



## AUTUMN



<b>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION</b> 156 Hours over 4 years (approximately 13 hours per term)	<b>OBJECTIVES, VOCABULARY AND ARTEFACTS</b> See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to <b>differentiate</b> and pages 43-44 for pupil-friendly targets	<b>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25)</b> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<b>Y3 Autumn A</b>  Interactive Overview (1 hour)  For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.  Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include:	<b>AT1 (Level 2) Beliefs and teachings</b> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary  <b>Religious practices and lifestyles</b>	<b>AT1</b>  <b>2:1</b> to describe the key aspects of religions and traditions that influence the beliefs and values of others;  <b>2:2</b> to use key religious vocabulary in communicating their knowledge and understanding;  <b>2:5</b> to identify and begin to describe the	<b>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS AND MUSLIMS? (2.1, 2.2, 2.5)</b>  <ul style="list-style-type: none"> <li>Designate an area of display to introduce Christianity and Islam. Include artefacts, books, posters and questions comparing for example, a picture of a Mosque and a Church. How are these buildings different from one another?</li> </ul> <b>Handy information</b> <ul style="list-style-type: none"> <li>Pupils draw around hands, (some may need a template), on each finger record one of five fantastic facts: one hand about Christianity and one about Islam. On the palm of each hand pupils should write one</li> </ul>	<i>NB for whole year: some pupils will find it offensive to draw pictures of Muhammad/holy people. Allah should never be represented pictorially. It would be inappropriate to ask Muslim pupils to draw pictures or make</i>

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<p><b>Y3 Autumn A</b> collective worship time school productions/ rehearsal time/celebration assemblies</p>	<p>Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions. <b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Islam Muslim Allah Muhammad (pbuh) Mosque</p>	<p>similarities and differences within and between religions;</p>	<p>question which they can explore through the unit. The hands can be displayed on a washing line or tree.</p>	<p><i>models of God in any incarnate form of the Divine, from any religious traditions. Similarly, all of the prophets are afforded great reverence and respect and therefore drawing pictures or role-playing them is considered equally inappropriate.</i> <a href="http://www.mcb.org.uk/downloads/Schoolinfoquidance.pdf">www.mcb.org.uk/downloads/Schoolinfoquidance.pdf</a></p>

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<p><b>Y3 Autumn A</b></p>	<p>(Masjid) Christianity Christian God Jesus Church</p> <p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Cross Bible Qur'an and rihal (stand) Prayer mat (musalla)</p>			<p>PBUH: when Muslims refer to Muhammad it is customary to say peace be upon him after his name, also to write (pbuh) following Muhammad's name. Any Muslim pupils may be invited to share this Muslim practice with the class.</p>

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<b>Y3 Autumn A</b>  This unit is about: stories of key religious leaders; some key Christian and Muslim beliefs and practices. (6 hours)	<b>AT1 (Level 2) Beliefs and teachings</b> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.  <b>AT2 (Level 2) Human Identity, personality and experiences</b> Describe and respond	<b>AT1</b>  <b>2:2</b> to use key religious vocabulary in communicating their knowledge and understanding;  <b>2:3</b> about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	<b>WHAT WAS MUHAMMAD'S LIFE LIKE? (2:2, 2:3)</b> <ul style="list-style-type: none"> <li>Discuss or listen to the changes in pupil's lives, for example, the recent change from Key Stage 1 to Key Stage 2. How have these changes made them feel? Record these emotions.</li> <li>Introduce Muhammad and how he was a very special person for Muslims and set the scene (time and place) of life in Mecca. Explain the use of PBUH (see points to note). Before retelling the story of Muhammad's life, give pupils the story on a set of 4 different coloured cards. In pairs or fours read and sequence the story cards. Chronologically the story should include the following aspects: being an orphan, growing up as an illiterate, working as an honest merchant, marrying his boss. Share</li> </ul>	<p>Note: restrict this part of the work. It is not the main purpose of the RE.</p> <p>Islamic stories by Anita Ganeri ISBN 0237520370</p> <p>Story cards of Muhammad's life see HGfL Year 3 Additional Resources Word document – Life of Muhammad</p>

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<p><b>Y3 Autumn A</b></p>	<p>sensitively to their own and other's experiences and feelings including characters in stories with religious meaning.</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Mecca Muhammad Mount Hira</p>		<p>the story as a whole class.</p> <ul style="list-style-type: none"> <li>• Listen to the dramatic story of the 'Life of Muhammad'. Record as Muhammad's feelings graph.</li> <li>• What Changed Muhammad's Life? Focus on how the 'Night of Power' changed Muhammad's life. Discuss the emotions he may have felt, eg. fear, overwhelmed, inadequacy. Highlight that Muhammad could not read and had to learn the words of Allah by heart.</li> <li>• Divide the story into short parts that must be memorised in pairs. The pupils must learn their part by heart in order to re-tell the story as a whole class. (For example 15 lines for a class of 30). Reflect on the experience of learning words by heart as Muhammad experienced.</li> <li>• Plenary activity: show class a version of the Qur'an explain that Muslims believe that</li> </ul>	<p>story and feelings graph see HGfL Year 3 additional resources</p> <p><b>Note: The focus of this activity is to empathise with Muhammad as he learnt the words from Allah by heart. Muslims believe the Qur'an to be the book of divine guidance and direction for mankind and consider the original text, in</b></p>

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<p><b>Y3 Autumn A</b></p>	<p>Angel Gibril Allah Medina Qur'an <b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Qur'an Qur'an stand (rihal) Prayer mat (musalla) Compass Prayer beads (subha) Head cover (tigiyyha)</p>		<p>the Qur'an contains the words of Allah, revealed to Muhammad by the Angel Gibril.</p>	<p>Arabic, to be the final revelation of Allah.</p>

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<b>Y3 Autumn A</b>	<b>AT1 (Level 2) Beliefs and teachings</b> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.  <b>AT1 (Level 2) Religious practices and lifestyles</b> Describe some religious objects/places people and	<b>AT1 2:3</b> about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	<b>HOW WAS MUHAMMAD PROTECTED BY ALLAH? (2.3)</b> <ul style="list-style-type: none"> <li>• Tell the story of 'Muhammad and the Spider's Web'</li> <li>• Explore Muhammad's relationship with Allah, including: visits to Mount Hira to think and be alone, a visit from the Angel Gibril (Gabriel), the messenger of Allah and Muhammad's escape, including his reason for leaving.</li> <li>• Focus on the story of Muhammad and the Spider's Web, thinking about Muhammad's faith in Allah's protection as he is safely guided to Medina.</li> <li>• Pupils discuss using some religious vocabulary to describe religious ideas from the story and develop understanding of why these beliefs, ideas and teachings are important for many Muslims.</li> <li>• Create a script of the story told from the</li> </ul>	The story of Muhammad and the Spider's web can be found on <a href="http://www.bl.uk/learning/cult/sacred/stories">http://www.bl.uk/learning/cult/sacred/stories</a>  Link to Literacy script writing  Muslims hold holy people (Prophets of God) in great respect and reverence. For this reason the personification of God or holy

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<b>Y3 Autumn A</b>	practices. Begin to be aware of similarities in religions.	<b>AT1</b> <b>2:6</b> to investigate the significance of religion in the local, national and global communities;	<p>point of view of passing travellers in the desert reporting what they saw of the events. If appropriate, a dramatic point of view description of the story, can be recorded, as a radio play.</p> <p><b>HOW DOES THE LIFE OF MUHAMMAD AFFECT THE LIVES OF MUSLIMS TODAY? (2.6)</b></p> <ul style="list-style-type: none"> <li>• Invite a member of the Muslim faith (an adult or pupil)</li> <li>• Prepare the class for the visit and with the pupils generate questions that they want to ask.</li> </ul> <p>Discuss how the life of Muhammad affects their life today. How does their faith affect the way they behave? <i>Are pupils lives similarly influenced by leaders, religious or non -religious?</i></p>	<p>people, in the shape of images, drawings, models, or in role-playing would offend many Muslims</p> <p>See Faith Communities Directory HGFL RE General Documents- invite a Muslim speaker</p>

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<p><b>Y3 Autumn B</b></p> <p>This unit is about: ways of describing God (3 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6. Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/rehearsal time celebration assemblies</p>	<p><b>AT1 (Level 2) Ways of Expressing Meaning</b> Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways</p> <p><b>AT1 (Level 2) Religious practices and lifestyles</b> Describe some religious</p>	<p><b>AT1</b> <b>2:4</b> about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p> <p><b>2:8</b> about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</p> <p><b>AT2</b> <b>2:20</b> to develop their sense of curiosity about life, death, relationships and the</p>	<p><b>HOW CAN GOD BE DESCRIBED? (2:4, 2:8, 2:20)</b></p> <ul style="list-style-type: none"> <li>Where do our ideas about God come from? For example, stories, prayers, Collective Worship, family influences and experience of a religious community. Discuss: <i>What is God like?</i> (Eg. some stories reveal an angry God, a forgiving God and a loving God. Acknowledge that some people believe but some don't. <i>Why is it hard to describe God?</i></li> <li>Put these statements around the classroom walls – If God was a flower / colour / plant / tree / mineral / food / toy / building / light / animal / drink / item of clothing / film character, God would be... because...Pupils choose 6 prompts and write their own ideas about God into some metaphors on 'Post-It' notes. In 2/3s look at one sheet and summarise for the class</li> </ul>	<p>'Opening up Christianity' RE Today ISBN: 978-1-905-893-48</p>

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<p><b>Y3 Autumn B</b></p>	<p>objects/places/people and practices. Begin to be aware of similarities in religions. <b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Creator Forgiver Loving Majestic <b>Artefacts</b> <i>Pupils will have the opportunity to look at,</i></p>	<p>natural world and express personal opinions;</p>	<p>what the metaphors say about God. Display in or around a question mark headed 'What is God?' with pictures surrounding the chosen flowers, animals, etc.</p> <ul style="list-style-type: none"> <li>• Explain that Muslims have '99 Beautiful Names' for Allah. Discuss the meanings of some of these a "Creator", "Forgiver", the "Loving" and "Majestic".</li> <li>• Pupils sit in circle in turn choose one of the selection given from the 99 names. Pupils could play as a memory game remembering those that have gone before or could add their own definition to these Muslim examples, (for example, the invisible, the proud...)</li> <li>• Look at examples of Islamic Art and Calligraphy. Choose a name which describes God and illustrate it beautifully. Pupils could experiment with font and</li> </ul>	<p>(Teachers Resource – Allah's 99 beautiful names; website <a href="http://www.sufism.org/society/asma/">http://www.sufism.org/society/asma/</a> for 99 names) Literacy link – metaphors Story: - 'The Hundredth Name' by Shulamith Levey Oppenheim. Boyds Mills Press. (1-56397-694-3)</p>

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<b>Y3 Autumn B</b>	<i>observe and possibly handle:</i> Examples of Islamic Calligraphy		colour on Word Art. Explore tessellating patterns using printing methods, symmetrical programmes and geometrical shapes.	<a href="http://www.spiritedarts.org.uk">Link to Spirited Arts www.spiritedarts.org.uk</a> <a href="#">Links to ICT, Art and Numeracy</a>
This unit is about: Christmas (3 hours)	<b>AT1 (Level 2) Religious practices and lifestyles</b> Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.	<b>AT1 2.8</b> about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;  <b>AT2 2.12</b> how religious festivals are related to key figures, events and stories and how these are observed within	<b>CHRISTMAS ANGELS (2.8, 2.12)</b> <ul style="list-style-type: none"> <li>Focus on the Angel Gabriel bringing news about the baby Jesus to Mary. Explore a range of pictures and paintings of angels and discuss pupils' own ideas about angels.</li> <li>Focus on the angels bringing the news of the birth to the shepherds. Look at and discuss the words of 'While shepherds watched their flocks by night.' Write their own poem/carol to describe the way the shepherds might have felt.</li> <li>Discuss how news is transmitted at Christmas. Look at Christmas cards - short</li> </ul>	<a href="#">Link to Angel Gibril above</a>  <a href="#">National Gallery website</a>  'Jesus Through Art' by Margaret Cooling ISBN 978-1851751198

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<p><b>Y3 Autumn B</b></p>	<p><b>AT2 (Level 2) Questions of meaning and purpose</b> Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. <b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Angel Gabriel (Gibril)</p>	<p>families and religious communities;</p>	<p>printed message, or long newsy personal message. Make a Christmas card or collaborative painting, depicting the angels and the shepherds. What messages would they like to give about others at Christmas?</p> <ul style="list-style-type: none"> <li>• Visualisation exercise – if an angel visited you what message would it bring?</li> </ul>	<p><b>Art link</b> <b>Literacy link for poetry writing</b></p> <p><b>Picturing Jesus pack by Lat Blaylock</b> ISBN: 9781904024590 <a href="http://www.REtoday.org.uk">www.REtoday.org.uk</a></p> <p>'Don't just do something, sit there' Mary Stone ISBN-13: 978-1851751051</p>

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<p><b>Y3 Autumn B</b></p>	<p>Mary baby Jesus shepherds <b>Artefacts</b> <i>Pupils will have the opportunity to look at:</i> Christmas cards</p>			