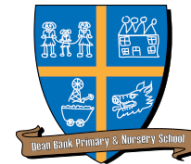




Dean Bank Primary School and Nursery

RE – Medium Term Plan



Subject Area: RE

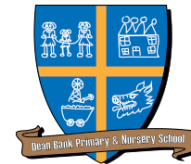
Term: Summer1 Class: 3

Curriculum Area: Hinduism

<p><u>Enquiry Question</u></p> <p>How do Hindus worship?</p>	<p><u>National Curriculum (Durham Agreed Syllabus)</u></p> <p>Hinduism – some beliefs and practices and the impact for these for individuals and communities.</p>
<p><u>Key Vocabulary</u></p> <p>Hinduism, worship, shrine, puja, arti, Mandir, rituals, artefacts, murtis</p>	<p><u>Core Knowledge and Understanding</u></p> <p>Hindus believe in one supreme God, who can be found in over 330 million gods in Hinduism.</p> <p>Hindus can either worship their chosen gods at home at their shrine or as part of collective worship in a Mandir.</p> <p>Hindu worship is called puja.</p>
<p><u>Skills and Attitudes</u></p> <p>Skills:</p> <ul style="list-style-type: none"> -Investigation and Enquiry – asking relevant questions -Interpretation - drawing meaning from artefacts, art, poetry and symbols -Analysis - distinguishing between the features of different religions -Reflection and response - thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices <p>Attitudes:</p> <ul style="list-style-type: none"> -Self awareness - develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule -Respect - listen to and learn from others, even when views are different from their own -Open mindedness - learn and gain new understanding 	<p><u>Key Concepts</u></p> <p>Knowledge and Understanding of Religion:</p> <ul style="list-style-type: none"> - Describe and explain ways in which beliefs are expressed - Know and understand the significance and impact of beliefs and practices on individuals, communities and societies <p>Critical Thinking:</p> <ul style="list-style-type: none"> - Pupils can raise questions, express their opinions and support these with plausible reasons. <p>Personal Reflection:</p> <ul style="list-style-type: none"> - Reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment <p><u>Opportunities for Extended Writing</u></p> <p>Comparison between Hindu worship at home and the Mandir.</p> <p>Explanation about how Hindus perform worship.</p>



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Learning Objective	Skill Focus (Knowledge and Understanding of Religion, Critical Thinking, Personal Reflection)	Key Questions	Activities and Differentiation
I can begin to understand some of the ways that Hindus worship	Critical Thinking	<p>-What does religion mean to you?</p> <p>-What does worship mean to you?</p> <p>-What forms of worship are you familiar with?</p> <p>-What is your understanding of Hinduism?</p> <p>-What do you think this image represents?</p> <p>-Do you have any knowledge of other religions that could help you understand this image?</p>	<p>Recap prior learning: Discuss children's understanding of religion and worship. Quiz the children about key concepts they were taught in the Autumn term about Hinduism.</p> <p>Introduce the enquiry question for this half term and discuss what children already know about Hinduism. Briefly introduce the different aspects of Hindu worship, through six images. In mixed ability groups, children will be given time to discuss these images. I am not going to be sharing any new information with the children, it is important they have this time to enquire.</p> <p>Task: Children will have the six images in their books, they will write as many 'I wonder...' statements relating to these images. HA: Encourage children to link their 'I wonder...' statements to their knowledge of other religions. LA: Children to discuss their ideas as a group. TA to scaffold their discussion and write their 'I wonder...' statements on an A3 piece of paper to stick in their books.</p>
I can understand that shrines are special places in Hindu homes.	Knowledge and understanding Personal reflection	<p>-Where is your special place?</p> <p>-What makes it special to you?</p> <p>-What feelings does this place evoke?</p> <p>-What is a shrine?</p> <p>-Why is a shrine important in a Hindu home?</p>	<p>Recap prior learning: Refer to the image from the previous lesson relating to the shrine and discuss the 'I wonder...' statements that children wanted to explore. Write some of these on the board to answer as part of the plenary.</p> <p>Introduce the word shrine. Explain to children that a shrine is a holy or sacred place (a special place). Before discussing Hindu shrines, ask the children if they can think of any special places to them. Share answers as a class. As a class, look at a special place in the classroom (reading corner). Children describe what they see and why that place is special. Discuss</p>



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		<p>-Are there any similarities between your special place and a shrine?</p>	<p>how the children feel when they are in the special place and what could be done to make that place more special. http://www.bbc.co.uk/education/clips/z3hb4j6 Explain that in Hindu homes, a collection of pictures or murtis are kept in a shrine and this is where a Hindu family comes to pray. Look at the different features of a Hindu shrine.</p> <p>Task: Children to draw a place that is special to them and write a description explaining why. HA: Children to make a comparison to a Hindu shrine, this could be through feelings evoked or items present. LA: Children to label their place instead of writing a description.</p>
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<p>I can explore some of the ways that Hindus show devotion to God</p>	<p>Knowledge and understanding</p>	<p>-What is a shrine?</p> <p>-How do you prepare for a special guest?</p> <p>-How do you make them feel welcome?</p> <p>-How do Hindus show devotion to God?</p> <p>-Why do you think they treat their shrines in this way?</p> <p>-What does loving devotion mean?</p> <p>-Are there any similarities to other religions?</p>	<p>Recap prior learning: Children to have an image of a shrine that they must annotate with their learning partner recalling as much information as they can.</p> <p>Look again at the class shrine. Ask key questions that get children to explore how we respect this place eg. How we leave this space once we have finished working there? How might we prepare for a special guest? How do we try to make people feel welcome? Could refer to classroom rules for support.</p> <p>Explain that Hindus treat the shrine figures like special guests: they are respected, cared for, talked to, offered food, and kept clean. Hindus believe they can serve God through loving devotion to their chosen deity.</p> <p>Task: Children to explain how Hindus treat their shrine and why they carry out these rituals. HA: Children to link their ideas to other religious beliefs LA: Annotate a diagram of a Hindu shrine to show how they respect it.</p>
<p>I can identify some of the activities in 'puja'</p>	<p>Knowledge and understanding</p> <p>Personal reflection</p>	<p>- Why is the shrine important to a Hindu and how is it used?</p> <p>-How do Hindus show devotion to God?</p> <p>-What did you notice Hindus doing during puja?</p> <p>-What is the purpose of each of the items on the puja tray?</p>	<p>Recap prior learning: Children to complete a sorting activity to identify ways that Hindus show devotion to God.</p> <p>Refer to the image from the first lesson relating to a puja board and discuss the 'I wonder...' statements that children wanted to explore. Write some of these on the board to answer as part of the plenary. Look at a video of a Hindu family performing puja at home. Look at the artefacts on the puja tray. Talk about how the different artefacts are used. Relate these to the senses. As a class, reflect on how some of the activities in worship have parallels in their own lives.</p> <p>Task:</p>



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		<p>-What are the main activities in an act of worship in the home?</p> <p>-Do any of the activities have parallels in your own life?</p>	<p>In mixed ability groups, create a video explaining how each of the items on the puja tray are used during worship. Provide a word bank to support the children in using the key vocabulary.</p>
<p>To know about worship through the elements, rituals and artefacts which are involved in Hindu worship.</p>	<p>Knowledge and understanding</p> <p>Critical thinking</p>	<p>-What is puja?</p> <p>-What activities do Hindus carry out during puja?</p> <p>-How does puja show Hindus devotion to God?</p> <p>-What is a Mandir?</p> <p>-What happens in a Mandir?</p> <p>-What do you think x is used for?</p> <p>-Are there any similarities between a Mandir and a Church?</p>	<p>Recap prior learning: Bounce around robin activity in which children recall as much information as they can about puja.</p> <p>Refer to the image from the first lesson relating to a artefacts from inside a Mandir and discuss the 'I wonder...' statements that children wanted to explore. Write some of these on the board to answer as part of the plenary.</p> <p>Describe to the children what the inside of a Mandir looks like from a picture they cannot see. Children listen carefully and try to imagine themselves there. From the description what would they most like to see? Use pictures of the inside of a Mandir. In pairs children take it in turns to describe what they can see in their picture and form any questions that they have.</p> <p>Task: Children to write a description of a Mandir. HA: Children to compare the Mandir to the Church. LA: Children to label an image of a Mandir, with a word bank for support.</p>
<p>I can compare Hindu worship at home to worship at the Mandir</p>	<p>Knowledge and understanding</p>	<p>-What is a Mandir?</p> <p>-What can you find in a Mandir?</p> <p>-What happens in a Mandir?</p>	<p>Recap prior learning: Children to annotate an image of a Mandir as a class, recalling as much information as they can.</p> <p>Today the children will explore what worship in a Mandir looks like. They will watch a video of Hindus worshipping in a Mandir</p>



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		<p>-How do Hindus worship in a Mandir?</p> <p>-How is worship in a Mandir the same/different to worship at home?</p> <p>-Why do you think Hindus carry out each action of worship?</p>	<p>http://www.bbc.co.uk/education/clips/zh734wx http://www.reonline.org.uk/specials/places-of-worship/hinduism_video.htm . Reflect on the video - think back over what they saw and suggest why worshippers may have done certain things. On the white board, children will work as a class to complete a similarities and differences table between worship at home and at a Mandir.</p> <p>Task: Children will write a comparison about worship at home and in a Mandir. HA: Children to focus on using subject specific vocabulary throughout. LA: Using a Venn diagram, classify images of worship. Then write short sentences to compare worship at home to the Mandir.</p>
<p>I can explain how Hindus express their religious beliefs</p>	<p>Knowledge and understanding</p> <p>Personal reflection</p>	<p>-Does this image represent Hindu worship at home or the Mandir? How do you know?</p> <p>-What is a shrine? Where do you find shrines?</p> <p>-What is puja? Where is it performed?</p> <p>-What is a Mandir? What happens at a Mandir?</p> <p>-What have we learned about worship in a Hindu family?</p>	<p>Recap prior learning: Children to use the Venn diagram that the LA children used in the previous lesson to classify worship at the Madir or home. Discuss their ideas.</p> <p>In mixed ability groups children will make notes on what they have learnt about Hindu worship. This will be completed following a carousel, in which children will have fact sheets to scaffold their understanding. This piece of paper will support them with completing their independent task.</p> <p>Task: Children to complete a piece of extended writing that summarises everything they have learnt so far this topic. They will be provided with a differentiated writing frame for support, with relevant challenges.</p>