

A Time to Feast- Year 1/2

About the Unit

This unit focuses on the festivals of Eid-ul-Fitr and Easter, linking the elements of feasting and fasting. Pupils should begin by exploring experiences and events which affect the contents of the family shopping basket, such as visitors, sickness or special occasions. They might also consider economic effects or times when certain items are not purchased. The unit moves from this to looking at the Muslim practice of fasting during Ramadan and the Christian idea of giving things up for Lent. The pupils should be helped to understand the reasons for this (obedience in Islam, as a sign of repentance for Christians) and the focus of contemplation (the needs of others). Emphasis is put on the festivals of Eid and Easter at the end of the fasts and celebrated with joy. The unit considers the associated feelings and helps pupils explore what events might cause them to have similar feelings.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.4 Identity and belonging

- b) Being aware that differences exist between religions and beliefs

1.6 Values and commitments

- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1b	specialist vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2b	reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2c	reflection on what individuals and communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2d	responses to ethical and philosophical issues	(ii) Reflect on how spiritual and moral values relate to their own behaviour
2.2e	respect	Recognise that there are different responses

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- c) **Celebration and festivals:** how and why celebrations are important in religions
- d) **Symbols:** how and why symbols express religious meaning and significance

Curriculum opportunities:

During the course of this unit children may use:

Art- To draw/paint/make plates of special and everyday food; to design and make Eid cards; to decorate hard boiled eggs; to make decorations

ICT- To look for pictures of food on the Internet; to take photos or make movies of home celebrations

Music- As part of final feast celebrations

Dance- As part of final feast celebrations

DT- To discuss food handling and food preparation and to plan the feast

Science- To discuss healthy living and foods that are good for you and foods that you should eat less of

Mathematics- To investigate the periods of time for each fast in days/weeks, hours of daylight, times for getting up and eating

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Tell about some of the practices related to Lent and Easter, Ramadan and Eid ul Fitr. They recognise that food can be used to show feelings. They suggest reasons for celebrating. Working towards L1	Link feasting and fasting to the motives behind them. They seek similarities and differences between the festivals studied. They give reasons why they might wish to fast before celebrating. Level 1
Developed	Link feasting and fasting to the motives behind them. They seek similarities and differences between the festivals studied. They give reasons why they might wish to fast before celebrating. Level 1	Recognise that festivals can be both solemn and joyful and give some explanation. They sensitively express how believers might feel and what they might think whilst involved in the festivals, giving an explanation. They relate this to their own experience Level 2
Extended	Recognise that festivals can be both solemn and joyful and give some explanation. They sensitively express how believers might feel and what they might think whilst involved in the festivals, giving an explanation. They relate this to their own experience. Level 2	Compare the two festivals, noticing similarities and differences between them and beginning to use specialist vocabulary. They demonstrate empathy with individuals who practice fasting at Ramadan and Lent and in their feelings of celebration at Eid and Easter. They relate these feelings to their own experiences. Level 3

Possible assessment tasks:

- Make/draw/paint plates of everyday and special food
- Draw Eid celebrations
- Tell a partner how fasting (waiting to be able to eat a special treat) makes them feel
- Re-tell the Easter story in written or pictorial form

Resources

You may find the following resources useful when teaching this unit:

- Collection of food or pictures of food (everyday and special)
- Digital movie/still camera.
- Art materials to paint, draw or model plates of food.
- Books based on Ramadan and Eid e.g. *Something to Share*, M. Barratt, Heinemann; *Eid-ul-Fitr*, Susheila Stone, A&C Black; *Samira's Eid*, N Aktar & E Atlard, Mantra. Or use a website such as: <http://atschool.eduweb.co.uk/carolrb/islam/festivals.html> for an overview.
- Bible story of the temptation of Jesus (Luke 4).
- Examples of Lent boxes.
- Books such as: *Gifts and Almonds*, Joan Solomon, Hamish Hamilton; *Watching for the Moon* (Big Book), L Broadbent & J Logan, RMEP.
- Selection of Eid cards.
- Books such as *A Very Special Sunday*, L Broadbent & J Logan, RMEP, *An Egg for Babcha*, M Barratt, Heinemann.
- Video: *Sarah and Paul Again: Easter*, Cross View Audio Visual.
- Festival foods, chocolate eggs, hard boiled eggs, art materials for decorating hard boiled eggs
- Festival food
- Decorations or art materials to make them.

Vocabulary

food	special occasion	Ramadan	fasting	Muslim	Eid ul Fitr
Lent	fasting	contemplation	Easter	celebrate	

Glossary of Key Terms

Eid ul Fitr

Eid is the Muslim festival celebrated at the end of Ramadan. The first Eid was celebrated in 624 CE by the Prophet Muhammad (pbuh) with his friends and relatives after the victory of the battle of Jang-e-Badar. Muslims are not only celebrating the end of fasting, but thanking Allah for the help and strength that he gave them throughout the previous month to help them practice self-control. The festival begins when the first sight of the new moon is seen in the sky. The celebratory atmosphere is increased by everyone wearing best or new clothes, and decorating their homes. There are special services out of doors and in Mosques, processions through the streets, and of course, a special celebratory meal - eaten during daytime, the first daytime meal Muslims will have had in a month.

Lent

For Christians Lent is a time of preparation. It is the period immediately before the main Christian festival of Easter. Christians remember how Jesus went into the wilderness to pray and fast for forty days and forty nights and what happened. Christians often give something up during the period of Lent or give extra to charity.

Ramadan

Ramadan is the ninth month of the Islamic lunar calendar. Every day during this month, Muslims around the world spend the daylight hours in a complete fast. It is a time to purify the soul, refocus attention on God, and practice self-sacrifice.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

Fasting occurs in the Hindu tradition, but not in relation to the major festivals. It is more likely to be the result of a vrat (vow) made to a deity in return for support. It does not fit well within the intention of this unit.

The Jewish tradition provides a parallel to the fasting element in the festival of Yom Kippur, the Day of Atonement, but this does not lead to a feast, though there are special foods associated with it.

The unit is likely to be taught in the Spring term leading up to Easter and will not therefore be at the correct time for Ramadan and Eid for some years. This is because the Muslim calendar dictates the dates of festivals and does not coincide with the Julian calendar, therefore the festivals will only occasionally collide. If you plan when you will do each unit well in advanced, when Ramadan comes round you can draw attention to it and tell the class that it will be revisited in an RE unit later on in the school year.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to identify everyday food and special food</i></p> <p><i>To be able to discuss reasons people might choose to limit what they eat</i></p>	<p>What special occasions happen in my house when we have different food?</p> <p>What affects whether we have lots of food or not so much?</p> <p>Do we ever choose to go without some foods?</p> <p>Why is food good for celebrating?</p>	<p>Differences in the purchase of food caused by different circumstances e.g. visitors, family celebrations, sickness.</p> <p>Economic effects on the household budget.</p> <p>Occasions when food is limited voluntarily e.g. diets, intolerance, sharing, will power.</p> <p>Pupils' ideas.</p>	<p>Look a selection of foods or pictures of foods. Discuss events which change the food people eat e.g. parties, special meal for visitors, food when you are feeling poorly.</p> <p>Draw, paint or make a model of two plates of food- one for everyday, one for a different occasion.</p> <p>Look at pictures of food (from magazines or from the Internet) and as a class decide whether the food is 'special' or 'everyday'.</p> <p>Talk about the reasons people might choose to limit what they eat (e.g. on a diet, because they are intolerant to certain foods, to share with others, will power to not eat certain things), asking the children for their own ideas. Make sure the children understand the difference between choosing not to eat and not having enough food to eat.</p> <p>It might be appropriate to send a digital movie or still camera home with a child who is celebrating a special meal (e.g. a birthday) around the time of teaching this</p>	<p>Children are able to identify everyday food and special food.</p> <p>Children can give reasons why people might choose to limit what they eat.</p>	<p>Collection of food or pictures of food (everyday and special)</p> <p>Art materials to paint, draw or model plates of food.</p> <p>Digital movie/still camera.</p>

			<p>unit. The family could then take photos/record the special food used in the celebration and this could be shared with the class.</p> <p>List the advantages of food as part of celebrations (pupils ideas)</p>		
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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>To know Ramadan is a time of fasting for Muslims</p>	Why do Muslims choose to fast?	<p>The keeping of Ramadan (the month of fasting in obedience to the will of Allah) by Muslims.</p> <p>No food or drink during daylight hours.</p> <p>The focus of the mind on the needs of others.</p>	<p>Explain to the children all about Ramadan and what it entails. You could use a book such as <i>Something to Share</i> to relate this to particular child.</p> <p>Give the children a treat, such as a sweet, but explain that they cannot eat it until a specified time in the afternoon. Remind the children of this throughout the day and discuss how they feel about it. How does it feel when they are finally allowed to eat it? Do they feel proud that they could keep the rule and wait for it? Did anyone not manage to wait?</p> <p>Ask the children to think about what it would be like to always feel hungry and wish you could eat. Explain that Muslims think about such people when they fast and are thankful for their food.</p>	<p>Children know that Ramadan is a time of Muslim fasting.</p> <p>Children know the reasons behind the fast and can share how it might feel to fast in this way.</p>	<p>Books based on Ramadan and Eid e.g. <i>Something to Share</i>, M. Barratt, Heinemann; <i>Eid-ul-Fitr</i>, Susheila Stone, A&C Black; <i>Samira's Eid</i>, N Aktar & E Atlard, Mantra.</p>

***To know why
Muslims choose
to fast***

***To begin to
understand how
it might feel to
fast***

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<p><i>before Easter</i></p> <p><i>To be able to identify something they could give up for Lent</i></p> <p><i>To begin to understand Lent as a time of sharing with others</i></p>					
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<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2e Recognise that there are different responses</p> <p><i>To be able to discuss reasons for the celebration of Eid ul Fitr at the end of Ramadan</i></p> <p><i>To know some important aspects of Eid and make appropriate Eid cards</i></p>	<p>Why do Muslims want to celebrate at Eid ul Fitr?</p> <p>What do they celebrate?</p>	<p>The Muslim festival of Eid-ul-Fitr, its practices and customs.</p>	<p>Discuss Eid-ul-Fitr with the children and why Muslims would want to celebrate at the end of a long fast. Use a book such as <i>Gifts and Almonds</i> to investigate this further.</p> <p>Explore the main features of the celebration. Look at Eid cards and invite the children to design and make their own.</p>	<p>Children are able to share some reasons why Muslims would want to celebrate Eid at the end of the Ramadan fast</p> <p>Children know some of the features of the Eid celebration and can design and make appropriate Eid cards.</p>	<p>Books such as: <i>Gifts and Almonds</i>, Joan Solomon, Hamish Hamilton; <i>Watching for the Moon</i> (Big Book), L Broadbent & J Logan, RMEP.</p> <p>Selection of Eid cards.</p>

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<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2e Recognise that there are different responses</p> <p>To be able to re-tell the Easter story</p> <p>To be able to discuss reasons for the celebration of Easter</p>	<p>What do Christians remember at Easter?</p> <p>Why do they want to celebrate?</p> <p>What do they do?</p>	<p>The events of the first Easter Day, recalling what has gone before.</p> <p>Celebrations of Easter which take place now.</p>	<p>Share the story of Easter with the children, focusing on the events of Easter Sunday. You could use a book such as <i>A Very Special Sunday</i> to do this. Ask the children why they think this story might make Christians happy and make them want to celebrate.</p> <p>Discuss Easter celebrations and focus on the egg as a symbol of new life. Share a story such as <i>An Egg for Babcha</i> to focus on this further.</p> <p>Make Easter baskets filled with special foods and covered with a cloth, adding chocolate eggs in last. Alternatively, decorate hard boiled eggs</p>	<p>Children can do a simple retell of the Easter story.</p> <p>Children can suggest some reasons why Christians would want to celebrate Easter.</p>	<p>Books such as <i>A Very Special Sunday</i>, L Broadbent & J Logan, RMEP, <i>An Egg for Babcha</i>, M Barratt, Heinemann.</p> <p>Video: <i>Sarah and Paul Again: Easter</i>, Cross View Audio Visual.</p> <p>Festival foods, chocolate eggs, hard boiled eggs, art materials</p>

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<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>2.2d (ii) Reflect on how spiritual and moral values relate to their own behaviour</p> <p><i>To be able to identify some reasons for wanting to feast and celebrate</i></p> <p><i>To be able to make a personal contribution to a class feast</i></p>	<p>What do we want to celebrate with a feast?</p> <p>What is so important for me that I want to celebrate?</p>	<p>A class feast based on pupils' own ideas.</p>	<p>Discuss having a class feast with the children and select a reason to have a feast.</p> <p>Purchase or bring food to share and celebrate. Make decorations.</p>	<p>Children can give a reason for wanting to have a feast and celebrate.</p> <p>Children can contribute to the feast through food and decorations.</p>	<p>Festival food</p> <p>Decorations or art materials to make them.</p>