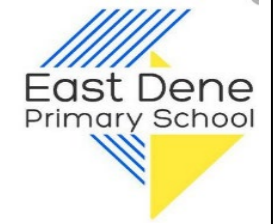


Year Group: Year 1
 Religion: Islam
 A Wonderful World



Final Outcome: To create a poster of how we can look after the world.

Programme of Study
 NC Requirements

Term taught: Spring

| Learning Objectives | Subject Specific Vocabulary | What do we want children to know? | Assessment Questions | Suggested Learning Activities | Resources | Plenary |
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| Session 1 Enquiry question: What things make our world special? | World Special | Identify what they find interesting and puzzling in life. | Can children identify things that are amazing? Do children understand people may have different views? Can children explain why something in the world is amazing? | Input Explain that we are going to be thinking about what makes our world so great. What makes our world great? Model language structure and idea. 'I think... makes our world great.' Provide children with 1-minute thinking time. Then TTYP Record children's ideas. Show children photos from around the world. What do you think is amazing about each of these photos? TTYP MTYT Language structure 'I think it is amazing because...' Activity If you could take a photo of anything around the world what would it be? Can you explain why. MTYT Language structure 'I would take a photo of... because...' | RE Flip Photos of images from around the world | Create a list of all the wonderful things in the world. Then discuss with the children how each item on their list came to be. |
| Session 2 Enquiry question: What are the Jewish, Christian and Islamic creation stories? | Creation | Recount outlines of some religious stories. | Can children retell a version of the creation story? Can children say how the three creation stories are similar? Do children understand different people believe different things? | Prior Learning TTYP What makes our world special? What did you say you would take a photo of that is special to you and why? Input Tell the children that lots of religions tell stories to explain how the world was created. Explain that today you are going to be focusing on the creation story that Jews, Christians and Muslims believe. Tell the children that these three religions' creation stories are very similar because they all came from the same place. Read the children the simplified version of the creation story. Discuss the story with your class. What did God create in this story? Have you heard the story before? Activity Provide children with storyboard template, children to draw pictures for each section sequencing the creation story and to write a sentence about | RE flip Creation Story Storyboard template Pictures of the creation story to sequence | Why do these three religions have such similar creation stories? Go through the information on the slides explaining why the stories are similar. |

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| | | | | each part. Children of lower ability to sequence the pictures and verbally tell the story. | | |
| <p>Session 3</p> <p>Enquiry question:</p> <p>What is the Hindu Creation story?</p> | Hindu Creation | Recount outlines of some religious stories. | <p>Can children retell a version of the creation story?</p> <p>Can children compare the creation stories?</p> <p>Do children understand different people believe different things?</p> | <p>Prior Learning</p> <p>Can you sequence the pictures of the creation story into the correct order and verbally explain each part?</p> <p>Input</p> <p>Remind the children that lots of religions tell stories to explain how the world was created.</p> <p>Explain that today you are going to focus on the creation story that Hindus believe.</p> <p>Go through the information on the slide introducing Vishnu, Brahma and Shiva.</p> <p>Read the children the simplified version of the creation story.</p> <p>Discuss the story with your class. What did Brahma create in this story?</p> <p>Have you heard the story before?</p> <p>Activity</p> <p>Provide the children with the story sheet. Children to act out the story and to use musical instruments to create sound effects.</p> | RE Flip Musical instruments Creation story | <p>How is the Hindu version of the creation story similar to the Jewish, Christian and Muslim creation story?</p> <p>How is the Hindu version of the creation story different from the Jewish, Christian and Muslim creation story?</p> |
| <p>Session 4</p> <p>Enquiry question:</p> <p>What are the different accounts of the creation of the Sky and Heaven?</p> | Creation Heaven Qu'ran Bible | Recount outlines of some religious stories. | <p>Can children retell a section of a creation story?</p> <p>Can children compare how the sky and Heaven were represented in different creation stories?</p> <p>Can children explain what paradise might be like?</p> | <p>Prior Learning</p> <p>TTYP What did Brahma create in the Hindu Creation Story?</p> <p>Input</p> <p>Remind the children that religions and cultures have different ways of explaining how the world was created.</p> <p>Tell the children that some people believe in Heaven and the afterlife.</p> <p>Explain that it is very important for these people. Many people imagine Heaven is a perfect world or a paradise.</p> <p>Explain that today you are going to be focusing on the sky and Heaven.</p> <p>How would you describe the sky? How would you describe Heaven or paradise? Think, pair, share.</p> <p>Show the children the images of the sky on the slides. Read the extracts from the creation stories and the descriptions of Heaven. Discuss the descriptions with your class. Does this sound like a good place to be?</p> <p>Activity</p> <p>Children to decide which hold book to choose (Vedas, Qur'an, Bible, in order to draw a description of Heaven.</p> | RE Flip Extracts from creation storied of Heaven. Paper Felt tips Pencils Coloured pencils | <p>Explain that people who believe in Heaven often have different ideas of what it would be like.</p> <p>Invite the children to describe what they think Heaven would look like and be like.</p> |
| <p>Session 5</p> <p>Enquiry question:</p> <p>What are the different accounts for the creation of plants?</p> | Creation | Recount outlines of some religious stories. | <p>Can children retell a section of a creation story?</p> <p>Can children compare how plants were represented in different creation stories?</p> <p>Can children explain why they think plants were created?</p> | <p>Prior Learning</p> <p>Can you describe to your partner one of the Heavens described by the Vedas, Qur'an or the Bible?</p> <p>Input</p> <p>Remind the children that religions and cultures have different ways of explaining how the world was created.</p> <p>Explain that today you are going to focus on plants. How would you describe plants? Can you think of different types of plants? Think, pair, share.</p> <p>Show the children the images of plants on the slides. Read the extracts from the creation stories.</p> | RE Flip Writing template Images of plants Extracts from Creation Stories Pencils | <p>Why are plants important for you? Think, pair, share.</p> <p>What are your favourite plants? Why? Think, pair, share.</p> |

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| | | | | <p>Why do we need plants? Think, pair, share. Go through the information on the slides explaining plants we eat, we use for shelter and things that are made from plants.</p> <p>Activity Children on template to draw three different pictures showing a plant they can eat, a plant that provides shelter and something they use that is made from a plant. Children if they can to then write a sentence explaining each one.</p> | | |
| <p>Session 6 Enquiry question: What are the different accounts of how animals and people were created?</p> | Creation | Recount outlines of some religious stories. | <p>Can children retell a section of a creation story? Can children compare how animals and people were represented in different creation stories? Can children explain why they think animals and people were created?</p> | <p>Prior Learning Explain to your partner the three plants we drew last lesson and what each one was used for.</p> <p>Input Remind the children that religions and cultures have different ways of explaining how the world was created. Explain that today you are going to focus on animals and people. Can you name any animals? Can you describe them? Do all animals look the same? Do all people look the same? Think, pair, share. Show the children the images of animals and people on the slides. Read the extracts from the creation stories. Explain that the world and everything in it is special and precious. Why do we need to look after the world? Why do we need to look after everything in the world? Think, pair, share.</p> <p>Activity Provide children with a plain piece of paper and children to make a poster asking people to look after the world and explaining why this is important.</p> | <p>RE Flip Paper for poster Pencils Felt tips Coloured Pencils Images of animal and people</p> | <p>What skills does this animal have? What makes it special? Think, pair, share.</p> <p>What are your skills? What makes you special? Think, pair, share.</p> |