

Year 2 Autumn 1 Hindu Dharma

Week:	Learning Objective:	Lesson Content:	Assessment:
<p>Week 1 Q1. Why are these words special? Sacred books.</p>	<p>LO : ask questions about the child Krishna and some stories connected with him.</p>	<p>Watch a video clip of the story of Krishna as a child- about how he was mischievous but always loved. Talk about times in their lives when they have been mischievous, or had an adventure – how did this feel?</p>	<p>Children can describe Krishna. Children understand why Krishna is special to Hindus.</p>
<p>Week 2 Q2. Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.</p>	<p>LO: understand the mandir as a special place for Hindus and what happens there.</p>	<p>Watch a video about Hindu worship at a Mandir(temple) and write senses poems about what they may be able to see, hear, smell, taste and feel if they were there. Take a virtual tour.</p>	<p>Children can describe what they would find in a Mandir using their senses.</p>
<p>Week 3 Q3. How can faith contribute to community cohesion? Beliefs, ethics, family traditions and faith in the community.</p>	<p>LO: Begin to recognise that community celebrations eg festivals, weddings, are an expression of faith.</p>	<p>Recognise that family celebrations eg weddings can be a sign of faith Recognise the importance of celebrating special events with others, collectively. Discuss the main features of a Hindu wedding eg clothes, jewellery, and the ceremony Try decorating their own hands, or a picture of hands, in a similar way. Interview a Hindu visitor about any weddings or festivals they have enjoyed.</p>	<p>Children can describe what happens at a Hindu wedding. Children can state why the celebration of a marriage is special for Hindus. Children can state some similarities and differences to a Christian wedding.</p>
<p>Week 4 Q4. Why are some times special? Festivals and families.</p>	<p>LO: Recognise occasions involving celebrations of friendship or light.</p>	<p>Identify special times in their own lives which celebrate friendship or light. Talk about celebrations children have experienced which involve light e.g. candles on a birthday cake, lights on a Christmas tree, fireworks night. Talk about why light is important. Listen to the stories connected with Divali (Lakshmi and the Ramayana) and make divas to decorate the classroom.</p>	<p>Children can describe celebrations with light. Children can describe why light is a special symbol for people of faith. Children can describe why light is special in the story of Divali.</p>

<p>Week 5</p> <p>Q5. What can be learned from the lives of significant people of faith?</p> <p>Role models.</p>	<p>LO: Recognise some of the themes in the story of Rama and Sita and in their own lives.</p>	<p>Recap the story of Rama and Sita. Talk about things in their own experience which correspond to the themes in the story of Divali. Make a classroom frieze telling the story, adding words at key points to explain the important themes e.g. 'good wins', 'Rama is brave', 'Sita is loyal'</p>	<p>Children can make connections with the themes from Divali and their own life.</p>
<p>Week 6</p> <p>Q6. How do I and others feel about life and the universe around us?</p> <p>Ultimate questions.</p>	<p>L.O: Begin to recognise the Hindu belief in reincarnation and the cycle of life.</p>	<p>Recap why doing good actions matters to Hindus from last year's learning. Show an awareness of Hindu beliefs about the cycle of life and that these are different from most western views. Recap scenarios of: Good deeds, eg being helpful, honest, trustworthy and the reward for being good Bad deeds, eg telling lies, stealing and the sanctions associated with them; relating these to the Hindu belief in Karma and re-birth. Design posters which convey Hindu beliefs about the cycle of life, death and rebirth.</p>	<p>Children understand that Hindus believe in Karma. Children understand that Hindus believe in the importance of Good deeds.</p>
<p>End of topic assessment questions:</p> <p>Learning about religion: I can retell the story of Krishna</p> <p>Learning from religion: I can state what I liked about a story.</p> <p>Learning about religion: I can tell you something you might find in a Mandir.</p> <p>Learning from religion: I can talk about why light is special to me.</p> <p>Learning from religion: I can recognise times in my life when I have felt like some of the characters in the story of Rama and Sita.</p> <p>Learning from religion: I can give an example of a good action and a bad action and say why I think they are good and bad.</p>			