



## Hadfield Infant School - Medium Term Progression

Cycle - Year 1	Autumn 2	Subject - RE
<b>Curriculum Content</b>		
<b>Year 1- British Wildlife</b>	<b>Year 2- Time Travel</b>	
<p><u>Who is a Muslim and what do they believe?</u>  <u>What do we think about God?</u>  <u>What really matters?</u></p> <ul style="list-style-type: none"> <li>• Who and what is important to the children and why? Read related story. Are people more important than things?</li> <li>• GOD: what does this word mean? What is invisible and what shows it is there?</li> <li>• Teach children that the Muslim word for God in the Arabic language is: Allah.</li> </ul> <p><u>Who was the Prophet Muhammad, and why is he important to Muslims?</u>          Who is a leader?          The Prophet is a leader for Muslims. How and why?</p> <ul style="list-style-type: none"> <li>• Retell a story about the Prophet Muhammed.</li> <li>• say why Muslims try to follow Muhammad and have great respect for him;</li> </ul> <p><u>What stories of the Prophet do Muslims love to tell?</u></p> <ul style="list-style-type: none"> <li>• retell a story about Allah and Prophet Muhammad;</li> <li>• say why Muslims try to follow Muhammad and have great respect for him;</li> <li>• respond sensitively to what matters to Muslims and what matters to me;</li> </ul>	<p><u>Who is Jewish and what do they believe?</u>  <u>What is precious to us? What is precious to Jewish people?</u>  <u>What does a mezuzah remind Jewish people about?</u></p> <ul style="list-style-type: none"> <li>• Recognise that some Jewish people remember God in different ways.</li> <li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• Make links between some Jewish teachings and how Jewish people live.</li> <li>• Talk about the fact that Jewish people believe in God.</li> </ul> <p><u>How and why do Jewish people celebrate Shabbat?</u></p> <ul style="list-style-type: none"> <li>• Recall and talk about the Jewish story of creation</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples on what they might do to celebrate Shabbat.</li> <li>• Retell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means.</li> <li>• Make links between some Jewish teachings and how Jewish people keep Shabbat</li> <li>• Express their own ideas about the value of times of rest, reflection and prayer in the light of their learning about why Jewish people choose to keep Shabbat in these ways.</li> </ul> <p><u>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</u></p> <ul style="list-style-type: none"> <li>• Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</li> <li>• Make links between the Jewish story of Chanukah and how it is celebrated.</li> <li>• Express their own ideas about the value of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</li> </ul> <p><u>Which place of worship is sacred for Jewish people?</u></p> <ul style="list-style-type: none"> <li>• Describe key areas of the synagogue and talk about why they are important to believers</li> <li>• Find out more about the synagogue and why it is important to Jews.</li> <li>• Consider questions such as: Why is the synagogue important? Who might visit the synagogue? Do you think all synagogues are the same?</li> </ul> <p><u>Wow opportunity-</u> Jewish visitor</p>	
<b>Vocabulary</b>		

Muslim, God, Prophet Muhammad, respect, Allah, special place, holy,

Jewish, Judaism, God, mezuzah, creation, Shabbat, reflection, prayer, Chanukah, praise, remembrance. Menorah, Synagogue, Hebrew, yad, kippah, tallit, Rabbi, Torah Scrolls, Bimah, Arc, Eternal light, Maccabees, Greeks, oil, miracle,