

KS1 BUDHISM PLANNING

Class:

Term:

Subject: RE

Unit: Buddhism

Differentiation and support (Detailed differentiation in weekly plans.)

SEN: Provide with writing frames. Given the information that they need. Support from more able partners in mixed ability work. Additional adult support.

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

English: speaking to and listening to each other, extracting information from books, texts and videos, new vocabulary, stories, sequencing events, crosswords, justifying opinions

Maths: sorting items, dates

ICT: learning from online activities. taking screenshots, working with images

Geography: global distribution of Buddhists, pilgrimage destinations

History: dates

Art & D+T: cutting and sticking

PSHCE: other people's religions, celebrations and festivals, taking turns, rules

Unit overview

Lesson 1: Introduction to Buddhism

Lesson 2: The Buddha's Life

Lesson 3: Noble Eightfold Path

Lesson 4: The Five Moral Precepts

Lesson 5: Buddhists Temples

Lesson 6: Buddhist monks

Lesson 7: Buddhist prayer

Lesson 8: Stories

Lesson 9: Ceremonies

Lesson 10: Festivals – Wesak

Lesson 11: Special places

You can access the complete [Buddhism KS1 planning](https://www.saveteacherssundays.com/re/year-2/718/), and all of the resources needed to teach each lesson, at:

<https://www.saveteacherssundays.com/re/year-2/718/>

W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	<p>To know the main aspects of Buddhism</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Ask the children to share what they already know about Buddhism and what it means to be a Buddhist</p> <p>Ask the children if any of them are Buddhist, and if they are, to share some of the things that they do as a Buddhist e.g. go to a temple</p> <p>Go through PowerPoint that answers the following questions about Buddhism:</p> <ul style="list-style-type: none"> • What is Buddhism? • When did Buddhism begin? • Who started Buddhism? • Where did Buddhism begin? • Who was Buddha and what did he do? • What did Buddha teach people? • What does the 'Noble Eightfold Path' involve? • What do Buddhists believe? • Are there different groups of Buddhists? • Do Buddhists have a holy book? • Do Buddhists have a sacred language? • What festivals do Buddhists celebrate? • How do Buddhists celebrate festivals? • What other special times do Buddhists celebrate? • Where do Buddhists go to pray? • Who are Buddhists religious leaders? • What clothes do Buddhists wear? • What special symbols and objects do Buddhists have? • Where do Buddhists live? • How many Buddhists are there? • Which places are special for Buddhists? <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 Buddhist or non- Buddhist</p> <p>Lower ability children to work on the worksheet; higher ability children to work in their books</p> <p>Extension: children to research in books and / or online to find out more about Buddhist and write some sentences about what they find out</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>PowerPoint</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books on Christianity and PCS / laptops / tablets (for extension)</p>	<p>MUST: correctly sort <i>some</i> of the items as being part of Buddhism or not</p> <p>SHOULD: correctly sort <i>all</i> of the items as being part of Buddhism or not</p> <p>COULD: independently research and record some additional information about Buddhism</p>

2	<p>To know the main events in the life of the Buddha</p> <p>(40 / 50 mins, depending on if watch video and go through PowerPoint)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share some of the things that they learnt about Buddhism in the previous lesson</p> <p>Revise how Buddhism was founded by Siddhartha Gautama (can be spelt other ways e.g. Siddhattha Gotama), who was renamed the Buddha when he gained 'Enlightenment'</p> <p>Explain that the Buddha is the most important person ever to have lived for Buddhists</p> <p>Go through the PowerPoint that tells the story of the Buddha's life (remember the notes for each slide, given under them in non-slideshow mode)</p> <p>AND / OR</p> <p>Watch the video at https://www.youtube.com/watch?v=nsN7NLS-0jl – watch from 27 secs in (if the link does not work, Google 'YouTube The Life of the Buddha animation.divx')</p> <p>Explain that the video is an animation of the Buddha re-telling his life story to his closest friend at the time of his death</p> <p>Note: the video misses out some of the events in the Buddha's life e.g. his marriage and the birth of his son</p> <p>Explain that because the Buddha lived so long ago (about 2,500 years ago), we do not know for sure exactly when events in his life happened</p> <p>Main:</p> <p>Children given a number of images with text, like the one below, in a jumbled up order</p> <div data-bbox="409 711 613 917" data-label="Image"> </div> <p>The children need to sort the images to be in the correct chronological order</p> <p>Lower attaining children given the events with numbers in the top left-hand corner to help with ordering them; higher attaining children not given numbers</p> <p>Extension: children to answer some questions requiring higher-level thinking skills, based around the events of the Buddha's life</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask the children to think, pair, share which part of the story was their favourite part and why, emphasising that they should give a reason for their answer</p> <p>Discuss the questions from the extension with the children</p> <p>Explain that because these events happened so long ago, they were not written down straight after they happened, but hundreds of years later</p> <p>Ask the children what problems this might cause (the accounts being changed deliberately or accidentally by people over time)</p> <p>Ask the children to think, pair, share which parts of the story could be true and which parts they think are less likely to be true</p> <p>Ask the children if they think that the Buddha did the right thing when he left home, or should he have stayed with his family (ask them to justify their answers)</p>	<p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: know <i>some</i> of the main events from the Buddha's life</p> <p>SHOULD: know <i>all</i> of the main events from the Buddha's life</p> <p>COULD: consider the motivations and emotions of the Buddha and the people around him</p>
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3	<p>To know the parts of the 'Noble Eightfold Path'</p> <p>(50 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share some of the things that they learnt about the life of the Buddha in the previous lesson</p> <p>Revise how the Buddha wanted to help end people's suffering (unhappiness) and after leaving home and speaking to different holy men he believed he found Enlightenment: he knew how to help people stop being unhappy</p> <p>Explain what the word 'Noble' means</p> <p>Revise how the Buddha taught the Four Noble Truths:</p> <ol style="list-style-type: none"> 1) That everyone suffers (is unhappy) sometimes 2) This is because they want things 3) People can stop wanting things 4) The way to stop wanting things is to follow the 'Noble Eightfold Path' <p>(Note: the Four Noble Truths have been simplified here to make them understandable for KS1 children – the Four Noble Truths are too complicated to do a whole lesson on for children of this age)</p> <p>Explain that we will be learning more about the 'Noble Eightfold Path' today</p> <p>Explain that the Noble Eightfold Path helps Buddhists know how to live their lives in what they believe is the right way to live them</p> <p>Read through the cards for the independent work activity and explain the more challenging vocabulary e.g. livelihood, meditation</p> <p>Explain the independent work, depending on ICT-based or paper-based:</p> <ul style="list-style-type: none"> • ICT-based main, how to access and navigate the online activities • paper-based main, how to play 'Go Fish' <p>Main:</p> <p>Children given cards with either the name of one part of the Noble Eightfold Path e.g. 'Right livelihood' or the meaning of one part of the Noble Eightfold Path e.g. 'Doing a useful job that does no harm'</p> <p>Extension: children given cards with examples of each part of the Noble Eightfold Path to match with the name of each part of the Noble Eightfold Path e.g. 'Becoming a doctor' to go with 'Right livelihood'</p> <p><i>Paper-based main:</i></p> <p>The answer set is put to the side (this will be used for checking if pairs match in the game)</p> <p>The other sets are set out separately and used to play 'Go Fish':</p> <ul style="list-style-type: none"> • 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 	<p>Google images search for 'Dharma Wheel Eightfold Path' on IWB for plenary</p> <p>Cards for plenary (keep for next year)</p> <p>Large space for the children to make a human Dharma Wheel (not essential if unavailable)</p> <p><i>If paper-based main:</i></p> <p>Sets of cards laminated:</p> <ul style="list-style-type: none"> - one set of answer cards, not cut up - one set cut up / for children to cut up, per pair of children (keep for next year) <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 (save on school network as Microsoft template to prevent 'Read-only')</p>	<p>MUST: know <i>some</i> of the parts of the Noble Eightfold Path and what they mean</p> <p>SHOULD: know <i>more</i> of the parts of the Noble Eightfold Path and what they mean</p> <p>COULD: be able to identify examples of the parts of the Noble Eightfold Path</p>
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	<p>After playing 'Go Fish' for a while: Children to cut out and stick each part of the Noble Eightfold Path next to its meaning in a table e.g. 'Right livelihood' would be stuck next to 'Doing a useful job that does no harm'</p> <p>Extension: children to cut out and stick an example of each part of the Noble Eightfold Path next to the part of the path that it best fits e.g. 'Becoming a doctor' to go with 'Right livelihood'</p> <p>Extension 2: children to come up with some of their own examples for each part of the Noble Eightfold Path</p> <p><i>ICT-based main:</i> Children to use online activities to practise matching the names of each of the parts of the Noble Eightfold Path with their meanings e.g. matching 'Right livelihood' with 'Doing a useful job that does no harm'</p> <p>Extension: Children to use online activities to practise spelling the names of each part of the Noble Eightfold Path</p> <p>Extension 2: Children to use online activities to practise matching the names of each of the parts of the Noble Eightfold Path with examples of them e.g. 'Becoming a doctor' to go with 'Right livelihood'</p> <p>Plenary: Revise the key points about the Noble Eightfold Path Give each child a card with either:</p> <ul style="list-style-type: none"> • a part of the Noble Eightfold Path e.g. 'Right livelihood' • a meaning of a part of the Noble Eightfold Path e.g. 'Doing a useful job that does no harm' • an example of a part of the Noble Eightfold Path e.g. 'Becoming a doctor' • a blank card for them to add an example of their own for a part of the Noble Eightfold Path <p>Children need to find their corresponding partners and stand in a group with them Explain that the parts of the Noble Eightfold Path are often represented on a Dharmachakra or 'Dharma Wheel' Ask the children to make a human Dharma Wheel by lying on the floor in their groups Ask each group to read out what is on their cards in turns</p>	<p>message coming up)</p>	
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