

Spring 1 Year Group: One		Teacher: Rebecca Wormleighton	Religion/belief: Islam	Key Question: What do people say about God?
Focus Question: Why do some people think that God/Allah made the world?				
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Geography – plan of the local area to follow Art – printing and collage Maths – symmetry English – stories linked to environmental theme, writing linked to the Islamic stories of creation	Shared human experience: pupils will explore and ask questions about the experiences of wondering about puzzling questions. Living religious traditions: pupils will explore and recognize some things religious people say about God. Beliefs and values: pupils will explore and ask questions about some beliefs and stories about God and human life. The search for personal meaning: pupils will explore simple beliefs about God and suggest their own responses.	
Attainment Target 1: Learning about religion and belief · explore a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · explore how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · identify and suggest meanings for religious symbols of God and begin to use a range of religious words.			Attainment Target 2: Learning from religion and belief · reflect on and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · ask and respond imaginatively to puzzling questions about God, communicating their ideas. · respond sensitively to other people's ideas, thoughts and comments about God.	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I describe what creation is and what it means to me?	To develop awareness of beauty, awe and wonder in creation. To consider ways people treat creation. To display appreciation of natural world. To identify examples of pattern in natural world. To explain how creation can be cared for or abused. To suggest why people might choose to work on environmental projects.	Go for a walk to observe and collect natural items. Examine these using a magnifying glass. Use examples found on CD-ROM or slides/photos showing microscopic view. Look for patterns and interpret them through collage, printing and making symmetrical patterns. Examine pictures that show creation being restored and damaged. Read a story or a poem e.g. 'Dinosaurs and All That Rubbish', 'Prayers and Poems for a Fragile Earth' and discuss. Invite a visitor from an environmental or recycling organisation to discuss their work. What does creation mean? What do you think has been created? How do we look after the world? Do we look after the world? How are we special? How are our friends special? What makes others special? How do your friends show you that you	pchadwick@warrington.gov.uk is the email of Phil Chadwick who coordinates a lot of recycling event. He will give you details of an educational workshop which is based in Warrington that the children can visit to look at the work of Landfill sites.

			are special?	
LRT	Can I describe some of the Islamic stories related to creation and explain the message they give to people?	<p>To become familiar with stories from Islamic tradition that relate to treatment of creation.</p> <p>To retell a story from Islamic tradition and suggest what the message might be.</p>	<p>Read stories e.g. Muhammad (pbuh) and the Camel, Muhammad (pbuh) at the Water Hole, The Boy Who Threw Stones at Trees. Use role-play or freeze framing (do not directly portray Muhammad pbuh) to explore the stories. Complete a writing frame to summarise the story and to record their response to the message. Link qualities of Allah as to how Muslims believe that they should act. Key message: Creation and everything in it is to be protected. Living things are special and must be looked after properly.</p>	
B and V	Can I explain how Muslims believe Allah is the creator?	<p>To develop understanding of beliefs about Allah as revealed in creation.</p> <p>To explain some qualities Muslims believe describe Allah.</p> <p>To link qualities of Allah to how Muslims believe they should act.</p>	<p>Examine writings that describe Allah through reference to creation. E.g. Bible, Surahs.</p> <p>Look at a selection of the names of Allah and discuss their meanings and possible relationship to creation. E.g. The Overseer, The Creator, The Provider, The Generous, The Nourisher... Using provided scenarios, work in groups to complete the sentence 'If Allah is (title)_____, then Muslims believe they should _____'.</p>	
SPM	How can I look after creation in a better way?	<p>To consider their role in preserving creation.</p> <p>To identify what is of value to them.</p> <p>To link this to how they might act.</p>	<p>Review observations from the walk, examination of pictures, and messages from writings. Conduct a survey of unpleasant aspects of local environment. Chart to show existing situation and how it could be improved. How do I feel about the way in which our environment is cared for? How can I help to improve our environment? Who will this help? How should I look after a living thing? Write some rules they feel people should follow in order to look after a specific area or the environment in general. Or</p>	

			<p>complete a painting showing how they would like an aspect of the world to look. Children could write a promise as to how they are going to take care of the school environment more.</p> <p>The children could do litter picking or tend to the hedges of the local area as an act of kindness to the community.</p>	
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