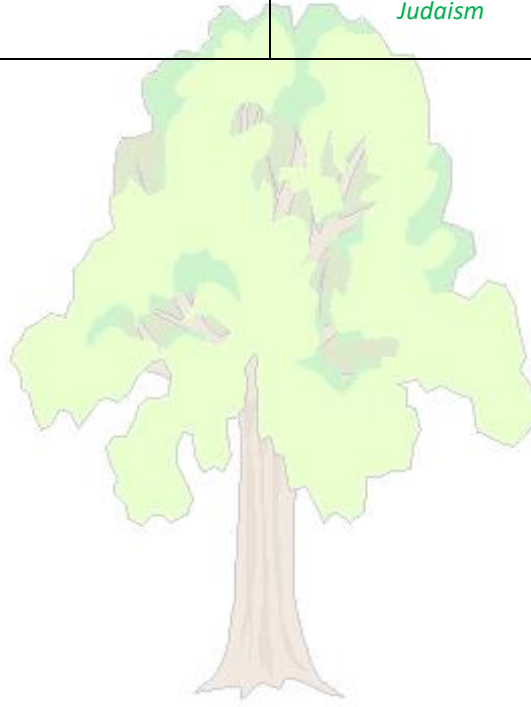


EYFS RE Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Which stories are special and why? Believing Christianity Islam	Which people are special and why? Believing Christianity Sikhism	Which places are special and why? Expressing Christianity Islam	Which times are special and why? Expressing Christianity Sikhism Judaism	Where do we belong? Living Christianity Islam	What is special about our world? Living Christianity Islam



EYFS RE Medium Term Plan

Term 1 – Which stories are special and why?					
National Curriculum Links: ELGs & Development Matters			Opportunities in CI	Key Vocabulary	Pupil Offer
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens.</p> <p>Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words.</p> <p>Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary.</p> <p>UW 3&4 y/o: Continue developing positive attitudes about the differences between people.</p> <p>Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>			<p>Sharing special/ familiar books to one another in the book corner, acting out stories with puppets and props, water and boats (Calming the Storm).</p>	<p>Special, important, books, stories, Bible, Christian, church, God, Jesus, disciples, trust, doubt, believe, holy, sacred, Qur'an, Muslims, promises.</p>	<p>Whilst completing baseline activities we will be sharing many familiar books which will be revisited throughout the terms, these can be used as our 'special books'.</p> <p>All RE will be reinforced with storytelling, role play and questioning.</p>
What is special to us?	Our special books and favourite stories	Grace's (Christian) special book (Bible)	Calming the Storm	Promises & The Two Sons	Messages/ Muslim story
<p>Describe the meaning of special, giving examples of what is special to CT/ TA, showing them the object. Pupil talk about special objects in own homes, and special objects to them. Have a cut out house with special objects placed in each window.</p>	<p>Recap the meaning of special with class, and our special items discussed. Have a collection of familiar books. Discuss if children have special books at home. Explain that some families may have religious books. Share a special book of choice (link in with Eng MTP) and reinforce with role play, puppets etc. Each grown up chooses a book each and pupils choose one and listen in groups.</p>	<p>Have a female puppet ready and a Bible. Introduce her as Grace. Explain that Grace is a Christian and she uses the Bible to help her make good choices and make decisions. Show pictures of a Bible being used in different environments, for example, at a house, and in church. Look at pictures in Bible, pass it around for pupils to explore.</p>	<p>Recap previous learning about the holy book and why it may be used. Explain that it is a special book, but also a sacred, and holy because Christians believe it includes the words and stories of God. Share video clip of Calming the Storm. Act out the story using blue fabric, cut outs of different weathers, the waves.</p>	<p>Discuss what a promise is. Have promise scenarios with 'easy', 'quite hard' and 'impossible' areas sectioned out. Read promises and sort as a group. Share the parable of The Two Sons. What promises were made? Did the sons keep their promises? What lessons do Christians learn from the story?</p>	<p>Ask SC came in to come in and deliver a message. Ask pupils what they think a 'message' is. Show Powerpoint of different forms of messages. Discuss when pupils have been messengers and share what a good messenger is. Have a puppet (Imran). Explain Imran is a Muslim and the story we are about to share is important to many Muslims. Share the photo of Mount Hira and the story of the first revelation of the Qur'an. Discuss with the pupils where they like to go to be quiet.</p> <p>Use Grace and Imran the puppet to recap Christians and Muslims and the holy books. Holy books for Imran contain words from Allah (God) and Grace's Bible helps Christians to learn about God's character/ God's story and helps Christians to make decisions based on the different stories. Special books don't guide us. Have examples of class special books ready.</p>

Term 2 – Which people are special and why?

Additional RE (not on scheme): Diwali and the Christmas story

National Curriculum Links: ELGs & Development Matters

National Curriculum Links: ELGs & Development Matters	Opportunities in CI	Key Vocabulary	Pupil Offer
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Diwali: Diwali artefacts and photographs, creating rangoli patterns, Rama and Sita character masks for role play. The Christmas Story: different versions of the Christmas story books, puppets and characters, sequencing. Role play and small world play to reinforce religious stories.</p>	<p>Hindu, Diwali, celebration/celebrate, festival, light, diya lamp, rangoli, mendhi. Christmas, angel, nativity, birth, Mary, Joseph, Bethlehem, Nazareth, journey, travel, stable, manger, innkeeper. Special, important, books, stories, Bible, Christian, church, God, Jesus, disciples, believe, holy, sacred, Qur'an, Muslims, messenger, messages, Allah, jobs, community, Guru Nanak, Sikh, nature, miracle, taxes,</p>	<p>Alongside our RE lessons, we will be exploring different celebrations including Diwali and Christmas. We will be learning about some of the traditions Hindu's have when celebrating Diwali, and also bring this into the classroom through role play and artefacts. The story of the first Christmas will be reinforced through our nativity practise.</p>

Recapping stories	Who is special and why?	Why are some people special?	What story do Sikhs tell about a special person?	What is a good friend like? How did Jesus make some very special friends?	What can a Christian learn from actions in a story?
<p>Show pictures of stories that the pupils have learnt. Sorting hoops for different stories: 'Has Jesus in.' 'Has a rich person in.' 'Comes from a holy book.' Spend time in child- initiated retelling different stories using role play, small world characters, drawing etc.</p>	<p>Have a box with a mirror in and pass it around. Tell the pupils that there is something special inside. Pass it around. Discuss what the special item inside the box is – their reflection. Ask pupils to think about what makes them special – what are their likes/dislikes? What do they enjoy doing? Who are their friends/family? What are they good at doing? 'I am special because...' Explain that people can be special in different ways: fun to play with, hard worker. Ask pupils to share why they think others are special to them. 'You are special because...' Show a photo of someone who is special to me any explain why. Pupils can draw pictures of their special person/ write letters to their special person.</p>	<p>Invite in at least two special people who help pupils (Reverend Joyce). Help pupils to form questions to interview the guest, finding out what their job entails, what is good about it and what is not so good about their job. After the visit, discuss why they think the people they met are so special. Pupils can use role play boxes to reinforce different special people in our community. Discuss what might be special to Grace the Christian? Ask Reverend Joyce about being a Christian, and what is important?</p>	<p>Share snakes Powerpoint presentation and ask the pupils what they know about snakes. Introduce Arjan puppet who is a Sikh. He is going to share a special story with us. Share the video of Guru Nanak and the Cobra. Pause throughout and ask what they think will happen. Read story aloud. Act the story out in groups of 3-4. Watch the BBC video of the story of Mary and Joseph. Ask recap the story and explain that this is why Christians celebrate Christmas/ it is the story of the first Christmas/ Christmas is Jesus' birthday. Sequencing activity to be completed.</p>	<p>Share a story that focuses on friendships prior to session (end of the previous day). Discuss how the characters were not friendly to one another. Ask pupils to show their friendliest and least friendly faces. Discuss what the qualities are of a really good friend. Explain that Jesus had friends, which he called disciples. The journey: 1. Assembly; pictures of crowds. 2. Sinks; pictures of fishing nets; cleaning prompt. 3. Water and boats; pictures of fishing boats sailing. 4. Carpet; Jesus teaching from a boat. 5. Fish tank; fish. 6. School gates; footsteps. Print story script and x30 of each pictures (F2, p11) Explain some of us are going to practise being leaders and some followers. Play 'Simon Says' and reinforce that the disciples chose to follow Jesus.</p>	<p>In the morning, state that I have left my lunch at home and I am sad. Ask pupils for solutions. Story box containing: small boat, picture of Jesus, five fish, picture of a large crowd, young boy figurine, two small loaves of bread, word God, picture of the 12 disciples, picnic blanket. Tell the story of 'Feeding the 5000' using the story box. Discuss the meaning of miracle, and how Jesus looked like an ordinary man, but he was not. Recap the morning scenario of teacher forgetting lunch. What story shows Jesus being a friend and caring for others? 5 groups of 6. Treasure and map: bag of money, branch or leaves, cup and saucer, high heeled shoe, charity collection bag, picture of Jesus. Explain all treasure helps to tell a story. After all groups have collected the treasure, watch the story of Zacchaeus. Ask questions about the story.</p>

Term 3 – Which places are special and why?

National Curriculum Links: ELGs & Development Matters				Opportunities in CI	Key Vocabulary	Pupil Offer
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Talk about members of their immediate family and community. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>				<p>Looking at photographs of different special places. Building different types of holy places with construction blocks and crafts.</p>	<p>Special, Christian, worship, spire, church, altar, cross, pulpit, font, Bible, building, clergy, minister, reverend, Muslim, mosque, temple, prayer mat, peace, God.</p>	<p>The children will have many opportunities to explore and discuss their own special places, and holy places in some religions. This will be reinforced by looking at photographs, and watching videos. At the end of the term, we will visit our local church and learn more about why people go to church, who works there, and what their job entails.</p>
Where is special to me?	Where is a special place for Christians to go?	Where is a holy place for Muslims to go?	Where is a special place for Muslims to go? What makes a mosque special?	What is important in a church and a mosque? How are holy buildings similar and different?	Where is a special place for Christians to go? What makes a church special? <i>Church/ library trip</i>	
<p>Have a photo of the school library and cut into six pieces. Pupils to build it and discuss where it is. Explain why it is my favourite place of the school. Ask the children what their favourite places in the school are. Children can take photos of special places and stick in RE book. Explain that there are special places everywhere we go. Show a photo of my special place outside of school. Ask if children have special places outside of school.</p>	<p>Reintroduce Grace the puppet. Have an A3 picture of a church, with sections of it covered with card. Reveal pieces one by one, and ask children what they see/ what they think it is. Have a Powerpoint of different types of churches and discuss. Talk about why you might go to church, and who works there. Show photos of member of the clergy/ minister.</p>	<p>Recap Grace's holy place and then introduce Imran the Muslim. Tell story on F3, p10. Have a photograph of Maidstone Mosque, and show on Google Maps. Print 'happy' and 'sad' labels. Ask questions about if he is happy or sad e.g. Happy or sad to be seeing his cousins? - Happy or sad to be going to the mosque?</p>	<p>Recap previous learning. Introduce phrase 'As-salaam alaikum' or the English translation 'peace be upon you'. This greeting makes up part of that words that Muslims say at the end of their prayers and is also a traditional Islamic greeting. Listen to the call to prayer in Arabic. Explain it is thousands of years old and it means 'come to God, come to prayer'. Have a Powerpoint of mosques, inside and outside. Ask if the pupils remember what Imran's holy place is called, then share and discuss the slides.</p>	<p>Have both PowerPoints printed out (churches and mosques). In small groups, discuss what the features of a church/ mosque. Use construction blocks/ junk modelling/ drawing pictures of the holy places. Then discuss the similarities and differences.</p>	<p>Church trip with Reverend Joyce. At the end of the visit, ask children to close their eyes and think about the church and how it makes them feel.</p>	

Term 4 – Which times are special and why?

NB Celebrations is a term 2 enquiry also. Retrieval activities rather than teaching different celebrations/ festivals again.

National Curriculum Links: ELGs & Development Matters			Opportunities in CI	Key Vocabulary	Pupil Offer
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>			<p>Recap Diwali and Christmas role play using props, artefacts, clothing etc. The celebration tub (left accessible in the environment) will encourage children to participate in conversations about their own experiences of celebrations. Harvest role play with a combination of real/ toy food, alongside Harvest information texts. The opportunity to reinforce and recap the Easter story through books, storyboarding and colouring.</p>	<p>Celebration, festival Hindu, Diwali, celebration/ celebrate, festival, light, diya lamp, rangoli, mendhi. Jew/ Jewish, Harvest, gather, Sukkot, Moses. Christmas, angel, nativity, birth, Mary, Joseph, Bethlehem, Nazareth, journey, travel, stable, manger, innkeeper. Easter, Jesus, crucifixion, disciples, Good Friday, burial, tomb, miracle, figure, angel, risen, Easter Sunday, egg, new life</p>	<p>The term will begin with us exploring previous celebrations, including Diwali and Christmas. This will be reinforced with props, stories and photographs. Alongside this, the pupils will be introduced to the Jewish faith, and the festival Sukkot. This will be explored by recapping what we know about food, and where food comes from (Harvest). At the end of the term, the pupils will have lots of opportunities to discuss their own experiences of Easter. Then we will learn about the crucifixion story with stories and videos.</p>
<p>What special times have you had? What do other people celebrate?</p>	<p>What happens at Sukkot and why?</p>	<p>What happens at Christmas, and why?</p>	<p>Recap of celebrations</p>	<p>Easter story</p>	
<p>Have a celebration tub including: tinsel, nativity characters, photos from Christmas, pictures of Rama and Sita, mehndi hand, rangoli pattern, occasion cards, birthday candles, wrapping paper, celebration food photos. Explore the celebration tub, and ask children to say their favourite item and explain why. Briefly discuss different types of celebrations including birthdays, weddings etc. Introduce Grace, Hannah and Samit and explain we will be learning about their celebrations.</p>	<p>Show Hannah puppet, explain she is Jewish. Explain that Hannah celebrates a Harvest festival called Sukkot. Have a variety of fruits and vegetables. Briefly explain that fruits and vegetables are grown. Explain that harvesting is when we gather and collect food. Sukkot is a time when Jewish people think about all the food that has been harvested and thank God for it. Show pupils greenery, and images of fruit/ veg growing, shiny stars and Sukkot cards. Another reason why Jews celebrate Sukkot is because of a time long ago when they were led by Moses across the desert.</p>	<p>Explain that the class is going to learn about an extremely special birthday for Grace. It's not Grace's birthday but it's still very special for her and many other Christians all over the world. Have the nativity characters, and ask pupils to pull them out the bag, whilst telling the class what they know about the characters/ story. Retrieval activities ('Speak like an expert') on the Christmas story and reinforce that Christians celebrate Christmas as it is the birth of Jesus. Show photo of Jesus.</p>	<p>Have the celebration tub prepared again, with photos, visual reminders and artefacts from Christmas, Diwali and Sukkot (vegetables, fruits, greenery, and shiny stars). Have a discussion about what we have learnt so far, and ask the pupils what they have enjoyed learning about the most. Activity: whole class learning tree including decorations (pictures of the celebrations we have learnt about).</p>	<p>Discuss what the children know about Easter, and what they associate it with. Discuss that there is a reason why Christians celebrate Easter. Watch BBC video clip. "Christians celebrate Easter to remember Jesus, and how he died, and then rose from the dead." Explain that the link between Easter and chocolate eggs is that eggs show new life, which reminds us of how Jesus rose again. Pupils can act the story out in child-initiated, or complete sequencing activities/ colouring. Recap with the Usborne Easter Story the following week.</p>	

Term 5 – Where do we belong?

National Curriculum Links: ELGs & Development Matters

National Curriculum Links: ELGs & Development Matters	Opportunities in CI	Key Vocabulary	Pupil Offer
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Begin to make sense of their own life-story and family's history. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Photographs from home always displayed in the classroom; opportunities to discuss family life and their differences. Role play in the home corner with dollies and each other to reinforce the kind way to welcome somebody. After learning about how babies are Christened, props will be available in the home corner for pupils to role play a baptism.</p>	<p>Bible, Christian, special, group, community, welcome/ welcoming, ceremony, faith, christening, baptism, invitation, gown, whisper, Muslim, Aqiqah, Allah, messages.</p>	<p>We will start this term by thinking about our individual selves, and how we are all special, despite we are different. This will be reinforced by messages (stars) from home. As the term progresses, the pupils will be learning about different ceremonies, which welcome babies into different religions. This will be reinforced mostly through role play.</p>

What makes us feel special? What makes Christians feel special to God?	How do Christians know that children are special to God?	What groups do we belong to? How do we know? What groups do religious people belong to?	How do we show people they are welcome? How are babies welcomed into the Christian family?	How is a baby welcomed into the Muslim religion?
<p>Provide large stars on a piece of A4 paper. Grown-ups at home should write on 2 stars something that their child is good at, cut them out then send them back.</p> <p>Recap 'The Ugly Duckling' and focus on how he thought he was not special, but it turns out he was. Ask the pupils what was special about the character. Discuss that we are all special despite we are different. Give pupils the opportunity to show their reasons about why they are special.</p> <p>Opportunity to create a 'We are Special because...' in the RE book. Reinroduce Grace as the Christian; she believes that everyone is special and precious to God.</p>	<p>Inform pupils that you will be sharing a story from the Bible that is very special to Grace. It is a Christian story, so it is special to Grace and many other Christians like her all over the world. 'Jesus Blesses the Children' Include these details and ask questions.</p> <p>Ask pupils what they think the story shows about how much God must care for children. Remind them that Christians believe all people and children are special to God, who knows them very well, from even before they are born.</p>	<p>Provide children with a pencil and piece of paper. Ask them to draw their families. Discuss that all families are different. Explain that a family is a group of people, and briefly discuss other groups the pupils may be a part of (class, sports clubs). Explain to pupils that a type of group to which many people belong is a religious group and list some different religions we have learnt about.</p>	<p>Before the week's lesson, explain to the class that we will be welcoming someone (member of staff/ Y6 pupil) into class. Discuss how we would make someone feel welcome. Share examples of how to welcomes someone into your home – role play in home corner.</p> <p>Reinforce how we welcomed someone into class earlier this week and explain we are going to explore how Christians welcome babies into the world. Ask those pupils with younger siblings to explain how they felt when their new baby came. What did they do?</p> <p>Explain that Christians believe that welcoming a baby into the Christian faith is like welcoming babies into a big family. Explain that babies are often welcomed into the Christian family by having a baptism or dedication ceremony. Ask if any children have been to a baptism. Gather some resources to act out a christening. Show some photographs of a baptism on a Powerpoint. Act out a baptism in child – initiated.</p>	<p>Take the register in a whisper. After, discuss when whispering is appropriate (when it is calm, when someone is sleeping, when other pupils are working hard etc.) Ask the children how Christian babies are welcomed and explain that today we are learning how Muslim babies are welcomed. Show them a picture of someone whispering the Shahadah, into a new baby's ear. Ask pupils first of all to make some guesses. Explain what is really happening, including explaining that the words being whispered are 'God is most great. There is no God but Allah,' and ask them what they like about the picture. Then explain that is another ceremony called Aqilah. Show an image of a baby having its hair shaved at an Aqilah ceremony, then ask the pupils what they think is happening and why? Tell pupils that many Muslims believe that getting rid of the hair is a way of getting rid of any bad luck or trouble that the baby might bring into the world when s/he is born. Mention that they should not cut any of their hair! Have a feely bag of traditional Muslim names along with their meaning (Amir – Prince, Halim – Mild, gentle, patient, Kahil – Friend, Mohammed – Praised Zahir – Bright, shining Ameer – Princess, leader, Khadijah – First wife of prophet Muhammad, Hana' – Happiness, Salma – Peaceful, Zahrah – Flower, beauty, star). Discuss what names they would choose, or like the most. Discuss some messages that would be kind to say to a baby at a baptism or aqiqah, Record them in speech bubbles.</p>

Term 6 – What is special about our world?

National Curriculum Links: ELGs & Development Matters		Opportunities in CI	Key Vocabulary	Pupil Offer	
<p>C&L 3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words.</p> <p>Literacy 3&4 y/o: Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>		<p>A variety of natural materials and environments are always accessible to the pupils, for them to explore freely. The opportunity to reinforce and recap the creation story through books, storyboarding and colouring.</p>	<p>Nature, natural, living, dead, religions, Christianity, Islam, Jewish, special, create, creations, creators, manmade, holy, Bible, Torah, Muslims, prophet Muhammad, Allah, care, respect.</p>	<p>The start of this term will be all about natural exploration, and how we can enjoy/ respect our natural world. This will be explored through mostly going outside, as well as looking at photographs of different natural environments. As the term progresses, we will be learning about different stories of creation. This will be reinforced through pictures and videos.</p>	
<p>What are our favourite things about nature?</p>	<p>Why do some people say the world is special? What do you think is special about the world?</p>	<p>What story do Christians tell about how the creation of the world?</p>	<p>How can we tell the Christian story of creation?</p>	<p>What stories do Muslim people tell about God's creation?</p>	<p>How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?</p>
<p>Have a natural tuff tray set up (use a mixture of shells, feathers, stones, and pinecones – use natural box in big cupboard). Move the tray into the middle of the circle, and hand out an object between 2 children. They must think of some words to describe it. Go on a 'nature quest'. Stand on the field. Set the pupils the task of fetching a certain object from nature, e.g a brown leaf, a daisy. Provide photographs as well. After the nature quest, discuss with the pupils how nature makes them feel. Discuss that in many religions, such as Christianity and Islam, people believe that God is the creator of nature.</p>	<p>Have some handmade viewfinders prepared (rectangle card with a smaller rectangle cut out). Have some photographs of natural environments on a Powerpoint and move the viewfinder around the screen. Go outside and use the viewfinders. After the activity, ask them why they think the world is special, and why others think the world is special too? Then introduce the word 'create' and ask the pupils to explain what they think it means/ list things that we create in class. Set the children the challenge to go and create something in their choosing time. Photograph some of the creations.</p>	<p>Recap last session by sharing some of the photos of creations. Discuss whether the creations are manmade or natural. Explain that the world we live in contains many special things/ objects/ places, but consider how we, as humans are special too. List some special things we can all do. Have a few goes of children being the 'boss' and demonstrate different actions. Use the Hannah and Grace puppets, explain that Hannah is Jewish and Grace is Christian. Explain that Hannah and Grace have a special story that tells them how God created the world. Some people believe that it took 7 days to create the world. Have images of each day and walk around the area discussing each image. Reinforce that this is not the only story of creation, and not everybody chooses to believe it.</p>	<p>Remind pupils of holy books, ask them what the Christian holy book is called. A Jewish holy book is called a Torah, and in both books, the story of creation can be found. Watch the video of Genesis Sequencing activity of the creation story. Small books or story board (need images printed and photocopied).</p>	<p>Have the Imran puppet ready, and remind the class that he is a Muslim. Explain the story we will learn is special to Imran and other Muslims because it's about the prophet Muhammad who is very important to Muslim people. Muslims believe that their God Allah created the world. Share the story of Muhammad and the crying camel Have these photos prepared: a sun, tree, sad face with tears, a camel, a drink, a heart and a happy face. Discuss the meaning of the story and ask these questions: - What did he do that was bad for the camel? - What did he do that was good for the camel? Explain the importance of taking care of all animals and living things.</p>	<p>Share some photos of animals and their offspring, discuss some examples. Prepare a story sack containing kitten toys, a plastic knife, and material for a cloak. Tell the story. After, ask these questions: - Why were the kittens so special to Muhammad? - How did Muhammad show care and kindness towards the kittens? Discuss personal experiences of pets and animals, and share different ways we should care for our pets and animals on this planet. Remind them of the prophet Muhammed, and how he is a role model for Muslims and they believe they should treat animals as he did/ and how we have explained.</p>

Senacre Wood
Primary School

