




# 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 (<b>offline</b> and <b>online</b>)</p> <p><b>RE</b></p> <hr/> <p><b>RE - Islam</b></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:</p> <ul style="list-style-type: none"> <li>To understand that Muslim belief in Allah.</li> <li>To understand the importance of regular prayer for Muslims.</li> <li>To recall stories about the Prophet Muhammad teaching.</li> <li>To understand the importance of the Qur'an to Muslims.</li> </ul> <p>Assessment activities to be submitted by N/A</p>	<p><u>Topic including PE - Task</u> (<b>offline</b> and <b>online</b>)</p> <p><b>PSHE</b> <b>PE</b></p> <hr/> <p><b>PSHE -</b></p> <p>Main learning objective: To identify some of the physical and non-physical differences and similarities between people.</p> <p>Desired outcome: To be able to know and use words and phrases that show respect for other people.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 1161 300 1230"> <p><b>Approach</b></p> </td> <td data-bbox="322 1161 582 1230"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1230 300 1460"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1230 582 1460"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p><b>Approach</b></p>	<p><b>What is it?</b></p>	<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>RE –</b></p> <p><b><u>Lesson 1 - What really matters ?</u></b></p> <p>Introduction – Ask the children to think about who is very important in their lives and why ? Encourage the children to share their ideas with the rest of the class. Ask the children to think about what really matters, this could include family, love,</p>	<p><b>PSHE –</b></p> <p>Activity - What makes us who we are?</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</p>
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<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>friendship, kindness, respect, health, environment and learning. Remind the children we are not thinking about material things.</p> <p><b>Task</b> - Children to have a picture of a heart and to draw and label who and what are the most important people and things to them, within it.</p>	<p>and there never will be again! (You can introduce the word <i>'unique'</i> here if you feel it is appropriate).</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Main teaching –</b></p> <p>Explain to the children that we will be learning about the Islam faith and that followers of Islam are Muslims. Muslims believe there is one true God Allah. (the Arabic word for God)</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> <ul style="list-style-type: none"> <li>• Something about themselves which shows a distinct physical feature (e.g. brown hair, blue eyes, light or dark skin)</li> <li>• 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.)</li> <li>• A physical activity they enjoy doing (e.g. running, football, cycling, swimming, bouncing on the trampoline etc.)</li> <li>• A food they enjoy eating</li> <li>• A favourite toy</li> </ul>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Watch the video called - What is Islam ?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zyb4q6f/articles/zt9shcw">https://www.bbc.co.uk/bitesize/topics/zyb4q6f/articles/zt9shcw</a></p> <p>Explain that Muslims believe that the world would not function without God and Muslims never draw Allah.</p>	<p>You can add further things to this list as you feel appropriate or replace some of the above with your own ideas.</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life.</p> <p>Show the children the The Five Pillars of Islam poster.</p> <p>Explain that God is so important to Muslims that they form part of the Shahadah - 'God is most great. There is no God but Allah,'</p>	<p>Discuss ideas with the class first so that they all have ideas to start them off.</p> <p>When children have completed their pictures ask them to share their pictures with others.</p> <p>What are the things that the different pictures have in common? What are the things that are in different in the pictures?</p> <p>After discussing their pictures, ask the children if it is ok to have things that make them different to others? If someone</p>

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These are very important words for Muslims and they are whispered into the ear of a baby, when they are first born.

Ask the children to think about if they could choose some important and special words to whisper to a newborn baby, what would they choose? Play a whispering game.

## **Lesson 2 - Who is a leader ?**

Ask the children what they think a leader is?

Ask the children who leads their school, their football team, clubs, Rainbows or Beavers and their country?

Ask the children if they think anyone leads the world? (They may say God). Talk about leaders and what they do.

Share the idea that a leader sets an inspiring or good example. A good leader is not the one with the loudest shout, or the best fighter, or is the cleverest. Teach the children that a good leader sets a good example.

### **The Prophet is a leader for Muslims. How and why?**

Tell the children that the Prophet Muhammad is such a special leader that he has nearly 2 billion followers who respect him, all over the world. People have followed his teaching for over 1400 years.

Explain that, more than 1400 years ago, he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say 'Peace be

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 circle time games to warm the class up.

Pass an object around the circle, starting with yourself. Tell the class something that 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 them and then passes the object to their right and so on, all around the circle.

Important points to stress:

- **Everyone has something which makes them special**
- **Each of us has different skills (things we're good at)**
- **Everyone has different interests**
- **Everyone has a chance to be respectful and praise others for those special things**

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	<p>upon him' and when they write his name they put the letters 'PBUH' after his name.</p> <p>Share The stories of The Prophet and the Ants and The Crying Camel. Remind the pupils that Muslims make no pictures of the Prophet.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z9tqb82">https://www.bbc.co.uk/bitesize/clips/z9tqb82</a></p> <p>Ask the children to think about the difference this story could make to how a Muslim person lives their life and treats others.</p> <p>Ask children to think about who they know that are kind to animals, how can they show kindness to animals and all creatures?</p> <p><b><u>Lesson 3 - The Prophet Muhammad inspired people.</u></b></p> <p><b><u>How do stories of the Prophet show this?</u></b></p> <p>Ask the children if they were writing a book about someone, what important details and information would they include ? Ask the children to talk to a partner and share their ideas.</p> <p>Teach the children that the stories the Prophet told are very important in Islam. They say a lot about what the Prophet Muhammad (PBUH) said and did. These stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. He is an inspiring leader.</p>	<p>Plenary</p> <p>Ask the children what important things they have learnt in this SCARF session. If you have not used the word respect then it can be introduce here.</p> <p>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.</p> <p>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.</p> <p>After one week, look back on all the kind things that you have heard said or have seen and praise the children for all their respectful words and actions.</p> <p><b>PE -</b></p> <p>Main learning objective: To work on football skills.</p> <p>Desired outcome: To be able to keep control of a ball. To be able to keeping moving with a ball. To be able to find and work in a space.</p> <p>Assessment activities to be submitted by N/A</p> <p><b>PE –</b></p> <p>See PE lesson sheet for the lesson. There are activity ideas and games to play.</p>
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Bilal was a slave to a cruel master. The Prophet freed him, and made him the first prayer caller of Islam. This is a story about human freedom and Muhammad's belief in fairness and justice for all.

Ask the children what or who inspires them to be;

- kind to others
- kind to animals
- care for the Earth
- fair to everyone
- helpful to people who are treated unfairly

**Task –**

Show the children the symbol of Islam. Children to create a simple outline drawing of a crescent moon – part of the Muslim symbol, showing that faith can light your path in the dark.



Children to draw pictures to show how the Prophet inspires Muslims to behave and treat others.

Children are then to complete the sentence - *The stories of the prophet teach Muslims to...*

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.

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## Lesson 4 - Why is the Qur'an so important to Muslims?

Explain to the children that The Qur'an is the holy book for Muslims. Share the PowerPoint called Islam and The Qur'an.

The Revelations of the Qur'an - Re-emphasise and explain that for Muslims this is the word of God, the final revelation: the words of the angel were recited and written down to become the holy Qur'an.

Explain that Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah, including creator, judge, merciful and forgiver.

Ask the pupils if they can think of four words that really matter to them - they can close their eyes and make a choice in their mind, then tell a partner. These could include, love, respect, kindness, honesty, trust and bravery.

**Task** – Children to write four very important words and decorate using traditional Arabic geometric patterns – leaves, stars and shapes.