



BAMFORD PRIMARY SCHOOL

RE– How and why do Hindus worship at home and in the mandir? Unit 4a

SHORT / MEDIUM TERM PLANNING SHEET

TEACHER: LH, AP,MK

CLASS:6, 7, 8

DATE: WB. 19/02/07

Subject & Time	Level Pitch	LESSON OBJECTIVES (What knowledge, skills and understanding will the children learn during the lesson?)	ACTIVITIES & DIFFERENTIATION (WHAT WILL THE CHILDREN DO?)	PUPILS WHO HAVE EXCEEDED LEARNING OBJECTIVES	PUPILS WHO HAVE NOT ACHIEVED LEARNING OBJECTIVES				
How and why do Hindus worship at home and in the mandir? Unit 4a Lesson 1 of 6	3/4	<p>To know the meaning of the aum symbol and its significance for Hindus</p> <p>To understand about some aspects of Hindu beliefs in God</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> the practice of religion, eg <i>worship, pray, prayer, God, devotion, offering, shrine, sacred, holy</i> Hinduism, eg <i>murti, arti, puja, aum, prasad</i> the names of Hindu gods, eg <i>Ganesha, Krishna</i> 	<p style="text-align: center;">INTRODUCTION AND MAIN ACTIVITY</p> <p>Introduction: Recap understanding of Hinduism from previous term. What is Diwali? Who are Rama and Sita? What happened in their story? What is Rangoli patterns? Who is Lakshmi? (A)</p> <p>Main: Talk about some of the things that parents think are important to teach their children. On the Flipchart show children an aum symbol and discuss what it means. Explain that in many Hindu families, children are taught about one supreme God who is in everything. An 'aum' symbol is a special sign for God, often seen in Hindu homes or places of worship. Explain that Hindu's have many pictures of gods and goddesses, yet most Hindus believe there is one God, Brahman, which lives in all things.</p> <ul style="list-style-type: none"> Show Hinduism DVD 'Pathways of belief' Play 1.1 worshipping God in different forms (5mins15secs) <p>After the DVD show two glasses of water, can the chn see which has salt and which doesn't? (V,K)</p> <p>After the story, allow a short time for the children to reflect in small groups, expressing their responses to this Hindu belief. Bring children back together to share their thoughts.</p> <p>Task Using activity sheet 7 get the chn to record what their different characteristics are and draw pictures of themselves in these different characteristics. (K)</p> <p>Plenary Invite some chn to show their different characteristics and explain why they chose them.(A,K)</p> <table border="1" data-bbox="622 1034 1682 1114"> <thead> <tr> <th data-bbox="622 1034 1151 1062">ACTIVITIES FOR MORE ABLE</th> <th data-bbox="1151 1034 1682 1062">ACTIVITIES FOR LESS ABLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1062 1151 1114">Have worksheet with no prompts. Encourage more detail in explanation.</td> <td data-bbox="1151 1062 1682 1114">Have worksheet with prompts for what they can be.</td> </tr> </tbody> </table>	ACTIVITIES FOR MORE ABLE	ACTIVITIES FOR LESS ABLE	Have worksheet with no prompts. Encourage more detail in explanation.	Have worksheet with prompts for what they can be.		
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<p>Resources: (i.e. Support Staff) Pathways of belief DVD Characteristics worksheet differentiated. TA: support CH scribe ideas for him and advice with detail for drawing.</p>	<p>Cross curricular: Literacy: Using adjectives to describe themselves Art: Drawing their characteristics. PSHE: Thinking about the positive aspects of themselves</p>	<p>Speaking and Listening Discuss ideas as a pair and listen to each other's opinion. Plenary, listen to other chn's opinions and ideas. Give feedback on other chn's work.</p>	<p>ECM Be Healthy - Mentally & emotionally healthy, Make a positive contribution - support the community and environment, Achieve economic wellbeing - make the correct decisions/choices</p>
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RE– How and why do Hindus worship at home and in the mandir? Unit 4a

SHORT / MEDIUM TERM PLANNING SHEET

TEACHER:LH, AP,MK CLASS:6, 7, 8

DATE: WB. 15 & 22/01/07

Subject & Time	Level Pitch	LESSON OBJECTIVES (What knowledge, skills and understanding will the children learn during the lesson?)	ACTIVITIES & DIFFERENTIATION (WHAT WILL THE CHILDREN DO?)	PUPILS WHO HAVE EXCEEDED LEARNING OBJECTIVES	PUPILS WHO HAVE NOT ACHIEVED LEARNING OBJECTIVES				
How and why do Hindus worship at home and in the mandir? Unit 4a Lesson 2 & 3 of 6	3/4	<p>To understand about the Hindu idea of God in many forms</p> <p>To be able to reflect on the different aspects of their own character</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> the practice of religion, eg <i>worship, pray, prayer, God, devotion, offering, shrine, sacred, holy</i> Hinduism, eg <i>murti, arti, puja, aum, prasad</i> the names of Hindu gods, eg <i>Ganesha, Krishna</i> 	<p style="text-align: center;">INTRODUCTION AND MAIN ACTIVITY</p> <p>Lesson 2 Introduction: Recap understanding of how Hindus see God. Ask chn to explain what they learnt in the previous lesson. Understanding of how Hindus idea of God is in many forms. Ask the chn if they can remember the names of any of the gods or goddesses. (A)</p> <p>Main: Show the picture card H1 the image of Krishna. Ask the chn what they notice? For example, Krishna's skin is blue and he is playing a flute. Discuss what these symbols mean. For example, what in the natural world is blue? The sky - which seems to point to the fact that Krishna is a god. His blue colour also shows that he is an avatar of Vishnu. Show the picture of Vishnu.</p> <ul style="list-style-type: none"> Show chn pictures of other gods and goddesses, give chn time to discuss as a group what they notice about each one. Discuss pictures as a class. Explain that Many families choose a particular form of the one supreme God to worship, eg Ganesha, the elephant-headed god. (V,A) <p>Task: Ask the children to choose a shrine figure and investigate what they are holding or wearing, and explain why. In their books they are to write an explanation about their chosen figure and what they notice about them. Chn are to try and explain why there chosen god may have certain things, what does it symbolize? Then they are to draw a picture. (V,K)</p> <p>Lesson 3 Show Hinduism DVD 'Pathways of belief' Play 1.4</p> <p>If possible for next lesson chn go into the ICT suite and research their chosen god to find out more and write an explanation in Word including a picture. (K)</p> <p>Plenary: Chn explain what god they have chosen and why and invite a few chn to explain the features they have picked and what they think they symbolise. (V, A)</p> <table border="1" data-bbox="618 1139 1686 1216"> <thead> <tr> <th data-bbox="618 1139 1151 1166">ACTIVITIES FOR MORE ABLE</th> <th data-bbox="1151 1139 1686 1166">ACTIVITIES FOR LESS ABLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 1166 1151 1216"></td> <td data-bbox="1151 1166 1686 1216">Give picture of Ganesha and label then write a few sentences explaining why he has the objects.</td> </tr> </tbody> </table>	ACTIVITIES FOR MORE ABLE	ACTIVITIES FOR LESS ABLE		Give picture of Ganesha and label then write a few sentences explaining why he has the objects.		
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Resources:
Pictures of gods and goddesses.
Internet
Flipchart
Pathways of belief DVD
TA: support CH

Cross curricular
Literacy: writing an explanation about a god, using adjectives to describe.
Art: Drawing their chosen god.
PSHE: Thinking about why they have chosen that god and what makes them feel good about it.

Speaking and Listening
Discuss ideas as a pair and listen to each other's opinion.
Plenary discuss, listen to other chn's opinions and ideas. Give feedback on other chn's work.

ECM
Be Healthy - Mentally & emotionally healthy,
Make a positive contribution - support the community and environment,
Achieve economic wellbeing - make the correct decisions/choices



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RE– How and why do Hindus worship at home and in the mandir? Unit 4a

SHORT / MEDIUM TERM PLANNING SHEET

TEACHER:LH, AP,MK

CLASS:6, 7, 8

DATE: WB. 29/01/07

Subject & Time	Level Pitch	LESSON OBJECTIVES (What knowledge, skills and understanding will the children learn during the lesson?)	ACTIVITIES & DIFFERENTIATION (WHAT WILL THE CHILDREN DO?)	PUPILS WHO HAVE EXCEEDED LEARNING OBJECTIVES	PUPILS WHO HAVE NOT ACHIEVED LEARNING OBJECTIVES				
How and why do Hindus worship at home and in the mandir? Unit 4a Lesson 4 & 5 of 6	3/4	To know that shrines are special places in Hindu homes To understand about some of the ways that Hindus show devotion to God To know what Puja means. Key Vocabulary <ul style="list-style-type: none"> the practice of religion, eg <i>worship, pray, prayer, God, devotion, offering, shrine, sacred, holy</i> Hinduism, eg <i>murti, arti, puja, aum, prasad</i> the names of Hindu gods, eg <i>Ganesha, Krishna</i> 	<p style="text-align: center;">INTRODUCTION AND MAIN ACTIVITY</p> <p>Introduction: Talk about special places at home. Discuss where the children go if they want to be quiet or to think.</p> <ul style="list-style-type: none"> Show them the word 'shrine'. Explain that in Hindu homes a collection of pictures or images is kept in the shrine and this is where a Hindu family comes to pray. (V,A) <p>Main <i>Show Hinduism DVD 'Pathways of belief' Play 1.3 worshipping in the home</i></p> <ul style="list-style-type: none"> While the DVD is playing write the keywords on the board Puja, Aum and Arti. Ask the chn if they can remember what these are and mean? Watch the DVD again, this time stop after each keyword has been explained and ask the chn to explain and write on the board. Discuss the shrine and what they have on there, write on the board key words to remind the chn later. The word 'shrine' is used here to denote a place of worship in the home. The term 'Mandir' may also be used, but in textbooks it is more often used to describe a Hindu temple or place of worship outside the home. Explain that a shrine must be in a clean area of the house. It is often found in the kitchen or in a bedroom. (V,A) <p>Lesson 4 Using Activity sheet 9 label the objects on the tray and colour, Then write an explanation about what the objects are used for. (K)</p> <p>Lesson 5 Draw a Hindu shrine and explain why that might be a special or important place for a Hindu family. Explain the 3 keywords and what is done. (K)</p> <table border="1" data-bbox="622 1109 1682 1219"> <thead> <tr> <th data-bbox="622 1109 1151 1141">ACTIVITIES FOR MORE ABLE</th> <th data-bbox="1151 1109 1682 1141">ACTIVITIES FOR LESS ABLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1141 1151 1219">Describe in detail what the objects on the tray are used for. Detail drawing of the shrine and explanation.</td> <td data-bbox="1151 1141 1682 1219">Have word bank for activity sheet 9 Have worksheet with sections for drawing and keywords with space for a sentence to explain.</td> </tr> </tbody> </table>	ACTIVITIES FOR MORE ABLE	ACTIVITIES FOR LESS ABLE	Describe in detail what the objects on the tray are used for. Detail drawing of the shrine and explanation.	Have word bank for activity sheet 9 Have worksheet with sections for drawing and keywords with space for a sentence to explain.		
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Resources: Pathways of belief DVD Activity sheet 9 TA: support CH	Cross curricular Art: drawing a shrine Literacy: Labels for the shrine and explanations of keywords	Speaking and Listening Discuss ideas as a pair and listen to each other's opinion. Plenary discuss, listen to other chn's opinions and ideas. Give feedback on other chn's work.	ECM <i>Be Healthy - Mentaly & emotionally healthy,</i> <i>Make a positive contribution - support the community and environment,</i> <i>Achieve economic wellbeing - make the correct decisions/choices</i>
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RE– How and why do Hindus worship at home and in the mandir? Unit 4a

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TEACHER:LH, AP,MK

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M How and why do Hindus worship at home and in the mandir? Unit 4a Lesson 6 of 6	3/4	<p>To be able to write about all the things learnt about Hinduism.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> the practice of religion, eg <i>worship, pray, prayer, God, devotion, offering, shrine, sacred, holy</i> Hinduism, eg <i>murti, arti, puja, aum, prasad</i> the names of Hindu gods, eg <i>Ganesha, Krishna</i> 	<p style="text-align: center;">Assessment Lesson</p> <p>Introduction: Recap what they have learnt about Hinduism this term, discuss and write some keywords chn give on the board. (A)</p> <p>Main: Chn are to create a mind map of all they have learnt about Hinduism. They can write words or do drawings and use their book to help them. (V,K)</p> <p>Plenary: Ask a few chn to show their mind maps and explain what they have learnt. (V,A)</p> <table border="1" data-bbox="618 906 1682 967"> <thead> <tr> <th data-bbox="618 906 1151 935">ACTIVITIES FOR MORE ABLE</th> <th data-bbox="1151 906 1682 935">ACTIVITIES FOR LESS ABLE</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 935 1151 967">Through outcome.</td> <td data-bbox="1151 935 1682 967">Through outcome.</td> </tr> </tbody> </table>	ACTIVITIES FOR MORE ABLE	ACTIVITIES FOR LESS ABLE	Through outcome.	Through outcome.		
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<p>Resources: A3 paper TA: support CH help to draw the mind map and organise his thoughts.</p>	<p>Cross curricular Literacy: Note making skills Art: Drawing details of what they have learnt.</p>	<p>Speaking and Listening Discuss ideas as a pair and listen to each other's opinion. Plenary discuss, listen to other chn's opinions and ideas. Give feedback on other chn's work.</p>	<p>ECM <i>Be Healthy - Mentaly & emotionally healthy,</i> <i>Make a positive contribution - support the community and environment,</i> <i>Achieve economic wellbeing - make the correct decisions/choices</i></p>
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