

## KS1 HINDUISM PLANNING

**Class:**

**Term:**

**Subject:** RE

**Unit:** Hinduism

<p>Differentiation and support (Detailed differentiation in weekly plans.)</p> <p>SEN: Provide with writing frames. Given the information that they need. Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Work in books. Provide extension activities to apply their own knowledge and to research information independently. Encourage independence. Support less able peers in mixed ability work</p>	<p>English: speaking to and listening to each other, extracting information from books, texts and videos, new vocabulary, stories, sequencing events, crosswords</p> <p>Maths: sorting items, solar and lunar calendar, interpreting a table</p> <p>ICT: learning from online activities</p> <p>Geography: global distribution of Hindus</p> <p>History: dates</p> <p>Science: alternative scientific explanations for events e.g. Creation, solar and lunar calendar</p> <p>Art &amp; D+T: cutting and sticking</p> <p>PSHCE: other people's religions, celebrations and festivals, taking turns</p>
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### Unit overview

Lesson 1: Introduction to Hinduism

Lesson 2: Hindu Gods

Lesson 3: Hindu Worship

Lesson 4: Hindu Stories (Krishna and the Butter)

Lesson 5: Diwali

Lesson 6: Holi and Raksha Bandan

Lesson 7: Hindu calendar

Lesson 8: Baby ceremonies

Lesson 9: Coming of age, marriage and death ceremonies

Lesson 10: Hindu symbols and signs

Lesson 11: Hindu pilgrimages

You can access the complete [Hinduism KS1 planning](https://www.saveteacherssundays.com/re/year-2/714/), and all of the resources needed to teach each lesson, at:

<https://www.saveteacherssundays.com/re/year-2/714/>

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the main aspects of Hinduism</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Explain that this term we will be learning about Hinduism</p> <p>Ask the children to think, pair, share what they already know about Hinduism and what it means to be a Hindu</p> <p>Ask the children if any of them are Hindu, and if they are, to share some of the things that they do as a Hindu e.g. pray, go to a temple etc</p> <p>Go through PowerPoint that answers the following questions about Hinduism:</p> <ul style="list-style-type: none"> <li>• What is Hinduism?</li> <li>• When did Hinduism begin?</li> <li>• Where did Hinduism begin?</li> <li>• How did Hinduism develop?</li> <li>• What do Hindus believe?</li> <li>• How many gods do Hindus have?</li> <li>• Which holy books do Hindus have?</li> <li>• Do Hindus have a sacred language?</li> <li>• What festivals do Hindus celebrate?</li> <li>• Where do Hindus go to pray?</li> <li>• What clothes do Hindus wear?</li> <li>• Who are Hindu religious leaders?</li> <li>• What special symbols and objects do Hindus use?</li> <li>• Where do Hindus live?</li> <li>• How many Hindus are there?</li> <li>• Which places are special for Hindus?</li> </ul> <p>Ask the children to think, pair, share as much as they can remember from the PowerPoint</p> <p>Explain the independent work</p> <p>Main:</p> <p>Children to sort religious artefacts, places, leaders etc as being Hindu or non-Hindu</p> <p>Lower ability / slower working children to work on the worksheet; higher ability / faster working children to work in their books</p> <p>Extension: children to research in books and / or online to find out more about Hinduism and write some sentences about what they find out (can use <a href="http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm">http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm</a> if researching online)</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask children who got on to the extension to share any additional information that they found out</p> <p>Revise the key aspects of Hinduism</p>	<p>PowerPoint</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books on Hinduism and / or PCS / laptops / tablets (for extension)</p>	<p>MUST: correctly sort <i>some</i> of the items as being part of Hinduism or not</p> <p>SHOULD: correctly sort <i>all</i> of the items as being part of Hinduism or not</p> <p>COULD: independently research and record some additional information about Hinduism</p>

2	<p>To know some of the most popular Hindu gods</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share what they can remember about Hinduism from the previous lesson</p> <p>Explain that today we will be learning more about Hindu gods</p> <p>Ask the children if they believe in a god, and if they do, to share their beliefs</p> <p>Go through PowerPoint that:</p> <ul style="list-style-type: none"> <li>explains the difference between a god and a goddess</li> <li>revises how Hindus have many different Gods who all aspects of one supreme spirit: Brahman</li> <li>links to a video where a Hindu boy explains the above at <a href="http://www.bbc.co.uk/education/clips/z6q6sbk">http://www.bbc.co.uk/education/clips/z6q6sbk</a> (if the link does not work, Google 'BBC class clips Expressing faith through dance and the different Hindu gods')</li> <li>explains when to capitalize the word 'God' and when not to capitalize it</li> <li>links to a video where a Hindu woman gives some additional information about Hindu gods and goddesses <a href="https://www.youtube.com/watch?v=-ZiZTL06tGQ">https://www.youtube.com/watch?v=-ZiZTL06tGQ</a> (if the link does not work, Google 'The Many Gods of the Hindu Faith   The Story of God National Geographic')</li> <li>explains about the triumvirate / trinity of most important gods in Hinduism</li> </ul> <p>Read through the cards for the independent work activity and explain the more complex abstract nouns e.g. wealth, devotion and discipline</p> <p>Explain that different Hindus sometimes represent the same god or goddess in different ways e.g. Agni is sometimes shown on a ram, but not always</p> <p>Explain how to complete the activities for the independent work</p> <p>Explain the independent work, depending on ICT-based or paper-based:</p> <ul style="list-style-type: none"> <li>ICT-based main, how to access and navigate the online activities</li> <li>paper-based main, how to play 'Go Fish'</li> </ul> <p>Main:</p> <p>Children given some Hindu gods and their domains and / or attributes e.g. Brahma and preservation, Shiva and destruction etc</p>	<p>Videos open and ready to play, with ads skipped and / or closed</p> <p>Books on Hinduism, with information about gods and goddesses (for extension)</p> <p><i>If paper-based main:</i></p> <p>Sets of cards laminated:</p> <ul style="list-style-type: none"> <li>one set of answer cards, <b>not</b> cut up</li> <li>one set cut up / for children to cut up, per pair of children</li> <li>set for the plenary, with one card per child (keep for next year)</li> </ul> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p><i>If ICT-based main:</i></p> <p>PCs / Laptops / Tablets</p> <p>Links and passwords available for children to open</p>	<p>MUST: know <i>some</i> of the Hindu gods and goddesses</p> <p>SHOULD: know <i>more</i> of the Hindu gods and goddesses</p> <p>COULD: also know the domains and / or attributes of the Hindu gods and goddesses</p>
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*Paper-based main:*

The answer set is put to the side (this will be used for checking if pairs match in the game)

The other sets are set out separately and used to play 'Go Fish':

- the sets are placed face down (or to begin with, the cards can be set out facing up to make it easier)
- each child takes a turn to 'Go Fish' and try to find a matching pair – if they find a matching pair, they keep it; if they do not find a matching pair, they put the cards back in the same position, face down again continue playing until all of the matching pairs have been found and see who has the most

After playing 'Go Fish' for a while:

Lower ability children to choose the correct name for each god / goddess, being given the first letter of the name of each god / goddess

Middle ability children, as above, but without being given the first letter of the name of the god / goddess

Higher ability children, as above, but also to give the domain and / or attribute for each god / goddess

(Tell the children to choose one item only for the 'God of' column if there is more than one e.g. Saraswati is the goddess of knowledge, music and art)

*ICT-based main:*

Children to use online activities to practise matching the name of the god / goddess and his or her image, and then to practise spelling their names

Extension: Children to practise matching the gods and goddesses and their attributes or domains

*Extension:*

Children to research online and / or in books to find images and information about some additional Hindu gods and goddesses

**Plenary:**

Revise the key points about Hindu gods and goddesses from the start of the lesson

Give each child a card with the name of a god / goddess, the image of a god / goddess or with the attribute/s / domain/s of a god or goddess on it

(Give the right number of sets of 3 to match the number of children in class)

Children need to find their corresponding partners e.g. the child with an image of Shiva needs to find the child with the name Shiva and the domain 'destruction'

Revise the names of any gods and goddesses not covered in the above activity

3	<p>To know about prayer in Hinduism (45 or 55 mins, depending how many times watch the videos)</p>	<p>Intro: Ask the children to think, pair, share what they can remember about Hindu gods and goddesses from the previous lesson Explain that today we will be learning about prayer and worship in Hinduism Ask the children if they pray, and if they do, to share some information about this (why, where, who with, what they do and when they do it) Watch the following videos about worship in Hinduism:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/education/clips/zh2hyrd">http://www.bbc.co.uk/education/clips/zh2hyrd</a> (if the link does not work, Google 'BBC class clips Puja - a form of Hindu worship')</li> <li>• <a href="https://www.youtube.com/watch?v=o-s0mN5P8jo">https://www.youtube.com/watch?v=o-s0mN5P8jo</a> (if the link does not work, Google 'Visiting a Mandir (Hindu Temple)   Religious Studies - My Life, My Religion: Hinduism')</li> </ul> <p>While watching them, pause the videos to offer further explanation and clarification of key concepts and vocabulary Ask the children to think, pair, share as much information as they can from the videos about worship in Hinduism Explain the independent work, including how each answer should only be used once</p> <p>Main: Children to complete a 'fill in the blanks' worksheet based on the videos Lower ability children given worksheets with the first letter of each missing word given to them; higher ability children not given the first letter of each missing word Slower working children to work on the worksheet; faster working children to work in their books (Can watch the videos again after the children have had a first go at the worksheets if needed) Extension: children to either watch the video at <a href="http://quietube7.com/v.php/http://www.youtube.com/watch?v=jDc4CJscWws">http://quietube7.com/v.php/http://www.youtube.com/watch?v=jDc4CJscWws</a> (if the link does not work, Google 'RE online videos Places of Worship: Hinduism - a Mandir and Artefacts') or research in books and use what they find out to write some additional sentences about worship in Hinduism</p> <p>Plenary: Go through any answers that the children found tricky or any points that they did not seem to understand as well Ask the children who got on to the extension to share any additional information that they found out Ask the children to compare and contrast worship in Hinduism with worship in the other religions that they have learnt about Give children a card with either a word, a definition / explanation or an image of a key term from the lesson e.g. the word 'shrine', the definition of 'a place where Hindus have statues or images of gods / goddesses' and an image of a shrine – each child needs to find the other children with the corresponding cards Give higher ability reading children the text cards</p>	<p>Videos open and ready to play, with ads skipped and / or closed</p> <p>Worksheets</p> <p>Cards for plenary, photocopied and laminated – leave these on the table during the independent work if think needed (keep for next year)</p> <p>Headphones and PCs / laptops / tablets with extension video open and / or books with information in them about worship in Hinduism (for extension)</p>	<p>MUST: know <i>some</i> information about worship in Hinduism</p> <p>SHOULD: know <i>more</i> information about worship in Hinduism</p> <p>COULD: independently find out some additional information about worship in Hinduism</p>
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