

YEAR 4- RE Long Term plan - Islam/Sikhism

Cross Curricular: Writing

- Explanation text on core beliefs of Sikhism and the purpose behind the 5 K's
- Narrative in 3rd person from re-telling Hadith e Jibraeel
- Write a non-chronological report about the 3 main areas of impact: unity, be welcoming and true intentions
- Narrative on Hadith-e-Jibraeel
- Formal letter to a friend explaining the daily routine of maintaining and respecting the Guru Granth Sahib

NC Objectives:

- Organising paragraphs around a theme
- Using simple organisational devices (headings subheadings)
- In narratives, create settings, characters and plot
- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Cross Curricular: History/ Geography:

India, Punjab, Amritsar

NC Objectives:

- Historical enquiry into the lives of significant individuals in the past who have contributed to national and international achievements.
- To compare aspects of life in different periods and the impact it has had on society.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Cross Curricular: Reading:

Understanding the morals and messages behind religious stories covered across both religions

- Story of Guru Nanak (beginning of Sikhism)
- Hadith e Jibraeel
- Story of 'The Langar'
- Story of Guru Grant Sahib introduced by Guru Gobin Singh

NC Objectives:

- Identifying themes and conventions in a range of stories
- Discussing words and phrases that capture the readers interest and imagination
- Asking questions to improve their understanding of a text

Religions studied: Islam/ Sikhism

Core/ British Values: Co-operation/ Individual Liberty

Aspects covered in Autumn term:

- Key beliefs: One God: Waheguru, Five K's Khalsa one family, Seven articles of faith, Mala'ikah (Angels)
- Religious books: Books of Allah SWT

Aspects covered in Spring term:

- Religious figures: The life of Guru Nanak
- Places of worship: Features of a Gurdwara, features of Masjid Nabawi, Rawdtul Jannah, As-Suffah,
- Religious books: Guru Grant Sahib, Saheeh Hadith, Guru Grant Sahib introduced by Guru Gobind Singh
- Religious stories: Hadith-e-Jibraeel AS

Aspects covered in Summer term:

- Religious stories: Guru Gobind Singh and the langar: community, Guru Giobind Singh and the 5 beloveds, Abu Dahda RA and his garden, one family
- Religious festivals: Vasaki
- Key beliefs: Zakah, Sadaqah
- Religious figures: Guru Gobind Singh, Abu Dahda)
- Art: Chaur Sahib

Educational Trip: Gurdwara

Workshop: Visit from a Granthi

Cross Curricular: SMSC

Spiritual: giving pupils the opportunities to explore values and beliefs and the way in which they impact people's lives

Developing a climate or ethos within which all students can grow and flourish, respect others and be respected.
Moral: giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, truth, justice, equality of opportunities and right Vs wrong

Cultural: extending pupils knowledge of cultural imagery and language