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| Year: 3 | **Teacher: ……………**  |
| **Term: 2 (Spring)** | **Week: 5** |
| **Unit:** The Messengers |

Islamic Studies – Weekly Plan

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| Objectives |
| To learn about the Messengers of Allaah - Nuh (alaihi-salaam) |

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| **Day** | **Introduction** | **Whole-class work** | **Group work** | **Conclusion\ plenary** | **Desired learning outcomes to National Curriculum** |
| Mon |  |  |  |  |  |
| Tue |  |  |  |  |  |
| Wed | Who can remember who are Allaah’s Messengers? Who can remember the five firmly intentioned Messengers? (Guide questions to Prophet Nuh, alaihi-salaam.) | Tell children they need to watch and listen carefully to the story of Nuh, as they will be completing a worksheet about the story after.Play story of Nuh (alaihi-sallaam), ‘the Flood’ to the children. | Children to complete worksheet.More able: work independently.Less able: May require assistance with the word puzzle. | Review some of the answers of the children. Draw similarities to the Message of Muhammad (sallallahu alaihi wa sallam) and Nuh alaihi-salaam. Remind children to bring empty plastic fizzy drinks bottle (2ltr) an empty margarine tub (500g) and old newspapers. | R.E.1.a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others1.c. identify and begin to describe the similarities and differences within and between religions |
| Thurs |  |  |  |  |  |
| Fri | What did Allaah command Nuh (Noah) alaihi-salaam) to build? (The Ark.) How many levels did the Ark have? Who entered the Ark? (3, bottom for animals, middle for humans\believers and top for birds.) | Children to have brought in their objects as were requested to (empty 2ltr fizzy drinks bottle and 500g margarine tub). Tell children they will be building a model of Nuh’s Ark.Cut the bottle in half and glue or tape the tub to the bottom. Then use papier-mâché to cover the two inside first. Then outside. | Children to complete as much as possible, will continue building their models during Art lessons. Will paint as well once the papier-mâché is dry. | Tidy up. | R.E.1.a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others |