is born? Invite children to share their ideas. <p>ACTIVITY: Provide children with a Timeline Template. The timeline goes from birth to when they started school, giving five or six years of information. Children need to predict major things that happened in the first 6 years of their lives. Birth, naming ceremony, first birthday, first steps, first words, first fall, first present, first day of school etc. Children draw and write information on their timeline. If children are unsure ask them to guess or predict what happens to children in the first five or six years of life and record that.</p>	<p>PLENARY: How does the Muslim birth and naming ceremony compare and differ to your family's/religion naming ceremony?</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children explain what happens in an Islamic birth/naming ceremony? • Can children predict or explain what names represent? • Can children explain why a naming ceremony is important and how different religious ceremonies compare and differ? </p>	<p>Children are to create a bookmark with their name on one side and on the back they will write a prayer. Their prayer needs to be a little poem of something they would say to a new born child.</p>
3	To find out about the Islamic marriage ceremony.	<ul style="list-style-type: none"> • Use the slides to discuss what happens when people get married. • Explain to children some of the religious requirements for Muslims when they get married. • Discuss the four steps of marriage for Muslim people. The proposal, the Mahr (financial deal), the Nikah (written contract), and the Walima (sit-down dinner). • Explain to children that sometimes an engagement party occurs before the wedding. • Ask children to discuss what marriage means and why having a ceremony is important to people. What are the reasons for the marriage ceremony? 	<p>PLENARY: At weddings people give gifts to the bride and groom. Children to discuss with a partner what gift they might give someone when they get married. Brainstorm as a class. Decide as a class the most appropriate gift</p>	<p>Create mehndi patterns for a wedding</p>

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		<p>ABILITY GROUPS:</p> <p>Provide children with worksheet 3B. Children are wedding planners and will design a bird’s-eye view of the wedding ceremony dinner. Children use the symbols to design a plan of a wedding ceremony. Children then label the objects on the map with the symbols. HA-produce own key</p> <p>One copy for each child-Once the children have planned the layout of a wedding ceremony they can then use the Islamic Wedding Picture Cards to complete the Five Senses worksheet. This worksheet allows them to use the knowledge from the slides and activities to describe a Muslim wedding.</p>	<p>that would help the bride and groom in their new lives together.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children explain the steps in a Muslim marriage? • Can children understand some of the religious requirements for Muslims when they marry a person? • Can children explain why it is important to have a ceremony when people get married? 	
4	<p>To find out about Muslim funeral ceremonies.</p>	<p><i>NB: This lesson will need to be dealt with sensitively if any children have recently experienced a loss.</i></p> <ul style="list-style-type: none"> • Use the slides to discuss with children what a funeral is. Have they been to one? Have they lost loved ones in the past and does anyone want to share their experiences? • Discuss the reasons for having funerals and what happens at them. • Discuss the process of a Muslim funeral using the slides. • Discuss the idea of after-life and what it means for Muslims. Explain what the Day of Judgement is and what Muslims believe about this day. How is this similar to other religions? <p>As a class in a shared write: Children are to write a prayer that is at least two verses long. The prayer is to be said at a Muslim funeral. What might they write now they know about Muslim funerals?</p> <p>Activity:</p> <ul style="list-style-type: none"> • Individually or in small groups, children design a sympathy card they could give to a Muslim person who is in mourning. • Children can create a cardboard/paper card and decorate with felt, ribbons, or they could use a computer to make a card in Microsoft publisher or Word. They leave the names blank but write a generic message and design for a family. 	<p>PLENARY: Discuss that Muslims believe in the afterlife. Recap what this means and ask children if they also believe in the afterlife. Ask children to discuss with a partner what they would like to happen to them when they die. What is their opinion and what would make it easier for them when facing death?</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children explain what happens at a Muslim funeral ceremony? • Can children use their knowledge of what 	

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		<ul style="list-style-type: none"> • Provide children with Quotes for Sympathy Cards. They can choose a “prayer quote” to write with their message in the card. 	<p>happens at a Muslim funeral to complete written tasks?</p> <ul style="list-style-type: none"> • Can children express ways to comfort a Muslim person who is mourning a death? 	
5	To understand the importance of the Hajj for a Muslim person.	<ul style="list-style-type: none"> • Ask children if they know what a pilgrimage is and what the Hajj is. • Use the slides to discuss the history of the Hajj and why it is important. • Explain why the Hajj is a rite of passage and what Muslims feel afterwards. • Discuss the journey and what Muslims experience on the Hajj. • Ask if any Muslim children in your class have been on the Hajj or another religious pilgrimage or know someone who has and if they would like to share with others what they know about the experience. <p>Lower ability: Provide children with worksheet 5A. In the suitcase children to draw images and write captions about the things they would take with them on a Hajj pilgrimage and why.</p> <p>Middle ability: Provide children with worksheet 5B. Children need to record ideas about concerns and excitements they would have about going on the Hajj. They need to record three of each and explain the feelings in detailed sentences.</p> <p>Higher ability: Provide children with worksheet 5C. They are to write a letter home to their parents explaining what they have experienced so far on their Hajj pilgrimage, what they saw, heard, felt, and smelt, what worried them and what was really exciting or interesting, who they met and how they were feeling.</p>	<p>PLENARY: Show the plenary slides that has quotes from people who have been on the Hajj. Ask children to discuss people’s views and how it may have changed their lives.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children explain what the Hajj is and why it is important? • Can children detail what they would take with them on a journey and why? • Can children explain how a pilgrimage is a rite of passage and how people feel after making a journey? </p>	Challenge children to use laptops and/or books to research pilgrimages carried out by other religions.