

Autumn term 2

<p style="text-align: center; background-color: yellow;">CHRISTMAS coverage</p> <p>Learn: To explore and know that accounts of the birth of Jesus are found in the New Testament.</p> <p>Learn: About how Matthew and Luke tell their stories from different points of view.</p> <p>(Literacy link- differing perspectives on an event.)</p>	<p style="text-align: center; background-color: cyan;">DIFFERENT ACCOUNTS OF CHRISTMAS</p> <p>Reflect: Upon why people have different points of view.</p> <p>Reflect: Upon whether one of the Gospels must be wrong, and if so how would we know which one?</p>
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Spring term 1	
HINDUISM	Beginning to recognise that Hindus' behaviour towards each other is guided by the values and qualities which some Hindu stories identify as important Begin to recognise that community celebrations are an expression of faith
Suggested activities	<p>Listen to the story or watch a video of Rama</p> <p>Ask questions about the life of Rama and how it has set an example of behaviour for Hindus</p> <p>Act parts of the story out and list his qualities</p> <p>Look at video extract and photos of the Festival of Light- Divali and Janamashtmi</p> <ul style="list-style-type: none"> -how and why are people celebrating -talk about times when they have celebrated with others -talk about how it feels to belong <p>Discuss main features of a Hindu wedding</p> <p>Decorate a hand</p> <p>Interview a Hindu visitor about any wedding or festival they have enjoyed</p> <p>Talk about any group or community they belong to and identify ways in which this is expressed</p>
Cross curricular links	Literacy Art Mathematics PSHE
Skills and attitudes	Investigation
Spring term 2	

EASTER coverage

Learn: to discuss what we know about the life and character of Jesus. (Link to Gospel stories)

Learn: to explore how the life of Jesus is relevant today.

Who was Jesus?

Reflect: Upon ultimate questions associated with Easter.

Summer term 1

ISLAM

- Understand the need for rules in school and at home
- Identify some simple ways in which members of Muslim families show their respect for each other
- Identify some of the ways in which the members of the Muslim faith express responsibility for community
- Recognise and describe the Five Pillars of Islam and its effects on Muslim life
- Describe how faith/belief plays an important role at major points in a Muslims life
- Understand that Britain is a society of many religions and Barnsley is in a region where many Muslims live
- Describe some good things and some hard things for Muslims living in Barnsley
- Make links between the experiences of being bullied, being a victim and being an outsider
- Research the work of Muslim aid
- Understand some contributions of Islamic society to global society

Suggested activities

- Discuss rules in school and compare them with rules at home
- Collate a class list of accepted rules, manners, behaviour, rewards and sanctions at school. Think about the benefits of following rules in sports, class and in playing games
- Recognise and talk about some key features of Muslim behaviour eg greeting & honesty, respect & kindness to guests, care for the elderly, prayer, gathering at the Mosque every Friday
- In groups, children show through roleplay, respect, greetings, honesty , being generous
- Children to make their own family tree and discuss who lives in the same house
- Talk about extended Muslim families sharing a home
- Design a storyboard showing the positions of prayer
- Dress cut out figures of Muslim boy/girl
- Design and plan a menu for a meal for Muslim visitor
- Read and listen to the parts of the Quran that refer to Zakah
- Discuss the impact of the Five Pillars- what would change if everyone did these things?
- Design a congratulations card for a birth appropriate for a Muslim using symbols, words and quotations
- Investigate nearest Mosque/ Halal food store

	<p>Look at the effect of Jewish beliefs at home eg Mezuzah, Shabbat, Kosher</p> <p>Identify small Jewish communities</p> <p>Evaluate their own beliefs and the effects these have on their social relationships</p>
Cross curricular links	<p>Literacy-drama PSHE ICT Art</p>
Skills and attitudes	<p>Investigation</p>