**Cortonwood Infant and Nursery School**



RE progression of knowledge and skills across Early Years and Key Stage One

Sep 2022

Progression of knowledge and skills within RE

Intent

RE taught through a topic approach

The breadth of our topic based learning curriculum is planned to give pupils appropriate experiences both in and out of the school environment to develop as confident and responsible citizens through the world they live in. It is designed to provide rich cultural capital and provide them with the knowledge and skills to succeed in the future working world. It is delivered in a coherent, structured, practical curriculum that leads to a sustained mastery for all and a greater depth of understanding for those who are capable.

Our topic based curriculum design is based on evidence from cognitive science; three main principles underpin it:

* Learning is most effective by repetition.
* Interweaving helps pupils to discriminate between topics and aids long-term retention.
* Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (where appropriate) and in other cases, provides retrieval and practice for previously learned content.

The impact of our curriculum is that by the end of year 2, the vast majority of our pupils have sustained mastery of the content that is they remember it all through their learning experiences and are fluent in applying both learnt knowledge and skills to a wide variety of tasks and situations.

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| **RE Domains** | | | | | | |
| Themes | **All about me** | **Celebrations** | **Similarities and differences** |  | | |
| Smarties and F1  Children will know how to… | Composite:  > Make connections between the features of their family and other families.  (Birth to three)  Establish their sense of self.  (Birth to three) | Composite  > | Composite  > Notice differences between people.  (Birth to three)  Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.  (Birth to three)  Continue developing positive attitudes about the differences between people.  (Three to four)  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  (Three to four) |  | | |
| Components:   * Discuss and name the different members of their immediate family such as Mum, Dad, (Step mum and Step dad), Sister and brother. * Describe themselves and their friends positively sharing their likes and dislikes. | Components:   * Discuss what a celebration is and activities that usually happen within this celebration. * Remembrance day – to remember those who died in the war, people wear poppies. * The Nativity story – the birth of Jesus and why people celebrate Christmas. * Bonfire night – people have firework displays. * Harvest – the growing and harvesting of crops during Autumn. | Components:   * Discuss the story of Handa’s surprise and identify similarities and differences such as hair colour, skin colour, clothing and cultural difference (How Handa carries the fruit on her head rather than in a bag). |  | | |
| * Discuss the celebration of Easter – people eat easter eggs and have easter hunts. | * Discuss the celebration of Chinese New Year and identify similarities and differences such as hair colour, skin colour, clothing and cultural differences. * Explore different traditions linked to Chinese New Year such as Food tasting and dragon dancing. |
| F2  Children will know/ know how to… | Composite:  Talk about the lives of the people around them and their roles in society (ELG)  Talk about members of their immediate family and community.  (Children in reception) | Composite:  Understand the past through settings, characters and events encountered in books read in class and storytelling.  (ELG)  Compare and contrast characters from stories, including figures from the past.  (Children in reception)  Recognise that people have different beliefs and celebrate special times in different ways.  (Children in reception) | Composite:  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  (ELG)  Understand that some places are special to members of their community.  (Children in reception) |  | | |
| Components:   * Discuss who is in their immediate family (People who live in their house) and people who are in their wider family such as Grandma and grandad, Auntie and Uncles. * Discuss the different occupations within their family and the effects it has on the wider society such as Nurses help people when they are ill. | Components:   * Discuss what Harvest means. * Explain that Harvest is a time of year where crops are gathered and are given to the community to live off or for people who are in need of food. | Components:   * Discuss the similarities and differences between themselves, other members of the class and other people in the wider community (Hair colour, eye colour, skin colour, gender, disabilities). |  | | |
| Components:   * Retell the story of Diwali naming the Characters; Rama, Sita, Lakshmi, Hanuman and Ravana. * Sequence the story talking about what happens at the beginning (Rama and Sita were banished by the King), middle (Sita is kidnapped and leaves a trail of Jewels) and end (Rama kills Ravana, rescues Sita and they go home). * Discuss that it is a Hindu celebration that takes place over five days that focuses on light and dark. * Explain that we light Diva lamps to symbolise Rama and Sita’s journey back home. * Explain that the Nativity is the story of the first Christmas. * Name the important people from the story such as Jesus, Mary, Joseph, Shepherds, donkey Innkeeper, God, Angels and the wise men. * Act out the parts of the story where Mary and Joseph travel to Bethlehem on a donkey and try to find a safe place to stay. * Describe that Christians celebrate Christmas every year to remember the birth of Jesus. * Explain how they celebrate Christmas discussing the different traditions and customs such as Christmas dinner, Presents, family time, Christmas tree, baubles. |
| * Describe that Easter is a Christian celebration/ festival and discuss the different ways they celebrate it within their family such as chocolate gifts. | * Observe and discuss the differences they notice about Rama and Sita eg. Skin colour, clothing, hair type. |
| * Discuss places that are special to them and other people in the community such as Church and understand that this is a Christian place of worship. |
| Units | **Who am I? Myself and my communities** | **How do Christians celebrate Christmas?** | **What can we learn from stories of Jesus?** | **What festivals do Jewish people like to celebrate?** | **Find out: what happens in Churches and Synagogues?** | **What can we learn from stories about Moses?** |
| Year 1  Children will know/ know how to… | Composite:  > Pupils will learn about what it means to feel belonging.  Pupils will learn about the Christian festival/celebration of a Baptism and acquire new religious vocabulary.  >They will develop understanding of Christian religions as identities held dear by some people, and learn about related symbols, including welcoming a new baby. | Composite:  > Pupils will recap the Christmas story (The Nativity) and its importance to Christians in relation to the birth of Jesus.  > Children will understand the links between traditional Christmas symbols and the Christmas story.  >Pupils will find out how the bible tells the stories of Jesus and connect these stories to celebrations and songs, music and carols. | Composite:  >Pupils will learn about some stories of told about Jesus and learn about some stories Jesus told.  >They learn the importance of these stories to Christians because of who they believe Jesus was. | Composite:  > Pupils will explore the Jewish faith.  > Pupils will learn about annual or weekly celebrations for Jewish people, including Hanukkah and Shabbat.  > Pupils will learn about the songs, worship, stories, artefacts and food within the celebrations ‘Hanukkah’ and ‘Shabbat’. | Composite:  > Pupils will learn about churches and synagogues as places of worship.  >They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. | Composite:  > Pupils will learn Jewish stories about Moses.  >They will gain knowledge about the Jewish Bible and the importance of the Torah. |
| Components:   * Describe that each person is unique and valuable by identifying what is special about themselves. Such as, things that they are good at and things that they are interested in. * Discuss different occasions when things have happened in their lives that made them feel special, from everyday events (a hug from Mum/Dad/carer/friend) and special events (a birthday). * Discuss ‘who we are’ in terms of the things we get from our families. Boy or girl? First child or later in the family? Compare and discuss different skin colours, hair colours and eye colours, and our ethnicities. * Discuss the different religions children have heard of, such as: Christianity and Hinduism. * Identify that Hindus celebrate Diwali and Christians celebrate Christmas and Easter. * Explore that some people have a religious identity, but others are non-religious. * Discuss the Jewish and Christian idea is that God loves people even from before they are born (Psalm 139) * Explore the belief that God loves children and is shown in Christianity through infant baptism otherwise known as Christening and dedication. * Identify signs and symbols used in welcoming a baby into the faith community   e.g. water (pure and clean) and a baptismal candle.   * Explore the meaning of harvest time and what it means to the Christian faith. Discuss how Christians believe it Is a special time as it reminds us of everything God provided us with.   **Questions**  How do we show love and respect for one another?  How do I know I am loved?  Who do you care about?  How do we show care / how do I know I am cared for?  How do you know what people are feeling?  How do we show people they are welcome?  What things can we do better together rather than on our own?  Where do you belong?  How do you know you belong?  What feels special about being welcomed into a group of people? | Components:  ● Explore why Christmas is important for Christians - Christmas celebrates the birth of Jesus.  Most Christians believe Jesus was very special – not an ordinary baby, but God on Earth!  ● Retell the story of the Nativity.  ● Describe Jesus’ birth in the outhouse/stable. Describe what the conditions were like (cold, dirty, dusty and full of animals) and who visited (3 shepherds, and 3 wise men)  ●Describe Jesus’ birth as good news and explain that it is good news for Christians.  ● Explain the meaning of advent ‘the period beginning four Sundays before Christmas and observed by some Christians as a season of prayer and fasting’.  ● Identify some advent traditions (e.g. Advent wreath, candle, calendar; Christingle, making a crib scene).  ● Identify some Christmas symbols (e.g) angel, star, candle).  **Questions**  What makes some days special for different people?  Who enjoys Christmas – is it for everyone – not just Christian people?  What stories about Jesus matter to Christians at Christmas and why?  What stories can be told in songs, drama, film, or by a storyteller that show the values of Christmas?  Who were some of the people in the Nativity story?  What are the values of Christmas? Generosity, care, love, devotion to God, family? | Components:   * Explain that stories about Jesus and told by Jesus can be found in the Christina Holy book – The Bible. * Explain that stories of Jesus are important to Christians. * Explore the stories that were told about Jesus: * Healing the Ten Lepers   Describe that the story was important as one of the lepers thanked Jesus for helping them. Explain that we should thank those that bless us and give us their time to help.   * Calming the Storm on Lake Galilee   Describe that this story is important to Christians as it gives them hope that Jesus is here to care for us no matter the difficulty.   * Feeding the 5000.   Describe that this story is important as it teaches us about Jesus’ compassion and his willingness and strength to help.   * Explore the stories that Jesus told: * The Lost Coin   Describe that this story teaches that it is okay to feel lost, everything will work out in the end.   * The Lost Son.   Describe that this story is important as it shows the God will never give up on you.  **Questions**  Why are Jesus’ stories important for Christians?  What have you learnt from the stories Jesus has told?  What have you learnt about the stories told about Jesus?  What stories show Jesus has been compassionate and kind? How has he shown this?  How were the Shepherds informed of the birth of Jesus?  What are some of the lessons from the stories? | Components:   * Explore the Jewish faith.   That they belive in God.  Their place of worship is a Synagogue.  A Rabbi leads the religious ceremonies.  The star of David is an important symbol.   * Explore the story of Hanukkah. * Explain Hanukkah is the Jewish festival of lights. That Hanukkah lasts for 8 days and is usually in late November/ early December. * Discuss that Jews remember this day by placing eight candles in a Menorah and lighting one candle for each evening of the celebration. * Explore the story of Shabbat. * Explain that Shabbat is the Jewish day of Rest. Shabbat happens each week from sunset on Friday to sunset on Saturday. * Be able to identify some Shabbat traditions eg. Shabbat candles being lit, Challah bread, blessing are recited and family time.   **Questions**  Why is Hanukkah celebrated?  Why is Shabbat celebrated?  What do we do to show rest?  How do festivals such as these make communities feel? | Components:   * Explain where Christians or Jews go for their place of worship. Explain that both Churches and Synagogues are holy buildings and places of worship for God. * Discover where our local church is and visit it. * Explain that a Vicar is a person who leads the church and any ceremonies such as Christenings, baptism funerals and weddings. * Identify the Symbols/ artefacts/ features you can find in a church; a cross, bell tower, stained glass windows, pew, alter, organ, font, candle, pulpit, lectern. * Explain why people visit a church. Eg. To pray to God, to learn, to worship and meet friends. * Identify the Symbols/ artefacts/ features you can find in a Synagogue; Bimah, Ark, Siddur, Torah scrolls, the eternal light, Memorial boards. * Explain that people visit a Synagogue to worship, learn and meet new people. * Explain that the Rabbi or Worshiper is the person who leads the Synagogue. * Explain that during the service everyone, except women who aren’t married, must wear a hat to show respect to God; this is called a kippah. * Explain that adult men wear a prayer shawl for morning prayer.   **Questions**  Why people go to church?  What special features are found in a church?  What events can take place in a church?  Why do people find holy buildings peaceful and safe?  Why do people visit a synagogue?  What special features are found in a Synagogue?  What are the similarities of both a church and a Synagogue? | Components:   * Explore the religious story of ‘Moses and the story of Passover.’ Describing that Moses mother put him in a basket in the reeds to protect him from the Pharaoh. The Pharaohs daughter then found him and raise him as her son. Moses then has to flee as he kills someone, he is asked by God to try free his people. * Explain that ten plagues were released on the Egyptians and the Israelites marked their doorposts with lamb’s blood so that they would be safe. God could ‘pass over’ their houses and spare them. This is why the celebration is called Passover or Pesach. * The festival reminds Jewish people of the story of Exodus, the freeing of the Jewish people from slavery in Egypt. * Explain that it is a Spring festival that begins on the 15th Day of Nissan, the first month of the Jewish calendar. The celebrations last for seven or eight day depending on where you live. * Explain that on the evening before Passover starts, Jews have a special service called a Seder (order). This takes place over a meal with family and friends at home. * Explain that the Jewish Holy scripture is called the Torah. The Sefer Torah, is only found in Synagogues and must be treated with great respect. It is not allowed to be touched by human hands.   **Questions**  Why is the story of Passover important to Jews?  Why is Pesach celebrated?  Why is Pesach a special day to the Jewish community?  Why do you think the Torah has to be shown great respect?  What can you remember form the story of Passover? |
| Units | **What are the ‘signs of belonging’ for Christians and Jewish people?** | **How do we say ‘thank you’ for a beautiful world? Christians, creation and thanksgiving** | **Being fair, showing care: what can we learn from religious stories?** | **What do the symbols of the Easter festival mean?** | **Leaders: who needs them? Learning from Jews and Christians** | **Beginning to learn about Islam** |
| Year 2  Children will know/ know how to…. | Composite:  > Pupils will learn about belonging in a family, to a school and in the community.  > They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. Following The Golden Rule (‘do to others what you would like them to do to you’) and belonging to humanity. | Composite:  > Pupils will learn about Jewish and Christians stories that teach care for the earth, and about celebrations of fruitfulness and harvest.  > They will gain knowledge about what the Jewish and Christian scriptures teach about care for the planet. | Composite:  > Pupils will learn about their uniqueness as a person in a family and community.  > They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.  > They will hear and consider religious stories and teachings, e.g. Jesus’ story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts. | Composite:  > Pupils will learn about Christians stories of Holy Week and Easter, and related beliefs about Jesus as a model of loving kindness and as God on earth (incarnation).  > They will learn that Jesus death on Good Friday was a part of the plan, according to the Bible, and Christians believe Jesus won a victory for love when he died and rose again.  > They will hear and consider religious stories and teachings, e.g. about Jesus’ last days and his empty grave and infer ideas about care from these texts. | Composite:  > Pupils will learn about examples of the inspiration believers find in the lives of the heroes of their faith.  > They will learn to think about what makes a good leader, and infer qualities of leadership from stories about Muhammad, Moses or Jesus.  > They will hear and consider religious stories and teachings gathering information and rich knowledge of these figures whose influence on the world has been so huge. | Composite:  > Pupils will learn from stories of the Prophet Muhammad and from visiting and/or studying a mosque about the use of a Muslim place of worship. They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there.  >Pupils will consider what happens at the mosque on the festival of Eid Al Fitr. |
| Components:   * Explain that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer’s Baptism). * Explore the story of Jesus getting baptized in the river Jordan and that it is an important story for Christians because it carries messages about belonging. * Explore groups that they belong to in school and the community and considerthe ways these contribute to human happiness such as school, their class, sports or activity clubs. * Explore theways in whichChristians belong, for example, Christenings and Believers’ Baptisms and to explain that these are important to some Christians because of Jesus’ Baptism. * Explain that the Golden rule is common to most religions and it is the teaching ‘treat others how you wish to be treated’. * Explore the Jewish faith and how they show belonging. Where they may go to show their devotion to the faith and the activities they may do.   **Questions:**  Why does belonging matter, and how can we be good members of different groups?  Who am I and where do I belong?  How can all humanity belong together?  How do we all deserve to be treated?  How do Christians belong? | Components:   * Explain what they are thankful for and why eg. Family, friends, animals, school – support, friendship, laughter, education. * Discuss the difference between the Old Testament and New Testament of the bible.   The Old Testament - How the world began before Jesus was born.  New Testament – documents how the world is saved through what Jesus did for his people.  (Refer to these when sharing the Bible stories.)   * Analyse and explore the teachings from Matthew 6.26 as it suggests that God values the whole world and every person. * Analyse and explore the Psalm 8 as David praises God’s creation and how each person is special in it. * Explain about the benefits and responsibilities of friendship (companionship, looking out for one another, spending time together, laughter, memories). * Describe the ways in which people care for others (being helpful, kind, doing good deeds). * Explore the story Luke 5 v 17–26 (friends take the paralysed man to Jesus) and Luke 10: 25–37 and discuss how the stories show friendship, compassion and care for others and how they show ideas of good and bad, right and wrong e.g. That some religions believe that serving others and supporting the poor are important parts of being a religious believer. * Explain that Mother Teresa was a Catholic nun, who devoted her life to God and her religious beliefs. * Explain that her life’s work was inspired by her beliefs to care for people and the earth. She helped others who were poor and sick even though she was poor and hungry herself. * Explore and read the story of Creation from Genesis 1 and discuss what God created on each day; Light and day: Sky; land, trees and plants; Sun, Moon and stars; living creatures for the sky and sea; animals including humans; rest day. * Explain that God created people in his image and wanted them to have the responsibility to care for the humans and planet. This is why religious believers believe in treating the world with kindness and having the responsibility to look after it. * Explore the story of Noah’s Ark and discuss how Noah was unhappy with humans after his creation of Earth. He decided to send a flood to wipe them out to hopefully prove a point that Earth should be treated better than this. * Discuss the role of Noah and his Ark and what his place in the story involved.   **Questions:**  What are you thankful for?  How can we show thanks to our world?  Why should we take care of the earth? Why does it matter?  What do the Jewish and Christian believers believe God is like?  Who were some of the people who were inspired to care for the world?  How did Mother Theresa show she cared for the world?  What did God making during the week of Creation? | Components:   * Explore Psalm 23 and discuss how care has been demonstrated eg. ‘he guides me along the right paths’, ‘he leads me beside quiet waters’. Psalm 23 is a song of gratitude to a loving God in a painful world. In the ancient poem, a speaker asserts their faith in God as their protector, the “shepherd” who both guides and blesses them. To this speaker, God’s goodness means that they have nothing to fear: whatever happens to them, God will be with them. * Explore Jesus’ story of the Lost Sheep. Talk about how the story aims to show that God cares for all, no matter who they are, what they look like or any sins they have made. * Discuss and identify that people come from different religions; Christians, Muslims, Jews, Buddhists etc. Talk about how we can tell if they are of a different religion; clothing, skin colour, skin markings, beliefs, food habits ect. Discuss how we can all live together even though we can all be so different eg. By being respectful to each other, opportunity to learn from one another. It can be hard to live with so many differences but also has its many benefits. * Identify what happens when people are cheerful, honest, kind, thankful, fair or generous – friendships, living I harmony, opportunity to work together. * Identify what happens when people are unkind, ungrateful, untruthful, unfair or mean – fall outs, clash in characters, arguments, wars.   **Questions**  How can we live together kindly when we are all so different?  What difference do values like love, kindness, sharing and being generous make?  Why is it important to demonstrate positive attitudes towards others. | Components:   * Explore the story of Holy week and explain that is the most important week in the Christian church, it is celebrated between Palm Sunday and Easter Sunday. * Identify the days during Holy week: 1. Palm Sunday,   2. Holy Monday and Tuesday, 3. Spy Wednesday or Ash Wednesday, 4. Maundy Thursday, 5. Good Friday, 6. Holy Saturday or Black Sabbath, 7. Easter Sunday.   * Explain that Holy week symbolises the final week of Jesus (Christs) life as well as his death, burial and resurrection. * Explain that Christians believe that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. * Describe signs of Holy week/Easter; eggs, new life and the belief in Jesus’ resurrection. * Describe how Churches Symbolise the different parts of Holy week   eg. Palm Sunday crosses; Good Friday (church services, hot cross buns, stations of the cross); Easter Sunday (joyful songs, decorating cross in church, giving and eating eggs).   * Explain that Jesus followers were feeling lost, confused and bewildered to have lost their leader when he died. When he then resurrected and went to heaven they were delighted to have been able to see him one last time, they became reunited by praying, eating and celebrating together. * Describe how it feels when something good happens after something sad; confusing, bewildering, feel at ease.   **Questions:**  Why does Easter matter to Christians?  What symbolises Easter to you?  How did Jesus’ followers feel when he was put on the cross?  How did Jesus’ followers feel when Jesus rose from the dead before going to heaven?  How do Churches symbolise Easter? | Components:   * Explain that people are admired when they are good followers of god. * Explore the story ‘Peter and Andrew – the first disciples (Luke 5:1–11)’. Discuss that this story demonstrates a good leader as Jesus’s teaching here is that we can help provide for all. * Explore the story’ Zacchaeus – how following Jesus changed his life (Luke 19:1–10)’. Discuss how making kind positive choices allows for rewards even if you have made wrong choices in the past there is a way of putting them right. * Explore the story ‘Moses and the Burning Bush’ (Exodus 3) and leading his people (Exodus 7–14)’. Discuss why Moses was considered a good leader; compassionate even though his upbringing was of good quality in the Pharos palace. He was bold, intelligent and assertive and desired justice for his people and to give them a better life. He showed respect to God. * Identify that these stories are important to religious believers as they demonstrate ways in which God, Jesus or Moses has proved themselves as good leaders. * Describe what qualities make a good leader eg. Determined, fair, affirmative. Identify leaders that they are aware of and their qualities; head teacher, prime minister, business owners. * Describe what qualities make a bad leader eg. Selfish, unfair, jealous.   **Questions:**  What sort of values, qualities or talents would they like to copy?  What might it mean to be a good follower of God?  What makes an inspiring leader?  Who are good leaders that you know of and why?  Why was Moses seen as a good leader? | Components:   * Identify that Muslims follow the Islamic faith and they believe in one God, Allah. * Explain that Muhammad was believed to be the founder of Islam and Allah made him a Prophet, meaning he is a messenger and an example for Muslims to follow. * Explain that Muslims worship five times a day. * Identify that a Mosque is Muslims place of worship and that communities gather at a Mosque on Fridays to pray. * Explain that the Holy book that Muslims follow is the Quran. * Identify the objects that are significant to Muslims; Prayer mats which are used to ensure cleanliness and to offer an isolated place to worship. Prayer beads which are used to help with prayer and meditation or to keep fingers occupies during times of stress. Prayer caps which Muslims wear as they believed that Muhammad kept his head covered. Kebah which is a building at the centre of Islam’s most important Mosque. Compass’s which is used to find the correct direction to pray as Muslims need to pray in the direction of the Kebah which is in Mecca, South Arabia. * Explain the moral of the story ‘The crying Camel,’ which is that we must look after and show kindness to all Allah’s creatures. * Explore the month of Ramadan and that it is the 9th month during the Lunar calendar. * Identify what Muslims do during the time of Ramadan: give up bad habits, pray five times a day, read the Qu’ran, do good deeds, fast during the day. * Explain that Eid al Fitr is the celebration at the end of Ramadan. * Explain how Muslims celebrate during this celebration. Dress in nice clothes, special prayers, eat delicious food with their families, give gifts and read the Qu’ran every day. * Compare symbols, holy books, Gods, traditions from the Christian, Muslim and Jewish faiths.   **Questions:**  What objects are important to Muslims?  Why is Muhammad significant to Muslims?  What traditions / festivals that Muslims celebrate?  What is a teaching from Allah/ Muhammad?  What do Muslims do during Ramadan? |
| Year 3  Children will know how to…. |  |  |  |  |  |  |
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Key = Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2

*Key vocabulary is highlighted in yellow*