



RE s Year 3 s Medium Term Plan  
Autumn 2, Unit 1: Hinduism

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who and Where	I can explain who founded Hinduism and where.	I can locate where Hinduism was founded.  I can explain how Hinduism was founded.		Religion, Hinduism, Hindu, India, Indus River, founder, beliefs, fusion, Asia, traditions	Twinkl Lesson Pack Atlas (book or online as reference) Colouring pencils (in particular: red, green, purple, yellow and blue)
Two: Main Beliefs	I can explain the main beliefs in Hinduism	I can name the main Hindu deities.  I can explain the main beliefs that Hindus share.		Hindu, gods, goddesses, Brahma, Monotheism, Vishnu, Shiva, Sarawati, Lakshmi, Shakti, Parvati, Kali, Durga, Ganesh, Indra, Agni, Surya, Vayu, Hanuman, deities, moksha, dharma, reincarnation, soul (atman) truth	. Twinkl Lesson Pack Scissors Glue sticks

Three: Special Places	I can explain which places are special to Hindus.	I can identify where Hindus worship. I can explain the similarities and differences between worshipping at a mandir and at home.		Hinduism, Hindu. mandir, statues, worship, beliefs, bell, offerings, pandit, priest, murti, aarti, flame, aarti plate, central hall, shoes, Aum, Vedas	Twinkl Lesson Pack Scissors Glue sticks
Four: Special Festivals	I can name and describe some special Hindu festivals.	I can name and describe the main Hindu festivals.  I can retell one of the stories celebrated during a special Hindu festival.		Diwali, Holi, Navaratri, celebrations, festivals, Rama, Sita, Ravana, Hanuman, good, evil, Diva, diva lamps, Durga, Lakshmi, Krishna, stories, dancing.	Twinkl Lesson Pack
Five: Holy Books	I can explain that Hindus have multiple holy books.	I can understand that Hindus have more than one Holy Book. I can demonstrate understanding of the different holy books.		Hinduism, Hindu, holy book, Baghavat Gita, Vedas, Smirti, Shru.	Twinkl Lesson Pack Scissors Glue sticks
Six:	I can name and explain the	I can correctly match Hindu symbols with their names.		Hindu, Hinduism, Om, Padma.	Twinkl Lesson Pack Scissors

Symbols and Meanings	meanings of Hindu symbols.	I can explain what the main Hindu symbols mean or represent.		Swastika, pranama, hands together, conch shell, kalasha, trishul, cow, diva.	Glue sticks
<p>Assessment:</p> <p><u>...all children should be able to:</u> q Name the main Hindu deities and symbols. q Identify where Hindus worship. q Retell one of the stories celebrated during a special Hindu festival. Assessment Statements By the end of this unit...</p> <p><u>...some children will be able to:</u> q Explain how Hinduism was founded. q Distinguish the similarities and differences between worshipping at a Mandir and at home. q Name the main Hindu Festivals. q Start to demonstrate understanding of the different holy books.</p> <p><u>...most children will be able to:</u> q Locate where Hinduism was founded. q Explain the main beliefs that Hindus share. q Know that Hindus have more than one holy book. Hindu, Hinduism, Om, Padma. Swastika, pranama, hands together, conch shell, kalasha, trishul, cow, diva.</p>					



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: The Easter Story	I can recall the Easter Story	I can list key events in the Easter Story.  I can sequence events in the Easter Story.		Crucifixion, tomb.	Scissors Glue Loaf of bread Large cup of juice Cup per child
Two: The Last Supper	I can explain the importance of Jesus' words at The Last Supper.	I can recall what Jesus said at The Last Supper.  I can relate these words to my life and things I can do.		Sacrifice	Colouring pencils
Three: Prayer	I can explain how prayer is related to Good Friday.	I can explain how God goes through suffering with people.  I can create my own prayer.		Prayer	3 Large envelopes labelled 'Thank you', 'Sorry' and 'Please' Inflated balloons s as required Whiteboards - per group Whiteboard pen s per group
Four:	I can relate Jesus' example of self-	I can explain who Maximilian Kolbe was by		World War II, Maximilian Kolbe,	Colouring pencils

Maximilian Kolbe	giving love to an example from World War Two.	producing an information sheet about him.  I can compare the behaviour displayed by Maximilian Kolbe to the example shown by Jesus.		concentration camp.	
Five: The Cross and the Resurrection	I can explain the importance, in Christianity, of the cross and the resurrection going together	I can explain how the cross and the resurrection belong together.  I can create a cross to signify the cross and resurrection.		Cross, resurrection	Sticky back plastic A variety of bright coloured tissue paper Black paper Glue
Six: New Life	I can explain why Easter eggs are given at Easter.	I can explain the importance of Good Friday in the understanding of New Life.  I can design an Easter egg which displays the Christian beliefs about Easter.		Life, forgiveness, sin, sorry, bunny, lamb, chick, daffodils.	Colouring pencils
Assessment:					
<p><u>...all children should be able to:</u> q Sequence images of the Easter story. q Reflect on positive things they could do for a friend. q Write a prayer which says sorry. q Complete a fact sheet about Maximilian Kolbe. q Create a tissue paper cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. q Design an Easter egg which shows new life.</p> <p><u>...some children will be able to:</u> q Create their own captions to go with the sequenced Easter story. q Explain how the act they have chosen will benefit their friend's life. q Structure their own fact sheet about Maximilian Kolbe and draw</p>					

comparisons to the example set by Jesus. q Answer questions about their Easter egg design in relation to new life and the examples set by Jesus.

...most children will be able to: q Match captions to images of the Easter story. q Explain why they have chosen the act they have for their friend. q Write three prayers which focus on sorry, please and thank you. q Fill in a fact sheet about Maximilian Kolbe and compare to the example set by Jesus. q Create a stained glass window cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. q Answer questions about their Easter egg design in relation to new life.



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who and Where?	I can explain where Islam was founded and who founded the Muslim faith	I can create a map jigsaw to show where Islam was founded.  I can name some of the prophets sent by Allah and explain who the key prophet was.	Understand that there are similarities and differences between people and respect those differences	Islam, Muslim, faith, founded, religion, prophets, Allah, Muhammad (PBUH).	Twinkl lesson pack
Two: Main Beliefs	I can explain the key beliefs held by Muslims.	I can recall the six key beliefs held by Muslims.  I can create an artistic list of the key beliefs using calligraphy and know why this is used by Muslims	Children can describe the key teachings and beliefs of a religion.	Pillars of Islam, calligraphy, predestination, fast, prayer.	Twinkl lesson pack Ink pens
Three: Special Places	I can explain the key features in a Muslim's place of worship.	I can make a model of a mosque.  I can label the key features in a mosque. I can explain the key parts within a mosque.	Children can describe religious buildings and how they are used.	mosque, masjid, minaret, muezzin, Wudu, quibla wall, Mecca	Twinkl lesson pack Shoe boxes s one per group
Four: Special Festivals	I can name and explain the key Muslim festivals.	I can name the main Muslim festivals.  I can explain what happens at each festival.  I can make a documentary to explain the main festivals to others.	Explain religious ceremonies and rituals, and their importance for people's lives and sense of belonging	Ramadan, Eid Al-Fitr, Eid Al-Adha, Dhu Al-Hijja, Al Hijra.	Twinkl lesson pack Digital cameras Downloading equipment

<p>Five: Holy Book</p>	<p>I can explain what the Muslim holy book is and how it is used</p>	<p>I can create a presentation about the Qur'an.</p> <p>I can say what the Muslim holy book is called.</p> <p>I can explain how the words in the Qur'an were revealed to Prophet Muhammad (Peace Be Upon Him)</p>	<p>Identify religious artefacts and how they are involved in daily practices and rituals.</p>	<p>Qur'an, Mecca, Sunnah, Hadith.</p>	<p>Twinkl lesson pack Computers</p>
<p>Six: Symbols and Meanings</p>	<p>I can recognise the main symbol associated with Islam.</p>	<p>I can explain the meanings behind the star and crescent symbol.</p> <p>I can think about symbols in my own life and what they might mean.</p>	<p>Children will begin to identify religious symbolism in different forms of art and communication.</p>	<p>Crescent</p>	<p>Twinkl lesson pack Glitter String Lolly sticks</p>
<p>Assessment:</p> <p><u>All children should be able to:</u> q Create a map to show where Islam was founded. q Explain who the key prophet was. q Use calligraphy to list the main Muslim beliefs. q Use a script to create a documentary about Muslim festivals. q Use information to create a presentation about the Muslim holy book. q Create a mobile using the Islam symbol.</p> <p><u>Most children will be able to:</u> q Create a jigsaw to show a map of where Islam was founded. q Name some of the prophets as well as the key prophet in Islam. q Fill in missing words using calligraphy to list the main Muslim beliefs. q Label key parts of a mosque. q Use question prompts to create a documentary about Muslim festivals. q Use key words to create a presentation about the Muslim holy book. q Design a new symbol for their own life.</p> <p><u>Some children will be able to:</u> q Explain who the key prophet was and how he founded Islam. q Recreate a list of the main Muslim beliefs using calligraphy. q Label and explain key parts of a mosque. q Create their own documentary about Muslim festivals. q Create their own presentation about the Muslim holy book using a list of titles. q Design a symbol for their own life and explain why they have designed it that way.</p>					