

Year 1/2 Spring 1 Cycle A God Islam Believing		God (Islam) <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i>
Prior Knowledge Children will build on learning from EYFS by exploring in detail ways in which Muslims articulate their beliefs about Allah	Key Vocabulary - Muslim - Islam - Tawhid (one God) - Harmony - Shariah (straight path) - Allah - Qur'an - Prophet - Muhammad - Adhaan (call to prayer) - Makkah - Qibla - Subha beads - Shahadah - Wudu - Ibrahim - Eid ul-Adha - Ibadah - Makkah - Iftar	Assessment Children will: - Know that Muslims believe in one God (tawhid) who created the universe in harmony - Know that Muslims believe Allah created human beings to keep the universe in harmony - Know that Allah provided a straight path (shariah) to help keep the universe in harmony - Know that Allah provided guidance to help humans to follow the straight path in the form of the Qur'an, prophets and the natural world - Know that there are 99 names of Allah which show the ways in which Muslims try to understand what God is like (not 100, because you can never fully know God) - Know the Qur'an is the Holy book of Islam which contains the words of God, providing guidance for human beings - Know that the Prophet Muhammad, the final prophet, receives guidance directly from God and lives it out in his own life, leading people along the straight path - Know the story of the Prophet Muhammad receiving the Qur'an (the Night of Power)

Expectations of learning	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Explain what God is like through drawings using key vocabulary to talk about what they have drawn (Beliefs about God)	As a class create a mind-map to show/convey what is God like? Encourage/model to children how to use key words – expect lots of suggestions from previous learning (Christianity). Chn should then use the class mind-map to aid them when completing their independent piece - drawing about what God is like. CT to ask questions while children are drawing to probe more deeply (thinking), e.g. 'Why is he a boy?', 'Why is he so old?' Believing: Identify key characteristics: Creator Loving Powerful Fair (Just) Forgiving Chn will create artworks to reflect these key characteristics in their topic books.
Expectations of learning	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Understand that Muslims believe in one God (Muslim beliefs about God – tawhid)	Believing: Muslims believe in one God, who is unique and indivisible. Chn to take part in different table top activities in order to demonstrate the 'oneness' of the Muslim God (tawhid). Maths activities: different parts of a shape to build a whole shape: what shapes have you got on your desk, try and put them together; how many different ways can you make 1? (Halves and quarters)

	Construction activity: Jenga game with something precious on top – which is better, all the blocks in one tower, or the blocks being taken away? Art activity: blob of plasticine – how many things can you make out of this? At the end of the session, make connections with the activities chn have carried out and Muslim beliefs about God – one God, strong/powerful without needing anything else to make him stronger/more powerful, can make everything – very creative. Introduce the children to the 99 Names of Allah and watch the Charlie and Blue trutube clip about Allah and creation: https://www.truetube.co.uk/resource/charlie-and-blue-ask-about-allah-and-creation/ Explain that there are different names to show different characteristics of the one God. CT to take photos of table-top activities for floorbook.
Expectations of learning	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Compare and contrast the Christian creation story to the Muslim creation story	Recap Christian creation story and the moral behind the story. Believing: Move onto reading the Muslim creation story (chn could sequence bits of text from the Qur'an storybook?) Compare and contrast activity – what is the same and what is different between the Christian and Muslim stories? Muslims believe God made the world exactly as he wanted it to be – in harmony (Muslim.) Create puzzle pieces with the story of creation – could use words or pictures (DON'T DRAW GOD).
Expectations of learning	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> Understand that Muslims believe that the world was created in harmony and that humans should follow a straight path (shariah)	A race between two teams, one has obstacles, one doesn't. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles? Thinking: Why do we have rules in our school? How do they help us follow a straight path in school? The idea of a straight path as both physical and moral (to do with the choices we make and the actions we take). Believing: Recap Muslim beliefs: one God, created the world as he wanted it to be – in harmony (Muslim), created human beings. In Islam, special job for human beings = to keep things in harmony = the straight path; what might they need to help them do this? Special job for human beings: special jobs that human beings do (e.g. teacher, doctor, army, police, etc.) – what do they need to help them do their job? E.g. ambulance driver, uses siren and flashing light to clear a straight path.