

Autumn 1 Year Group: Three		Teacher: Jessica Toone		Religion/belief: Hindu Dharma		Key Question: Who should we follow?	
Focus Question: What is expected of a person in following a religion or a belief?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Art – images of the different avatars of the Trimutri English – debate linked to statements or persuasive writing; fact file about Krishna; descriptive writing about the different avatars; writing calligrams Maths – tally chart and data handling linked to the children's opinions.		Shared human experience: pupils will ask questions about and make links between their own experience and stories of people who are followed. Living religious traditions: pupils will ask questions about the lives and examples of founders and leaders of religion; Beliefs and values: pupils will investigate the beliefs and values of founders and leader. The search for personal meaning: pupils will consider the values example of those people who are followed for their own lives and their own beliefs and values; example of those people who are followed for their own lives and their own beliefs and values;			
Attainment Target 1: Learning about religion and belief · describe the ways in which founders and those we follow influence the beliefs and values of members of the faith; · describe some links between stories of founders and leaders and the beliefs and teachings of a religion; · consider the meaning of believers' responses to leaders and religious founders, including artistic or musical responses; · begin to use specialist vocabulary in communicating their knowledge and understanding. · use and suggest the meaning of information about religious founders and leaders from some different sources.				Attainment Target 2: Learning from religion and belief · respond to the challenges of commitment to following leaders and religious founders; · discuss their own and others' views of those we follow including religious founders and leaders expressing their own ideas. · reflect on sources of influence and inspiration in their own and others' lives.			
	Key questions	Learning objectives/intentions	Possible activities		Possible resources		
SHE	How can problems be solved? Do all problems have the same solution?	To consider the ways people find answers to things that puzzle them.  To understand that there may be different solutions to the same question.  To identify the ways the problems were solved and evaluate the solutions.  To explain why both	In groups, investigate an item or statement provided by the teacher. E.g. 'Why does it usually rain on Sports Day?', 'Is it better to be 25 or 5 years old?' Does the colour red make people feel happy?'. What questions do they have and how can they find the answers? Attempt to solve the problem and report their findings to the class.  Distribute pieces from 2 identical cube or two-sided puzzles between two groups. Each group solve the puzzle and compare their results. Discuss which group had completed the task		Two-sided puzzles Statements for the children to discuss		

		solutions are equally valid.	successfully (both).	
<b>LRT</b>	Who is Krishna and how is he celebrated by Hindus?	<p>To know that Krishna is an avatar.</p> <p>To develop familiarity with stories from Hindu tradition</p> <p>To explain what an avatar is.</p> <p>To relate Krishna to Vishnu.</p> <p>To define some character traits of Krishna revealed in the stories.</p> <p>To illustrate how a celebration could celebrate a person or event.</p> <p>To understand that festivals celebrate important events or people.</p>	<p>Examine the Trimurti and identify the three deities.</p> <ul style="list-style-type: none"> <li>• Brahma, the creator</li> <li>• Vishnu, the preserver</li> <li>• Shiva, the destroyer</li> </ul> <p>Art work could be completed linked to the images of the different avatars – what are the similarities and differences between the avatars.</p> <p>Explore the purpose of an avatar and research to identify an avatar for each of the deities of the Trimurti. Illustrate these in a diagram.</p> <p>Examine one or more murtis of Krishna. Discuss their features. Groups read a selection of stories about Krishna, e.g. 'Krishna Tames Kalija', 'The Birth of Lord Krishna', 'The Butter Thief' or 'Krishna and the Gopi'. Each group identify characteristics that the story reveals about Krishna. Develop a diagram that illustrates some of the things they have discovered about Krishna. Children could produce a fact file on Krishna.</p> <p>Investigate the celebration of Krishna's birthday. Organise a celebration of the festival that could take place within the class.</p>	<p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item649434/grade2/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item649434/grade2/index.html</a> - information on the Hindu religion linked to this unit.</p> <p>Images of:</p> <ul style="list-style-type: none"> <li>• Brahma, the creator</li> <li>• Vishnu, the preserver</li> <li>• Shiva, the destroyer</li> </ul> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml</a> - good for information on the Trimurti</p> <p>Stories linked about Krishna – YouTube have a range of animated stories.</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/janmashtami-krishnas-birthday/4800.html">http://www.bbc.co.uk/learningzone/clips/janmashtami-krishnas-birthday/4800.html</a> - video explaining how Hindus celebrate Krishna's birthday</p>
<b>B and V</b>	Can I identify some of the qualities of Krishna which guide Hindus through life?	<p>To appreciate that many Hindus regard Krishna as a guide for living.</p> <p>To be familiar with qualities attributed to</p>	<p>Reflect on the information they have discovered about Krishna. Note how he is portrayed in different ways eg. baby, goatherd, mouth of world, son, friend etc). Examine a picture that shows Krishna holding up a mountain and read and re-enact a story about Krishna and</p>	<p>Story of Krishna and Sufhama</p> <p>Image of Krishna holding up a mountain</p>

		<p>the Deity.</p> <p>To suggest why some Hindus might choose Krishna as their deity.</p> <p>To identify some Hindu ideas about Brahman as revealed through Krishna.</p>	<p>Sudhama. What are the characteristics that encourage Hindus to turn to him for guidance? (protection, trust, love friendship, available to all people)</p> <p>Highlight the concept that Krishna provides a glimpse of Brahman. Make a calligram or use computer word art to illustrate what a Hindu might feel about Brahman (God).</p>	
<b>SPM</b>	<p>Can I appreciate what I know about someone's life so far and what is yet unknown?</p>	<p>To consider how they acquire insights about life experiences.</p> <p>To relate knowledge about a person to the way it can be discerned.</p>	<p>Choose someone with whom they are familiar. Consider what they 'know' about that person. How do they know these things? How sure are they that what they 'know' is true? Is what they know a complete picture of the person? Portray the information about the person as pieces of a puzzle. How could they illustrate that which they do not yet know about the person? (Blank puzzle piece, one piece missing?)</p>	<p>Images of a person made into a jigsaw (may need to collect facts about the person before hand)</p>