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| Unit Question 1.11 | Religion(s) Covered |
| Who celebrates what? How and where? | Christianity and Islam |

Year Group: 2

Suggested Hours: 6

| Key Vocabulary | RE Skills | Points to Note |
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| Celebration Festival Sacred Eid ul Adha Decorations Celebrate | Investigate Express Reflect | <p>This units focuses on the festivals of Christmas and Eid-ul-Adha. Other celebrations may be added.</p> <p>Please start with the children's own knowledge- can use the Christian or Muslim religion as a starting point so there is no set sequence for the key questions.</p> <p>For each festival plan a range of activities including story, enactment and multi-sensory work</p> <p>BBC schools pages: www.bbc.co.uk/schools/religion/islam/eid_haj.shtml www.bbc.co.uk/schools/religion/christianity/christmas.shtml</p> |

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| Key Question 1: What does it mean to celebrate? | <p>Show the children the word celebration, what does it mean? Have they celebrated anything? Do you have to believe in a religion to celebrate? Read 'Kipper's birthday' story, what is Kipper celebrating, what did he need for his celebration. The children can then make a mind map with the word 'celebration' and their chosen celebration written next to it eg: Eid, birthday, Christmas. They can add legs for what they did at the celebration, what food they ate, where they were, who was there, what did they need eg: decorations, presents, etc. Establish that each celebration is held for a reason and consider WHO celebrates the festivals.</p> |
| Key Question 2: What are the meanings of the festivals | <p>In small groups give the children a range of books about Christianity and Islam, plus pictures/photos of celebrations and cards.</p> <p>Christmas represents the coming of great goodness to Earth.</p> <p>Eid ul Adha reminds Muslims of Prophet Ibrahim's willingness to give everything to God.</p> |
| Key Question 3: Which symbols are important? | <p>For Christians the central symbol is Jesus as a baby and images of the Nativity. Show the children a picture of Christmas candles, a Christingle and presents. Which religion are they representing, why are they significant to the celebration what are they symbolising? Jesus – light of the world, story behind the Christingle. Look inside a church or a Christian home around Christmas time what do they see, symbols, objects etc. Create a Christingle. Listen to the song about Christingle.</p> <p>For Muslims, the Prophet Ibrahim's sacrifice stands as a role model and his willingness to give everything to God.</p> <p>Eid usually starts with Muslims going to the Mosque for prayers. They dress in their best clothes and thank Allah for all the blessings they have received. It is a time when they visit family and friends. Muslims will also give money to charity so that poor people can celebrate too.</p> <p>Muslims celebrate Eid ul-Adha on the last day of the Hajj</p> |

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| Key Question 4: What values are celebrated during these festivals? | Think about which values are important during these festivals- for example gratitude, happiness freedom, thoughtfulness, reflection or devotion to God. How do these values support the life of the school and the children's own lives. Look at some inspirational quotes and design a card to express these values |
| Key Question 5: What memories are important to us? | Ask the children to think about a toy they have had for a long time- they could draw a picture of it and talk about the memories that go with it. If the toy could speak what conversation would you have? Use speech bubbles around the drawing. At home, ask parents to recall a good memory for the child- this could be an object, place or song which is full of meaning. The children could share and talk about it- bring in the object or a picture. |
| Unit Assessment: Who celebrates what? | Create a game where the children have to identify the religion and festival using clues such as food eaten, pictures, actions Link together the themes which unites both festivals |