



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	Why are some books special and Holy?	1	Spring 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	How do Muslims respect holy writings?	<p>Consider a display of special books- look in RE resources boxes.</p> <p>Tell the children that in this part of RE, they will be finding lots of questions, and answers about sacred books – and that ‘sacred’ is a religious kind of ‘special.’ Tell them that holy books often have great stories in them – they are not just story books, but lots more as well, but for 6 year olds, one of the best ways to find out about what makes a book holy is to think about some of the stories it tells.</p> <p>Seven signs of respect for the Qur’an:</p> <ul style="list-style-type: none"> • If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do nicely. Teach the children that a Muslim person shows that the words of the Qur’an are holy to him or her in 5 ways <ol style="list-style-type: none"> 1. The Quran has a stand – it’s never put on the floor. 2. The Qur’an is wrapped in a silk cloth, so it never gets dirty 3. When you want to read it, you wash your hands first. 	<p>Abbey the owl.</p> <p>Copy of Quran and stand.</p>

			<p>4. When you put it way, it is kept on a high shelf, above all other books</p> <p>5. Muslims try to do what the Qur'an says.</p> <p>6. Some Muslims learn the whole Qur'an off by heart! 7. Muslims learn Arabic, so they can read the Qur'an in its original language</p> <p>PPT Presentation. Use task on presentation</p>	
Lesson 2	1 hour	What can we learn from stories in the Quran?	<p>Story from the Quran. Bilal and the butterfly. Use PPT</p> <p>Discuss what we can learn from the story. Use Bilal task in folder.</p> <p>What was the moral/meaning of the story?</p>	Abbey the owl. PPT
Lesson 3	1 hour	What can we learn from stories in the Quran?	<p>Prophet Muhammad (SAW) Stories The Old Woman And Prophet Muhammad (SAW) Quran Stories - YouTube</p> <p>Note no image on the video of Muhammed because Muslims believe that he his greatness and holiness he needs no image.</p> <p>ASK "I wonder..." questions You might want to use some from this list.</p> <ul style="list-style-type: none"> • I wonder if you have worked out why she changed her mind? • I wonder who you would like to walk into your street? • I wonder what kind of person Muhammad was? What does the story show? • I wonder who you try to listen to? • I wonder: Does kindness always win arguments? • How can we change what people think, so that people get better, fairer ideas? Can our behaviour do most to change things, or our words? • Why do Muslims say 'Peace be upon him' when they say the Prophet's name? 	Abbey the owl.

			Task	
Lesson 4	1 hour	What book of stories do Christians remember?	<p>Five things I can do to show kindness are-</p> <p>. The Holy Bible of the Christians</p> <ul style="list-style-type: none"> • Look at a display of important books together, making sure it includes three Bibles of different kinds. Can children identify which books are Bibles. Are there special ways of presenting the Bible? Leather covers and gold edges for example. But not all Bibles are like this. Some are Children's Bibles, or especially for teenagers. There are many kinds of Bibles. • Explain that the Bible is a collection of writings by many authors, divided into two parts. The 'Old Testament' (which is also the Jewish Bible) essentially is about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. <p>PPT Jonah and the whale. Share and discuss the story. What does it tell us about Jonah's relationship with God?</p> <p>Craft task Jonah and the big fish.</p>	Abbey the owl. Range of different Bibles.
Lesson 5	1 hour	What book of stories do Christians remember? Why?	<p>. Matthew ch 22 v 37-39</p> <p>Display</p> <p>37 And he said to him, "You shall love the Lord your God with all your heart and with all your soul and with all your mind.</p> <p>38 This is the great and first commandment.</p> <p>39 And a second is like it: You shall love your neighbor as yourself.</p>	Abbey the owl. Book templates Bibles

			<p>Focus on the two greatest commandments. Matt ch 22 v 37-39 and explore what these mean. Suggest ways in which Christians can show they love God and show that they love their neighbour.</p> <ul style="list-style-type: none"> • Explore the key themes of the Bible stories and connect these with pupils own experiences (e.g. Obedience, forgiveness, jealousy, helping others). Write simple chosen words about these experiences and ask each child to illustrate one such experience. <p>Go back to the display of books. This time give each child a black and white line drawing of an open book . Get all thirty in the class to complete one of these: either draw a picture into it of a way Christians use the Bible, or write a simple reason why Christians love the Bible .</p>	
Lesson 6		<p>Why did Jesus tell the story of the Lost Sheep?</p>	<p>Ian Reads : The Lost Sheep by Nick Butterworth and Mick Inkpen - YouTube</p> <p>Use Nick Butterworth and Mick Inkpen's telling of the story to explore it again. The method includes 'I wonder...' questions:</p> <ul style="list-style-type: none"> • I wonder what might be dangerous for this lost sheep? • I wonder why the shepherd cares so much for the sheep? • I wonder if the lost sheep matters more than the other sheep? • I wonder what being lost feels like? Why? • I wonder if there are things that are dangerous for us if we are lost? I wonder if being lost is always about not knowing where we are – are there other kinds of 'lost' too? Give the children four reasons why this story, 2000 years old, might be still told so much and so often. Why did Jesus tell this story? Was it... Give your children choices here. Was it: <ul style="list-style-type: none"> • Because he liked sheep more than other animals • Because he thinks God loves people like a shepherd loves the sheep. • Because we all get lost sometimes, and need help • Because breaking the rules can be dangerous. 	<p>Words</p> <ul style="list-style-type: none"> • Lost • Finder • Searcher • Carer • Looker • Brave • Strong • Weak • Scared • Fearful • In danger • Like God

			<p>Choose the two best reasons, and think about why they are good reasons. This question is about the 'secret meaning' of the story. Jesus' Parables are stories with a secret meaning.</p> <p>Look at some paintings or stained glass images of the story.</p> <ul style="list-style-type: none"> • Think about how they were made, who by, and why. How long did they take? • What does this tell you about how much the story matters to Christians? Many Christians call Jesus 'the good shepherd'. <p>There are even some churches called 'The Church of the Good Shepherd' Why? Many activities facilitate this kind of linking.</p> <p>In this case we suggest:</p> <ul style="list-style-type: none"> • Give the children the list of 14 words in the notes column. Do they know what these words mean? • Ask them in turn which 3 words apply to the sheep, to the shepherd, to themselves and to God. No right answers – this is all about helping children to be interpreters! • A google image search for 'Good Shepherd' throws up over 70 million pictures. Some are well worth showing to your pupils as they learn about this story 	<ul style="list-style-type: none"> • Like any person • Loving
		<p>What happened to the boy's lunch?</p>	<p>An inspiring story of the Lord Jesus Jesus inspired people. How does the story of feeding 5000 and walking on water show this?</p> <ul style="list-style-type: none"> ♣ Begin by talking about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach children that miracles are stories that have a huge 'wow' factor. Religious people see God at work in miracle stories. There are lots of miracle stories about Jesus in the Bible. ♣ Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish. It is in the gospel of John chapter 6 verses 1-33 – and in 	<p>Role play masks</p> <p>Loaf and fish templates</p> <p>Acrostic example</p> <p>INSPIRED</p> <p>I guess they were hungry</p> <p>Nobody had much to eat</p> <p>So Jesus took the bread</p>

			<p>many retellings for children. This story is immediately followed by the story of Jesus walking on the water.</p> <p>If you can, have a dramatised retelling of the story in which 6 children are appointed to be the boy with the food, the disciples who bring him to Jesus, Jesus himself, members of the crowd, those who pick up the pieces. The rest of the class can be the crowd. Either feed lines to your actors to repeat, or see if they can improvise.</p> <ul style="list-style-type: none"> ♣ Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. The teacher or an older pupil could 'take the hot seat' and answer questions from the children about the events of the day in the role of one of Jesus' followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? ♣ In pairs (use the strategy think / pair / share if you like) pupils can try to create acrostic poems on the word 'Inspire' or the word 'Follow' to show what they have learned. Share these in circle time – see and example in the next column to share. ♣ Ask the children who would have been inspired by these stories to say thank you? Would people have been inspired to be generous, and to share? What has helped the children to be thankful or to share? ♣ Create a little 'loaf and fish' drawing, and ask each child to choose the names of two people who have inspired them, and write the names, one on the loaf and one on the fish. Display them, and share a thankful moment. 	<p>P rayed about the fish</p> <p>I nited them to share</p> <p>R eally amazing</p> <p>E veryone full up</p> <p>D elighted</p>
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