

Unit Title: Islam -Rules for living- the five pillars- Eid Ul Fitr How do the five Pillars of Islam support Muslim's faith? What can the impact of dedication and commitment be ? Year 3 or year 3/4 on a rolling programme		
<u>Key Areas of Enquiry</u> B- Practices and way of life F- Values and Commitments		
Background Story/ Information The five pillars of Islam provide a structure for the Muslim faith. The five pillars are Shahadah- the declaration of faith, Salah- prescribed daily prayer, Sawm - fasting observance during the month of Ramadhan, Zakah - charitable giving, and Hajj- pilgrimage to Mecca		
Cross Curricular Links Literacy, DT		Key Vocabulary: Five Pillars, Hajj, Duty , observance
Skills-Investigation, Interpretation Analysis Communication		Attitudes- Self awareness, Respect, Appreciation and Wonder
Key Questions; How do Muslims show commitment to the Five Pillars. How do Muslims celebrate Eid-ul-Fitr? What can we learn from the way Muslims keep the 5 pillars? How do we show commitment to our own values?		
Learning Objectives Know about the Five Pillars of Islam.	Possible Teaching/Learning Activities Lesson 1/2 Introduce the idea to the children that Muslims live their lives according to five Pillars, or five duties (principles) The Five pillars support Islam. Shahadah-declaration of faith - all the time God is kept in mind Salat - Prayer which is carried out five times a day Zakat - charitable giving from monthly wages Swam - fasting which is carried out annually in the month of Ramadhan Hajj - carried out once in a life time. Discuss some of the difficulties following the 5 pillars might create for British Muslims Use art/craft/ICT materials to design a building supported by five pillars	Learning Objectives I can describe the Five Pillars of Islam I can explain the importance of the five Pillars of Islam I can respect the five pillars by following the rules I can appreciate what place the five pillars have in my life and how they show commitment

<p>Reflect on values that are important to them</p>	<p>Talk to the children about principles/ values that they might use to govern their lives on a daily, monthly, annually, always basis. The children could make a visual representation 2D or 3D to illustrate their "five pillars". With the title - These are the values I am committed to---. These values help me to-----</p> <p>Lesson 3</p> <p>Watch a dvd or website (eg Islam: Belwi and Deobandi families answer questions on Islam) about a Muslim talking about their beliefs or invite a visitor to come in. Ask children to formulate questions which they then place in a box. Either ask the visitor the questions or have a double circle discussion- children on the outside of the circle draw out a question and discuss any comment or answers that they might have with their partner in the inner circle. Swap around. Or as a class group the different types of questions and tell the children that at the end of the unit the questions will be reconsidered.</p>	<p>I can raise questions about the Muslim way of life.</p>
<p>Have the opportunity to raise questions about the Muslim faith and way of life.</p>		<p>I can make my own explanation of the Muslim faith and way of life.</p>
<p>Know how Muslims pray</p>	<p>Lesson 4</p> <p>Salah-Hear the call to prayer on Islam for schools. and listen to the story of Bilal and the First Call to Prayer. (www.islam4schools.com)</p> <p>Muslims can pray to Allah at any time (du'a) but are required to observe five daily acts of prayer at set times. These can be performed anywhere although Muslims will visit a mosque if practicable. These acts of prayer are performed in a ritualistic fashion- rak'ah where Muslims adopt particular positions at different points in the prayer. See website. Can the children interpret each movement and the feelings of the worshipper? Use the statements in Symbols of Faith to prioritise the significance of prayer for Muslims.</p>	<p>I can raise questions about the Muslim way of life.</p>
<p>Reflect on how it feels to use a pattern of time</p>	<p>Lesson 5</p>	<p>I can describe the Muslim way of life and express the way it feels to use a pattern of time.</p>

<p>management that includes some quiet and reflective time.</p> <p>Have the opportunity to create a sacred space</p> <p>Plan a space that would help people to pray or reflect.</p> <p>.</p>	<p>Working in groups (with an adult) plan five reflective times in the day for your class. (maybe some for school , some for home) What would you do/ think about? What might you provide to help? What rules would you make for this time? What bodily positions would you use? What would you do with your hands? What objects might you use to help you concentrate / be still? What did the children think of his activity - was it a good idea- was it easy/difficult, how did it affect you?</p> <p>Lesson 6</p> <p>Consider how prayer is important in all faiths and how actions and gestures use in prayer convey meaning see page 6 in Symbols of Faith.</p> <p>Imagine your school was planning a room where people could go to reflect or pray. What would you provide/include to make this possible (remember that visual images would not be acceptable to Muslims)</p>	<p>I can make my own ex. that of M</p> <p>I can describe explain so movement prayer.</p> <p>I can identify aspects of space that influence</p>
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<p>Explore what giving to others might mean</p> <p>Learn about Ramadam and Eid</p>	<p>Lesson 7</p> <p>Zakat -explore when how and why we might give to others. e.g. Red Nose Day, Children in need etc. Many Muslims give regularly from their monthly wage packet to care for other within the community. Muslims believe that they should follow the example of the Prophet Muhammad who cared for the poor and weak in society.</p> <p>Discuss with the children- Think of some reasons why we might want to give to others? Design a poster around a pair of "Giving Hands" to outline the reasons for giving to others.</p> <p>Ramadan and Eid- During the month of Ramadan many Muslims will fast from sunrise until sunset. This is seen as a spiritual discipline to teach self control and compassion for those who always go hungry. Talk to the children about times in the day when they feel hungry - what food do they dream about eating when they are hungry! Imagine going without lunch everyday for a month.</p> <p>Ramadan remembers the revealing of the Qu'ran to the prophet Muhammad and takes place in the ninth month of the Islamic calendar.</p> <p>During this time Muslims hear the whole of the Qu'ran read in the mosque each evening. Eid is the breaking of the fast and at this time Eid is celebrated by the giving of presents, feasting, cards, new clothes etc. Commitment to Allah is renewed. The celebrations draw the community together.</p> <p>Thought shower similarities that all festivals share</p>	<p>I can identify the impact of giving on the Muslim life.</p> <p>I can describe what happens during Eid Ul Fitr and its impact on the community.</p>

	e.g Story that needs to be remembered, eating special food, special clothes, cards/gifts etc. Talk with the children about times when they have joined in a celebration that helped them to feel that they belonged to a community and/or their family.	
Create a display about significant events/celebrations in their own lives to explain who I am and what matters to me.	Lesson 8 Children bring from home photographs, invitations, cards, certificates, objects, etc to create a display 2D or 3D display or PowerPoint presentation to inform others about important celebrations/events in their own lives that evoke happy and maybe also sad memories for them. Title - Special Times in My Life. Children could write labels/captions to go with their display	I can identify significant events in my own life
<p>Assessment- I can identify how Muslims show their commitment to Islam through the Five Pillars of Islam.</p> <p>I can identify what influences me and what I am committed to.</p>		