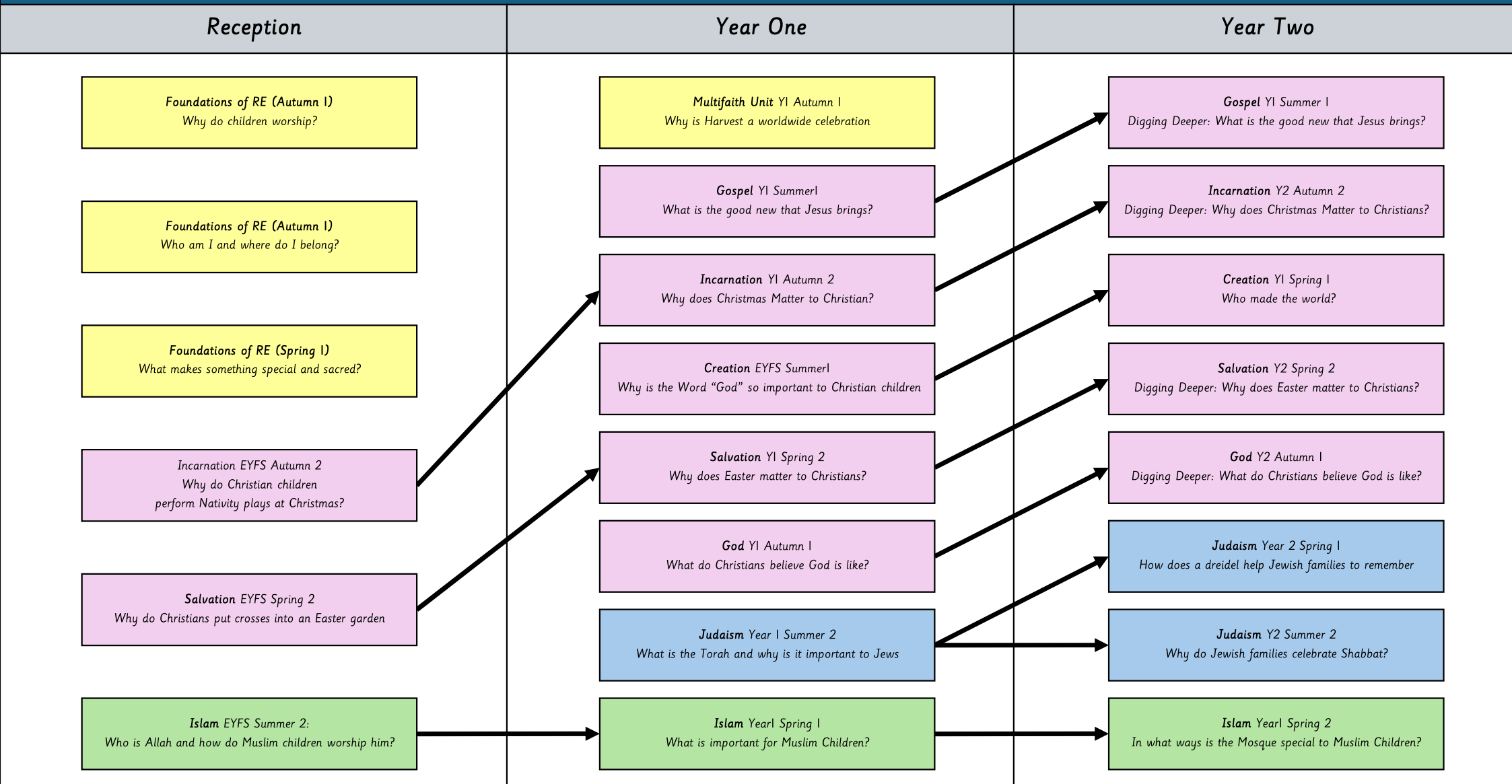


# St Laurence Church Infant School: RE Progression



## Overall topic: Foundations of RE

(Surrey Agreed Syllabus)

|                   |  |                               |   |               |  |                                  |
|-------------------|--|-------------------------------|---|---------------|--|----------------------------------|
|                   | <p style="text-align: center;"><i>These topics while not directly linked to a unit further on in school are studied in Reception to give children a basis of RE understanding that builds the foundational knowledge and vocabulary needed to progress to learning about Christian, Jewish and Islamic belief in the Infant School, and other faiths and world views in the Junior School.</i></p> |                               |   |               |  |                                  |
| <b>Aspect:</b>    | <b>Why do children worship?</b>  |                               | <b>What makes something special and sacred</b>  |               | <b>Who am I and where do I belong?</b>   |                                  |
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Collective worship is a time to be together.</li> <li>• Worship is a time to learn more about God, ourselves and others.</li> <li>• Prayer is an important part of worship</li> <li>• Worship can take place in different places.</li> </ul>  |                               | <ul style="list-style-type: none"> <li>• That different things are special to people for different reasons.</li> <li>• How to look after special things and respect things that are special to others.</li> <li>• People can use objects to help them remember special times and places.</li> <li>• That some objects are religious objects.</li> </ul> |               | <ul style="list-style-type: none"> <li>• That every person is special and unique.</li> <li>• That some people believe that God believe God made them in a special way.</li> <li>• That there are special people in different religions.</li> </ul> |                                  |
| <b>Vocabulary</b> | <i>Tier 2</i>  | <i>Tier 3</i>                 | <i>Tier 2</i>   | <i>Tier 3</i> | <i>Tier 2</i>  | <i>Tier 3</i>                    |
|                   | God<br>prayer<br>amen<br>church  | collective worship<br>worship | special<br>precious<br>memory<br>remember   | religious     | unique<br>belonging<br>community   | christening<br>Muhammad<br>Jesus |

# Overall topic: Creation

(Understanding Christianity)

| Overall topic: Creation<br>(Understanding Christianity) |  |   |  |  |   |  |   |
|---|--|---|--|--|---|--|---|
|   | Within the Infant School   |   |  |  | Within the Junior School  |  |   |
| Year group  | Reception  |   | Year 1   | Year 2   |   | Year 3   | Year 5  |
| Aspect:   | Why is the Word God so important to Christian children   |   | Who made the world (Core learning)   | Who made the world (Digging deeper)  |   | What do Christians Learn from the Creation story?  | Creation and science: conflicting or complementary?   |
| Objectives  | <p><b>Children will know:</b><br/>Christians believe:</p> <ul style="list-style-type: none"> <li>God is the giver of life.</li> <li>Harvest is a time when Christians thank God for his goodness.</li> <li>Gods name is special</li> <li>He has put humans in charge of caring for his creation.</li> <li>They should treasure the world God has made.</li> <li>Christians work together in community to serve the community.</li> </ul> |   | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>The Christian story of creation (and to be able to retell it).</li> <li>Christians believe harvest is a time to be thankful and to give to those who have less.</li> </ul> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Be curious about the world around them.</li> <li>Be grateful for things in the world.</li> </ul> | <p><b>Children will know:</b><br/>Christians believe:</p> <ul style="list-style-type: none"> <li>Humans have a responsibility to care for the world God created.</li> <li>The world is important to God.</li> <li>God gives rules to people to help them care for the world.</li> </ul> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Be able to think of way they can care for the world around them.</li> <li>Be able to express why others are grateful for the world around them.</li> </ul> |   | <ul style="list-style-type: none"> <li>Place the concepts of God and creation on a timeline of the bible's big story</li> <li>To make clear links between Genesis 1 and what Christians know and believe about God and creation.</li> <li>Describe what Christians do because they believe God is creator</li> <li>Ask questions and suggest answers about what might be important in the creation story.</li> </ul> | <ul style="list-style-type: none"> <li>Outline the importance of Creation on the timeline of the 'big story' of the bible.</li> <li>Identify what type of text some Christians say Genesis 1 is and its purpose.</li> <li>Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it.</li> <li>Make clear connections between Genesis 1 and Christian belief about god as a creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> <li>Identify key ideas arising from their study of Genesis 1</li> </ul> |
| Vocabulary  | <p><b>Tier 2:</b><br/>God, praise<br/>Respect, church<br/>Universe,<br/>community<br/>Christian,<br/>creator, creation</p>   | <p><b>Tier 3</b><br/>Harvest<br/>Umuganda</p> | <p><b>Tier 2:</b><br/>creator<br/>creation,<br/>Christian,<br/>Universe,<br/>thankfulness</p>  | <p><b>Tier 3</b><br/>Harvest,<br/>Grace<br/>Genesis</p>  | <p><b>Tier 2:</b><br/>God<br/>creator,<br/>creation,<br/>thankfulness</p> | <p><b>Tier 3:</b><br/>Genesis<br/>Sabbath,<br/>subdue,<br/>A Rocha UK<br/>Eco churches</p>   |   |

**Overall topic: God**  
(Understanding Christianity)

|            | Within the infant school   |   | Within the junior school  |  |
|------------|--|---|---|--|
| Year group | Year 1   | Year 2  | Year 4  |  |
| Aspect     | What is God like?  | God: What is God like? (Digging deeper  | What is it like to follow God?  |  |
| Objectives | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Christians use the story of the prodigal son to show God is like a father.</li> <li>• Christians believe they are loved God and are loved by him.</li> <li>• How Christians show love to God.</li> <li>• Christians believe God is loving and forgiving.</li> <li>• Christians pray in a variety of ways.</li> </ul> | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• Christians use stories (such as Jonah) to express what God is like.</li> <li>• That Christians believe God is fair and just.</li> <li>• To understand why Christians, sing hymns and songs to thank God.</li> </ul> <p><b>Children will be able:</b></p> <ul style="list-style-type: none"> <li>• To form their own questions about God.</li> </ul> | <ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul> |  |
| Vocabulary | <p><b>Tier 2</b><br/>Pray<br/>Types of prayer:</p> <ul style="list-style-type: none"> <li>• praise</li> <li>• thanks</li> <li>• sorry</li> <li>• ask</li> </ul>  | <p><b>Tier 3</b><br/>Prodigal</p>   | <p><b>Tier2</b><br/>Invisible<br/>God<br/>Christian<br/>Christianity<br/>Worship</p>  | <p><b>Tier 3</b><br/>Nineveh<br/>Jonah</p> |

# Overall topic: Multifaith Harvest

(Surrey Agreed Syllabus)

| Within the infant school |   |  |
|--------------------------|---|--|
| Year group               | Reception   | Year 1   |
| Aspect                   | Why is Harvest a worldwide celebration  |  |
| Objectives               | <p>The creation topic while not directly linked provides a foundation for this topic.</p> <p>Children will know</p> <ul style="list-style-type: none"> <li>Identify that food comes from different countries and places.</li> <li>That Harvest is a time for celebration</li> <li>How Christians may celebrate harvest festivals.</li> <li>-How Jews celebrate Sukkot.</li> </ul> <p>Children will be able:</p> <ul style="list-style-type: none"> <li>To think how they can be less wasteful with the things around them.</li> </ul> |  |
| Vocabulary               | <p><u>Tier 2</u></p> <p>Farmer</p> <p>Sharing</p> <p>Harvest</p> <p>Festival</p>  | <p><u>Tier 3</u></p> <p>Sukkot</p> <p>Sukkah</p> |

# Overall topic: Gospel

(Understanding Christianity)

|            |  | Withing the infant school  |  |   | Within the junior school  |                                 |  |
|------------|--|--|--|---|---|---------------------------------|--|
| Year group | Year 1   |  | Year 2   |   | Year 3  | Year 5                          |  |
| Aspect     | Gospel:<br>What is the good new Jesus brings?  |  | Gospel:<br>What is the good news Jesus brings?<br>(Digging deeper)   |   | Gospel:<br>What kind of world did Jesus want?   | Gospel:<br>What would Jesus do? |  |
| Objectives | <p>Children will know:</p> <p>Christians believe:</p> <ul style="list-style-type: none"> <li>-Jesus is a friend to the friendless.</li> <li>That there is forgiveness for doing wrong.</li> <li>God can give you peace.</li> <li>They should change how they live to reflect Jesus' good news.</li> </ul> <p>Children will be able:</p> <ul style="list-style-type: none"> <li>Understand how churches are places of community.</li> <li>Reflect what they can learn from this good news.</li> </ul> |  | <p>Children will know</p> <p>Christians believe:</p> <ul style="list-style-type: none"> <li>God gives them good things when they pray.</li> <li>They should thank God and others.</li> <li>Christian pray because God listens.</li> <li>Christians believe that God is the one who matters most.</li> </ul> <p>Children will be able:</p> <ul style="list-style-type: none"> <li>To consider what is important to them.</li> <li>To explain how the Gospel is good news for Christian/ themselves .</li> </ul> |   | <p>Identify this as part of a Gospel which tells the story of the life and teaching of Jesus.</p> <ul style="list-style-type: none"> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>Offer suggestions about what Jesus actions towards the leper might mean for a Christian.</li> <li>Make simple links between Bible texts and the concept of Gospel</li> <li>Give examples of how Christians try to show love to all</li> </ul> |                                 | <p>Identify features of Gospel texts.</p> <ul style="list-style-type: none"> <li>Taking account of the context suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>Make clear connections between Gospel texts, Jesus 'good news', and how Christian live in the community and in their individual lives.</li> <li>-Relate biblical ideas , teachings or beliefs (for example, about peace, forgiveness and healing)</li> </ul> |
| Vocabulary | <p><b>Tier1:</b></p> <p><b>Tier 2:</b></p> <p>Christian<br/>Christianity<br/>Friendship<br/>Forgiveness, Peace<br/>Church</p>  | <p><b>Tier 3:</b></p> <p>Disciple, Gospel,<br/>Tax collector</p> | <p><b>Tier1:</b></p> <p>Friendship,<br/>Thankfulness<br/>Christian,<br/>Christianity</p>   | <p><b>Tier 2:</b></p> <p>Lepers,<br/>Prayer<br/>Pearl</p> | <p><b>Tier 3:</b></p> <p>Lords prayer<br/>Gospel<br/>Father (when referring to God)</p>   |                                 |  |

# Overall topic Incarnation

## (Understanding Christianity)

|            | Within the infant school  |   |   |                                       |   |   | Within the junior school  |                                  |  |  |   |  |   |  |
|------------|---|---|---|---------------------------------------|---|---|---|----------------------------------|--|--|---|--|---|--|
| Year group | Reception   |   | Year 1  |                                       | Year 2  |   | Year 3  | Year 4                           | Year 5   | Year 6                                     |   |  |   |  |
| Aspects    | Incarnation:<br>Why do Christian children perform Nativity plays at Christmas?  |   | Incarnation:<br>Why does Christmas Matter to Christian?   |                                       | Incarnation: Why does Christmas matter to Christians? (digging deeper)  |   | Incarnation Why is Baptism important to Christians?   | Incarnation What is the Trinity? | Incarnation Was Jesus the Messiah?   | Incarnation Does the world need a Messiah? |   |  |   |  |
| Objectives | <p>Children will know:<br/>Christians believe:</p> <ul style="list-style-type: none"> <li>Christmas is about Jesus as a baby.</li> <li>Christmas is about Jesus's birthday.</li> <li>Christians celebrate Christmas with singing</li> <li>That God demonstrates love by sending Jesus.</li> <li>That Christians thank God for babies.</li> <li>Christians believe that every person is precious.</li> </ul> |   | <p>Children will know<br/>Christians believe:</p> <ul style="list-style-type: none"> <li>-Jesus is God come to Earth.</li> <li>-Jesus's birth was extraordinary.</li> <li>Advent is a time to get ready for Christmas.</li> </ul> <p>Children will be able :</p> <ul style="list-style-type: none"> <li>To give a simple recount of Jesus' birth.</li> <li>Consider what this story teaches them about thankfulness for themselves and others.</li> </ul> |                                       | <p>Children will know:<br/>-How the Incarnation story is part of the big story of the bible.<br/>Christians believe:<br/>-Jesus was a king using the story.</p> <p>Children will be able:</p> <ul style="list-style-type: none"> <li>-To compare how Christians all over the world use the nativity story at home and in church.</li> <li>-To understand how Christians use carols as a way of worshipping Jesus.</li> <li>-To identify how Christians and they can use Christmas as a time to give and share.</li> </ul> |   | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Identify the difference between a gospel which tells the story of Jesus and teaching of Jesus, and a letter.</li> <li>-Offer suggestions about what texts about Baptism and Trinity might mean.</li> <li>-Give examples of what these texts mean to some Christians today.</li> <li>-Describe how Christians show their beliefs about God the trinity in worship and in the way they live.</li> <li>Make some links between some texts and the ideas of God in Christianity</li> </ul> |                                  | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-Identify John 1 as part of a "Gospel" Noting some differences between John and the other gospels.</li> <li>-Offer suggestions for what texts about God might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Describe how Christians show their beliefs about God the trinity in the way they live.</li> <li>Make links between some of the texts and teachings about God in the bible and what people believe about go</li> </ul> |  | <ul style="list-style-type: none"> <li>Children will be able to</li> <li>Explain the place of incarnation and messiah within the big story of the bible.</li> <li>Identify gospel and prophecy texts, using technical terms.</li> <li>Explain connections between biblical texts, incarnation and messiah, using theological terms.</li> <li>Show how Christians put their beliefs about Jesus incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the messiah makes sense in the wider story of the bible.</li> <li>Weigh up how far the idea that Jesus is the messiah is important in the world today.</li> </ul> |  | <ul style="list-style-type: none"> <li>Explain connections between biblical texts and the idea of Jesus as the messiah, using theological terms.</li> <li>Make clear connections between the text and what Christians believe about Jesus as Messiah for example how the celebrate Palm Sunday.</li> <li>Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</li> <li>Weigh up how far the world needs a Messiah, expressing their own insights.</li> </ul> |  |
| Vocabulary | Tier 2<br>Jesus Christian<br>Christianity,  | Tier 3<br>Bethlehem<br>Angel,<br>Shepherd | Tier 2<br>Advent Jesus<br>Christian<br>Christianity,<br>Angel<br>Shepherd   | Tier 3<br>Advent wreath<br>Bethlehem, | Tier 2<br>Advent Jesus<br>Christian<br>Christianity,<br>Angel, Shepherd,<br>Carol,  | Tier 3<br>Advent wreath,<br>Bethlehem,<br>Incarnation<br>Nativity scene |   |                                  |  |  |   |  |   |  |

# Overall topic: Salvation

## (Understanding Christianity)

|                   | Within the infant school   |   |  |  |  | Within the junior school                                |  |   |  |  |
|-------------------|--|---|--|--|--|---|--|---|--|--|
| Year group        | Reception  |   | Year 1   |  | Year 2   |   | Year 3   | Year 4  | Year 5   | Year 6   |
| <b>Asepects</b>   | Salvation<br>Why do Christians put crosses in an Easter Garden?  |   | Salvation<br>Why does Easter matter to Christians?   |  | Salvation<br>Why does Easter matter to Christian (digging deeper)?   |   | Salvation<br>Why do Christians call the day Jesus died, Good Friday?   | Salvation<br>Why do Christians remember the events of Holy Week every year?   | Salvation<br>What do Christians believe that Jesus did to save human beings?   | Salvation<br>What difference does the resurrection make for Christians?  |
| <b>Objectives</b> | Children will know: <ul style="list-style-type: none"> <li>Why the palm cross is a special symbol for Christians.</li> <li>Why Christians use the cross as a special symbol.</li> <li>To be aware of events on Good Friday, Easter Saturday and Sunday.</li> <li>To realise the cross is a symbol of forgiveness.</li> </ul> |   | Children will know: <ul style="list-style-type: none"> <li>The events of holy week and how it links to Salvation.</li> <li>That Easter is part of the big story of the bible.</li> <li>Examples of how Christians show their belief about Jesus death and resurrection in church worship.</li> </ul> Children will be able to <ul style="list-style-type: none"> <li>Say what the easter story teaches them about happiness and sadness.</li> <li>Say what the Eaters story teaches them about new life and heaven.</li> </ul> |  | Children will know: <ul style="list-style-type: none"> <li>The full story of Easter including the cleansing of the temple, Last supper and Jesus's trial.</li> <li>To give examples of and explain how Christians may celebrate Maundy Thursday.</li> <li>Christians believe Jesus builds a bridge between God and humans.</li> </ul> Children will be able: <ul style="list-style-type: none"> <li>To explain what the story teaches them about forgiveness.</li> <li>To explain why Easter matters to Christians.</li> </ul> |   | Children will be able to: <ul style="list-style-type: none"> <li>Order creation fall and incarnation, gospel and salvation.</li> <li>Offer suggestions what texts about the entry into Jerusalem and the death and resurrection might mean.</li> <li>Give examples of what the texts studied mean to some Christians</li> <li>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</li> </ul> | Children will be able to: <ul style="list-style-type: none"> <li>Offer suggestions about what the narrative of the Last supper. Judas; betrayal and Peter's denial might mean.</li> <li>-Give examples of what the texts studied mean to some Christians.</li> <li>Make clear links between Gospel text and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</li> <li>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</li> <li>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal</li> </ul> | Children will be able to <ul style="list-style-type: none"> <li>Outline the timeline of the big story of the bible, explaining the place within it of the ideas of Incarnation and Salvation .</li> <li>-Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in resurrection.</li> <li>-Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>Make clear connections between Christian belief in the Resurrection and how Christian's worship on Good Friday and Easter Sunday.</li> <li>Show how Christians put their beliefs into practice in different ways.</li> <li>Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>Offer and Justify their own responses as to what difference between belief in Resurrection might make to how people respond to challenges and problems in the world today</li> </ul> | Children will be able to <ul style="list-style-type: none"> <li>Explain connections between biblical text used at funerals and the core concept of Gospel (Good news), salvation and Hope, using theological terms.</li> <li>-Taking account of the context, suggest meanings for the selected texts and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.</li> <li>Make clear connections between the Christians concept of resurrection and what Christians believe about hope and life after death.</li> <li>Show how Christian belief in resurrection and life after death make a difference in their lives.</li> <li>Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today.</li> </ul> |
| <b>Vocabulary</b> | Tier 2<br>Christian, Christianity<br>Easter, Cross   | Tier 3<br>Palm<br>Sunday,<br>Good Friday,<br>Easter<br>Sunday | Tier 2<br>Christian,<br>Christianity<br>Easter, Cross,<br>Palm Sunday,<br>Easter<br>Saturday/Sunday  | Tier 3<br>Salvation,<br>Maundy<br>Thursday, Good<br>Friday | Tier 2<br>Christian,<br>Christianity, Easter,<br>Cross, Temple,<br>forgiveness, Palm<br>Sunday Easter<br>Saturday/Sunday,  | Tier 3<br>Salvation, Maundy<br>Thursday, Good<br>Friday |  |   |  |  |

# Overall topic: Judaism

(Surrey Agreed Syllabus)

|            |  | Within the infant school   |  |   |  | Within the junior school   |  |
|------------|--|--|--|---|--|--|--|
| Year group | Year 1   |  | Year 2   |   | Year 3   |  |  |
| Judaism    | What is the torah and why is it important to Jews?   |  | How does a dreidel help Jewish families to remember?   |   | Why do Jewish families celebrate Shabbat?  |  | Worldview - Judaism Are symbols in faith important?  |
| Objectives | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>What it means to treat something with respect.</li> <li>The torah is the Jewish holy book and contains rules for Jews to live by</li> <li>How Jews treat the torah to show they respect it.</li> <li>That the Torah is kept in the Synagogue</li> <li>The torah contains the old testament of the bible.</li> </ul> |  | <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>To talk about events that are important them</li> <li>The story behind Hannukah,</li> <li>The traditions associated with the celebration of Hannukah</li> <li>Children can explain:</li> <li>Why do Jewish families remember Hannukah.</li> </ul> |   | <p><b>Children will know</b></p> <ul style="list-style-type: none"> <li>That families celebrate special times in many different way.</li> <li>that Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God.</li> <li>Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end.</li> <li>Shabbat is a time of rest and recalls how God rested on the seventh day after creation.</li> </ul> |  | <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>To explain the main beliefs and the history of Judaism</li> <li>To compare holy places for Christians and Jews</li> <li>-To recognise the importance of Jewish festivals and practices</li> <li>To recognise important Jewish prayers.</li> </ul> |
| Vocabulary | <p><b>Tier 2</b></p> <p>Respect<br/>Jew<br/>Judaism<br/>Holy</p>   | <p><b>Tier 3</b></p> <p>Yad<br/>Torah<br/>Synagogue<br/>Kippah<br/>Ark</p> | <p><b>Tier 2</b></p> <p>Jew<br/>Judaism<br/>Nun Tradition</p>  | <p><b>Tier 3</b></p> <p>Gelt, Dreidel,<br/>Hannukah, Latkes</p> | <p><b>Tier 2</b></p> <p>Jew<br/>Judaism<br/>Tradition</p>  | <p><b>Tier 3</b></p> <p>Shabbat<br/>Shalom-<br/>Challah-<br/>Havdalah-<br/>Kippah-</p> |  |

# Overall topic: Islam

(Surrey Agreed Syllabus)

| Overall topic: Islam<br>(Surrey Agreed Syllabus) |   |   |  |   |   |   |   |
|--|---|---|--|---|---|---|---|
|  | Within the infant school  |   |  |   | Within the Junior school  |   |   |
| Year group                                       | Reception   |   | Year 1   | Year 2  |   | Year 4  | Year 6  |
| Aspect   | Who is Allah and how do Muslim children worship him?  |   | What is important for Muslim Children?   | In what ways is the Mosque special to Muslim Children?  |   | Worldview-Islam/Non religious worldviews- Why and how do people show discipline   | Worldview-Islam<br>Is money important? Is being charitable important?   |
| Objectives                                       | <p>Children will know :</p> <ul style="list-style-type: none"> <li>• Muslims believe in One God, Allah.</li> <li>• That Allah has ninety nine names-Muslims believe they should be clean when praying.</li> <li>• Muslims pray facing Mecca to help them focus on Allah.</li> <li>• That Muslims use different positions when praying.</li> </ul> |   | <p>Childre will know:</p> <ul style="list-style-type: none"> <li>• That the word Islam means submission and peace in Arabic.</li> <li>• To respect the Qur'an as the special book for Muslims.</li> <li>• That Muslims show respect by:</li> <li>• Believing in Muhammad as a prophet and messenger.</li> <li>• By using Muhammed as n example to follow.</li> </ul> | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• To know that the Mosque is a special place of worship for Muslims.</li> <li>• To name the different parts of the Mosque and to explain the use of all these parts.</li> <li>• Why Mosques are decorated with Patterns and Arabic writing</li> <li>• That people demonstrate respect by removing their shoes and wearing modest clothing.</li> </ul> |   | <p>Children will know:</p> <ul style="list-style-type: none"> <li>• The role of prophets in Islams</li> <li>• The prophet Muhammad</li> <li>• Why are Holy books important</li> <li>• How and why do Muslims show discipline</li> </ul> | <p>Children will know-</p> <ul style="list-style-type: none"> <li>• To understand the importance of the Qur'an, how it was revealed. and how it is used by Muslims</li> <li>• To understand the fundamental foundations of Islam.</li> <li>• To look at the layout and structure of a Mosque and understand how this help Muslims with prayer.</li> </ul> |
| Vocabulary                                       | <p><u>Tier 2</u><br/>Muslim<br/>Islam<br/>Prayer</p>  | <p><u>Tier 3</u><br/>Allah, Mecca/Makkah,<br/>Kabba</p> | <p><u>Tier 2</u><br/>Islam,<br/>Muslim<br/>Messenger</p>   | <p><u>Tier 3</u><br/>Muhammad,<br/>Salaam<br/>Qur'an<br/>Rehal<br/>Arabic<br/>Mosque</p>  | <p><u>Tier 2</u><br/>Arabic<br/>Islam<br/>Muslim<br/>Messenger<br/>Mosque<br/>Minaret<br/>Prayer hall</p> | <p><u>Tier 3</u><br/>Muhammad<br/>Salaam<br/>Minbar<br/>Mihrab<br/>Ablution area</p>  |   |