




Engayne home learning planning framework

This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are split into sessions.





Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.

<p><u>Metacognitive strategies</u></p> <p>The learning sequence in the next two columns is split into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below.</p>	<p><u>Topic</u> Tasks (offline and online)</p> <p>RE</p> <hr/> <p>RE -</p> <p>Main learning objective: To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Desired outcome: To understand the importance of the Qur'an to Muslims. To be able to identify how Eid is celebrated. To be able to identify key features of a mosque.</p> <p>Assessment activities to be submitted by 11.11.21</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>PSHE PE Remembrance Day</p> <hr/> <p>PSHE -</p> <p>Main learning objective: To identify what makes them unique. To recognise that we all have different skills.</p> <p>Desired outcome: To be able to identify own strengths and weaknesses. To be respectful of how special and individual everyone is.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 1150 297 1217"> <p>Approach</p> </td> <td data-bbox="302 1150 577 1217"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="120 1220 297 1442"> <p>Activate</p>  </td> <td data-bbox="302 1220 577 1442"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p>	<p>What is it?</p>	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>RE –</p> <p>Lesson 1</p> <p>Why is the Qur'an so important to Muslims?</p> <p>Recap on the importance of the Qur'an to Muslims from the last session.</p>	<p>PSHE – What makes us who we are ?</p> <p>Ask the children to stand in pairs facing each other. Ask them to discuss and identify:</p> <ul style="list-style-type: none"> • 3 things that make them look similar to each other • 3 things that make them look different to each other
<p>Approach</p>	<p>What is it?</p>					
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fairly to the people; be steadfast in prayer; and practice regular charity. (Qur'an 40.83)</p> <p>Ask pupils to think about the words that we sometimes forget to say (e.g., thank you, sorry, I love you, please). Are some words more important than others are? Why? Which of these words do the children think are the most important, and why?</p>	<ul style="list-style-type: none"> • 3 things that they have in common with each other (which are not to do with the way they look e.g. both interested in dinosaurs) • 3 things that they do not have in common with each other (which are not to do with the way they look) <p>Activity - What makes us who we are?</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Please / sorry / peace / thank you / kindness / love / family / life / earth / God / another one chosen by a child</p> <p>Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. In holy books, people say these things to God and to each other.</p>	<p>Discuss as a class the things they found that were similar between each and other and the things that were different to each other. Stress that we are all special because there is no one else exactly like us on this planet – there never has been and there never will be again! (You can introduce the word '<i>unique</i>' here if you feel it is appropriate).</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Share PowerPoint named The Qur'an</p> <p>Task - Ask the children if there is someone they would like to say some special words to. Children to design a card and decorate with detailed patterns using the pictures on the PowerPoint for inspiration.</p>	<p>Give each child a piece of paper. Ask them to draw a picture of themselves. The picture must include (either drawn or written):</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Lesson 2</p> <p>Why do Muslims choose to mark Ramadan and Id-ul-Fitr?</p> <p>Read the story 'Ramadan Moon'. Discuss what has been found out about Ramadan. Click the link below for the story if you are working from home.</p>	<ul style="list-style-type: none"> • Something about themselves which shows a distinct physical feature (e.g. brown hair, blue eyes, light or dark skin) • A group that they belong to (this could be their family, a particular faith group, a friendship group, a club they belong to in school or out of school etc.) • A physical activity they enjoy doing (e.g. running, football, cycling, swimming, bouncing on the trampoline etc.) • A food they enjoy eating • A favourite toy

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<https://www.youtube.com/watch?v=IwRQ6rvi02g>

Join as a whole class and discuss how fasting during the month of Ramadan gives Muslims a wonderful sense of community and that fasting is one of the duties of a Muslim.

Eid - Read the story 'Hassan and Annesa Celebrate Eid'. Click the link below for the story if you are working from home.

<https://www.youtube.com/watch?v=sCHG9onevCg>

Task – Children to write a sentence about what Eid is. Then the children are to draw and label pictures of the things that people do to celebrate Eid.

Lesson 3

What is a mosque?

Why is it important to Muslims?

Read the story 'Golden Domes and Silver Lanterns'. Click the link below for the story if you are working from home.

<https://www.youtube.com/watch?v=nCULnPKxnkA>

Ask the children to discuss with a partner something new they learnt from the story. Share as a class.

You can add further things to this list as you feel appropriate. Alternatively, replace some of the above with your own ideas.

Discuss ideas with the class first so that they all have ideas to start them off.

When children have completed their pictures ask them to share their pictures with others. What are the things that the different pictures have in common? What are the things that are in different in the pictures?

After the children have finished discussing their pictures, ask them if it is ok to have things that make them different to others? If someone looks different to you or likes doing things that you do not like does that mean we should treat them differently?

Set up your circle time in your usual way, reminding the class of your normal circle time rules. You may wish to play a few fun circle time games to warm the class up.

Pass an object around the circle, starting with yourself. Tell the class something, which you think, is particularly special about yourself in terms of something you can do or something you are interested in (maybe you can play an instrument or ride a horse, juggle or whatever) You then pass the object to the child on the right who has to say something positive about what you said. You might like to discuss possible responses before you start the activity e.g. 'Wow, that's very impressive,' - 'I would like to be able to do that,' - 'Wow, not many people can do that!' - 'I never knew that about you' - 'It must have taken a lot of effort for you to learn that' - 'That sounds really interesting' and so on. That child says something special about

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Listen to the call to prayer. How does the sound feel? Why does it matter to some people? Discuss the words special and sacred: 'Sacred is a religious kind of special'

<https://www.youtube.com/watch?v=oW28nbADKFQ>

Point out that anywhere a Muslim chooses for prayer is believed to become a Mosque for that particular time.

Share the PowerPoint Looking around a mosque and read the explanations about the purpose and significance of a range of features.

Bring the class together to discuss what they have learnt.

Look at images of Mosques and compare their appearance and size. Are they all the same?

Share the PowerPoint named Mosques. Children to use the pictures as a reference to draw a mosque and label key features of the outside of a Mosque; dome, minaret, arch doorway, arched windows, prayer hall and wudu (washing area).

Lesson 4

What have we learnt about the Islam faith ?

In a circle time session, ask children what they liked learning about this RE unit.

themselves and then passes the object to their right and so on, all around the circle.

Important points to stress:

Everyone has something, which makes him or her special.

Each of us has different skills. (things we are good at)

Everyone has different interests.

Everyone has a chance to be respectful and praise others for those special things

Plenary - Ask the children what important things they have learnt in this SCARF session. If you have not used the word '*respect*', introduce it here.

When we are respectful towards other people, this means that we accept the things that may make them different to us and do not try to put them down or make them feel sad or uncomfortable because of them.

Explain that over the next week you are going to be looking out for children who are being particularly respectful to others and will be giving rewards in line with your school's normal reward system.

After one week look back on all the kind things that you have heard being said or seen being done and praise the children for all their respectful words and actions.

PE -

Main learning objective: To work on football skills.

Desired outcome: To be able to keep control of a ball.

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Ask the children in pairs to list some of the things they have learnt about, in this unit (e.g. symbol of Islam, work about the Prophet, stories, caring for animals, praying, the Qur'an, The five Pillars of Islam, holy or special words, the festival of Eid and the importance of the Mosque).

Share what the children thought, their ideas and what they have learnt in this unit. Using the children's ideas record the key facts on a large class poster.

Final question: What matters to Muslims?

To be able to keeping moving with a ball.

To be able to find and work in a space.

See PE lesson sheet for the lesson. There are activity ideas and games to play.

If you are at home, see how many of the activities you can do and try to work on moving around in a space with your ball.

Remembrance Day –

Watch this video clip named The Poppy story. It explains in a simple way why and how Remembrance Day is remembered every November. Answer any questions the children have.

<https://www.youtube.com/watch?v=doalcouBKwc>

Also shared this video clip named CBeebies Poppy animation.

https://www.youtube.com/watch?v=pv_ub7Be7oA

Children can then make a poppy using any media they like, painting, collage, drawing or craft. Here are a few ideas for inspiration.

