

TITLE: What do we celebrate and why? YEAR GROUP 2

ABOUT THIS UNIT:

This unit uses material from Christianity and Islam. Easter and Eid-ul-Fitr are the focus. The theme from the syllabus covered by this unit is celebrations: how and why celebrations are important in religion and it also contributes to the theme 'leaders and teachers'. There are opportunities to share their own beliefs, Ideas and values. The study of a festival from another religion would complement this unit as well.

Estimated time for this unit (in hours) 6 - 8 hours (with the possibility of dividing the unit in two, for each celebration to be dealt with at the appropriate time in the year)

Where this unit fits in:

This unit builds upon the learning from the Y1 unit on 'Celebrations that matter' and prepares pupils to think more about beliefs in KS2

KEY STRANDS ADDRESSED BY THIS UNIT

Ways of expressing meaning
 Questions of meaning, purpose and truth

ATTITUDES FOCUS

- Feeling confident about their own beliefs and Identity and sharing them without
- Being sensitive to the feelings and Ideas of others.
- Developing their capacity to respond to questions of meaning and purpose.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Been introduced to stories of Jesus: birth; some aspects of his life; an insight into Christian belief about him.</p> <p>been introduced to stories of the revelation of the Qur'an, the Prophet Muhammad and Ramadan</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity: Cross, crucifix, Easter, resurrection,</p> <p>Islam: Eid, Eid Mubarak,</p> <p>Religion in general: Charity Celebration Remembering</p>	<p>Text</p> <p>Favourite books for display A Bible; a child's Bible Qur'an (cover and stand) The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd Islamic Stories by A Ganeri, Evans Brothers Ltd RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➤ Festivals 1 DVD ➤ Islam: A Pictorial Guide ➤ Say Hello to... (Interactive Cd and book) ➤ Developing Primary RE: Special Times, Faith Stories ➤ Developing Primary RE: Home and Family ➤ RE Ideas: Christianity, RE Today Services <p>The Festival Shop (www.festivalshop.co.uk) has a large range of suitable materials including these:</p> <ul style="list-style-type: none"> • Foundations : Celebrations • Big Book - Festival Stories: Hajj Stories • Why Is This Festival Special? - Id-ul Fitr • Video - Ramadan Mubarak • World of Festivals - Ramadan & Id-ul Fitr • Sweet Dates to Eat - Ramadan & Eid • SLP - Ramadan & Eid - Read Aloud Poster • Celebrations - Ramadan and Id-ul-Fitr • Islamic Celebration Around the World • Resource Pack - My Ramadhan Fun Pack <p>Web, DVD, video, visual: www.biblestudents.net/children/ Artefacts: Prayer mat; subha beads; examples of the Shahadah written in Arabic on a variety of objects; examples of Islamic calligraphy and pattern decorations Stop, Look, Listen- Water, Moon, Candle, Tree and Sword video- 'Moon' – C4 Learning The Miracle Maker video / DVD from the Bible Society (www.themiraclemaker.com)</p>

Contributions to spiritual, moral, social and cultural development of pupils(links directly to framework)

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important concepts and beliefs that are at the heart of religious traditions and practices
- Socially by considering how religious and other beliefs lead to particular actions and concerns
- Culturally by considering the relationship between religion and cultures and how religions and beliefs contribute to cultural Identity and practices

EXPECTATIONS

At the end of this unit:

Nearly all pupils will be able to work at level 1:

- Talk about how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr.
- Simply identify some of the symbols associated with Easter.

Most pupils will be able to work at level 2:

- Retell a festival story.
- Suggest ways in which Easter and Eid-ul-Fitr are celebrated and talk about celebrations they have experienced.
- Suggest why these festivals are important to the believers.

Some pupils might be able to work at level 3:

- Describe the festivals for themselves.
- Make a link between these religious festivals and occasions they celebrate.
- Suggest the meanings of the festivals for believers and reflect on what matters to them.

ASSESSMENT SUGGESTIONS

- Give pupils a star template (5 points). In the centre of the star are the words 'What does Eid-ul-Fitr mean for Muslims. In each of the points pupils Identify an important aspect of the festival (worshiping Allah, prayers at the mosque, remembering Ramadan, clothes and cards, giving to charity, visiting family, friends and neighbours etc)
- On the reverse of the star, the centre words are: 'A celebration which is important to me is...' and in each of the points, pupils Identify important aspects of the festival for them.
- Stars may be decorated or illustrated – watch out for the decoration on the Eid-ul-Fitr side (no people, only pattern, flowers etc which will show understanding and respect for Islamic rules)
- A similar task may be done with a cross template. In the centre of the cross are the words 'What does Easter mean for Christians', with important aspects of the festival in the bars of the cross. On the reverse of the cross the centre words may be as above: 'A celebration which is important to me is...' or 'Easter Customs'

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to	WIDER LEARNING
What do you celebrate and why?	<p>That we all celebrate some special occasions</p> <p>That Christianity and Islam have special times which are celebrated.</p>	<p>Thinking about celebrations</p> <ul style="list-style-type: none"> • Ask pupils in pairs to share their 'big days'. What is their favourite day of the week? What is the best day they can remember? • Talk to pupils and create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements and religious events. • Develop the mind map further to include where a celebration takes place, decorations used, food eaten, special songs or dances, special words, people attending • Pupils write simply about their favourite celebration using the mind map to prompt their thoughts. • With a partner, pupils talk and draw: 'My best day, your best day'. • Discuss why celebrations are important, and establish that each celebration is held for a reason. Introduce the Christian and Muslim festivals that are to be studied. 	<ul style="list-style-type: none"> • Reflect on their own experiences of celebrating and suggest reasons why they celebrate. • Remember and talk about some 'favourite days'. 	<p>Using the writing structures of the literacy strategy for Y2 is a helpful way of setting suitable standards in RE.</p>
How and why do Christians celebrate Easter?	<p>Easter celebrates the resurrection of Jesus Christians use special food, objects, words and songs to celebrate</p>	<p>Learning about a Christian Festival</p> <ul style="list-style-type: none"> • Focus on 'Easter' on the mind map – or include it if pupils had not mentioned it before. Discuss how they celebrate it. (This should be possible for non-Christians who will associate Easter with the secular practice of giving Easter eggs) • Ask pupils if they know why they celebrate Easter? Simplify and retell the story of Jesus, disliked by some and put to death on a cross. • Focus on the Easter day experience of the women from Matt 28:1-10 (see 'Special Times' – RE Today, for this story and activity). Or create a feelings graph based on how the women felt that day. • Explain that Jesus having new life is called the resurrection • Ask pupils: why is the egg used at Easter? Draw out the symbolism of new life; why is this celebration important for Christians? • Introduce the symbols of the crucifix and the empty cross, asking pupils what they both represent. • Explore some ways Christians celebrate: e.g. Pysanka – the art of 	<ul style="list-style-type: none"> • Talk about why Easter is a special celebration for Christians and Identify some ways in which they celebrate it. • Suggest what the symbol of the empty cross represents • Handle artefacts associated with Easter and suggest meaning for them. 	<p>In Islamic tradition, the Prophet Isa (Jesus) did not die on the cross. Make sensitive clarity your objective here.</p>

		<p>decorating eggs in the Ukraine. Painted rings on the eggs represent life without end, red represents love; Greek Orthodox dye eggs red to symbolise the blood of Christ; games like rolling the egg down a hill or cracking an opponent's egg are said to represent the stone being rolled away from the tomb.</p> <ul style="list-style-type: none"> • The stories of Tattybogle and Rechenka's Eggs parallel the Easter message of new life. • Groups create posters entitled 'How Christians celebrate Easter' or 'My favourite celebration'. (If continuing with Eid at this point, this activity could be left to the end of the unit to include the possibility of a poster on Eid ul Fitr) 		
<p>How and why do Muslims celebrate Eid ul Fitr</p>	<p>Eid-ul-Fitr celebrates the end of Ramadan, the month during which the prophet Muhammad received the first revelation of the Qur'an Muslims use special food, objects, words and gifts to celebrate.</p>	<p>Learning about a Muslim festival</p> <ul style="list-style-type: none"> • Focus on Eid-ul-Fitr' on the mind map – or include it if pupils had not mentioned it before – extending it as the teaching and learning progresses • Show pupils a Qur'an (or picture) on its stand. This is a clue behind the festival. Encourage pupils to reflect on prior learning and establish that Muhammad received the Qur'an during the month of Ramadan. Muslims remember this time by fasting during daylight hours. Eid-ul-Fitr celebrates the end of the fast. • Refer to the mind map of celebrations, asking pupils to suggest how Muslims might celebrate Eid-ul-fitr. • If possible, ask Muslim pupils who are present in the class how they celebrate Eid ul Fitr • Read 'My Id-ul-Fitr' <p>Explore the important practices and customs of Eid:</p> <ul style="list-style-type: none"> • sending Eid cards to friends and family • visiting neighbours, friends, family • receiving gifts and new clothes • going to say prayers at the Mosque • remembering Ramadan • giving to charity <p>by:</p> <ul style="list-style-type: none"> • Making Eid cards. These should open from right to left because the Arabic language is written in this direction. Use patterns, buildings, or other decorations for the front (not people) and write a message inside (Eid Mubarak). • making a prayer mat or Qur'an stand 	<p>Talk about why Eid-ul-Fitr is a special celebration for Muslims and</p> <p>Identify some ways in which they celebrate Eid.</p> <p>Suggest some things which are important to Muslims</p> <p>Identify aspects of these celebrations which are similar to their own celebrations.</p>	

Tower Hamlets Scheme of Work 3: What do we celebrate and why?

		<ul style="list-style-type: none"> • making a mobile of 'Eid Mubarak' • making some of the food associated with Eid • having an Eid party in class • Suggesting a 'snack fast' for a day or longer, whereby the children donate snack money for the day to a selected charity. • Use face paint instead of henna to create mendi patterns on the palms of hands using geometric and flower designs. • Ask pupils to suggest what this festival teaches about what is important to Muslims (worshipping Allah , family, belonging to a community, caring for others, remembering and following the example of the Prophet) 		
<p>What can we learn from Easter and Eid?</p>	<p>To talk thoughtfully about different celebrations.</p>	<p>What did we learn?</p> <ul style="list-style-type: none"> • Ask pupils to think about how it feels for Muslims to celebrate Eid and Christians to celebrate Easter. Collect all the 'feelings words' they think of. • Ask pupils if and when they feel these emotions. • Ask pupils what is the same and what is different about the two festivals. • Ask pupils what they like about Eid and about Easter. 	<p>Talk about aspects of Easter and Eid which they like and say why.</p> <p>Speak about my experience and the experience of others.</p>	<p>Circle time is a good place for this final activity.</p>