



Unit Planner RE Year: 2 Title: Who is a Muslim and what do they believe?

<b>Unit Overview</b>		
<b>Prior Learning/ Links</b> EY – children learn about people of different faiths. They explore their own special people, places, times and what is special about the world. Y1 – children have learned about sacred places, about different faith communities and how sacred times are celebrated. Children will have learned specifically about Eid.		
<b>Unit Title:</b>		
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>
<b>Key Questions:</b>  <b>What special books do different religions have? What do the books tell us?</b>  <b>What are objects special to people and why?</b>	<ul style="list-style-type: none"> <li>• That Muslims belong to the religion of Islam.</li> <li>• Muslims have a holy book called the Qur’an</li> <li>• Muslims believe the Qur’an was presented to the prophet Muhammad by the angel Jibril.</li> <li>• Children can state that Muslims believe in only one true god called Allah, which is the Arabic name for god. They can compare this to other religions such as Christianity and Judaism.</li> <li>• Children know that there are stories which teach us about what Muslims believe about the Prophet Muhammad – Two of these are The Sad Camel and The Gift of Sands. They can remember key facts from these.</li> <li>• Children know that Muslims do not show a visual representation of Allah or the Prophet Muhammad. Sometimes they represent them in calligraphy.</li> <li>• To know that people have objects that are special to them and Muslims have special objects such as prayer beads, prayer mat, headscarf. Children can say why these are important.</li> <li>• To know that Muslims fast during Ramadan and that this creates a sense of community and belonging.</li> <li>• To know the celebration of Eid is the end of Ramadan and families/ friends get together to share experiences and celebrate by sharing food, attending Mosque and giving to charity.</li> </ul>	<b>Believing:</b> <ul style="list-style-type: none"> <li>• To retell stories and discuss what the meanings of these are.</li> <li>• Recognise some different symbols and actions which express a community’s way of life.</li> </ul> <b>Expressing:</b> <ul style="list-style-type: none"> <li>• To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>• To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>• Notice and respond sensitively to some similarities and differences between different religions and worldviews</li> </ul> <b>Living:</b> <ul style="list-style-type: none"> <li>• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>• Find out about and respond with ideas to examples of co – operation between people who are different.</li> </ul>
<b>Vocabulary</b>	<b>Trips/ Visits/Useful Websites/ Resources</b>	<b>Key Misconceptions:</b>
<b>Substantive:</b> <b>Muslim</b> <b>Allah</b> <b>Prophet Muhammad</b> <b>Mosque</b> <b>Eid</b> <b>Ramadan</b>	<a href="#">The Sad Camel - Bing video</a>  <a href="#">The Crying Camel Story - Islamic Stories (teacher made) (twinkl.com)</a>  <a href="#">What is Islam? - BBC Bitesize</a>	



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<p><b>Disciplinary:</b> Belief Custom Express Religion Community Belonging</p>	<p><a href="#">What is Eid-ul-Adha? - BBC Bitesize</a> <a href="#">BBC - Religions - Islam: The Qur'an</a></p>	
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