

**Bullion Lane Primary School
Medium Term Plan for Religious Education**

Year: 3/4

Cycle: A

Term: Autumn 1

Topic: How Do Hindu's worship?

Knowledge	Skills	Vocabulary
<p>LO: who founded Hinduism and where Activity: complete a worksheet</p>	<p>AF1: Thinking about religion and belief Year 3</p>	<p>Hindu Hinduism</p>
<p>LO: What are the main beliefs of Hinduism Activity: make a factual poster on the main beliefs</p>	<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between religions and beliefs 	<p>Brahma Aarti Aum Deities</p>
<p>LO: Which places are special to the Hindus Activity: create a temple</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between religions and beliefs 	<p>Divya lamp Diwali Krishna</p>
<p>LO: What are some of the special festivals that Hindus celebrate Activity: prepare for a special festival</p>	<p>AF2: Enquiring, investigating and interpreting Year 3</p>	<p>Holi Padma Pandit Rama Sita</p>
<p>LO: To understand that Hindus have special holy books Activity: write about their special books</p>	<ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression 	<p>Navaratri Murti Lakshmi India</p>
<p>LO: What are the special symbols in Hinduism and their meanings Activity: create a fact sheet on the symbols and their meanings</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Gather, select and organise ideas about religion and belief • Suggest answers to some questions raised by the study of religions and beliefs • Suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<p>Symbolism Religious expression</p>
	<p>Beliefs and teachings (what people believe)</p>	
	<p>Year 3</p>	
	<ul style="list-style-type: none"> • Describe some religious beliefs and teachings of religions studies, and their importance 	
	<p>Year 4</p>	
	<ul style="list-style-type: none"> • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions 	
	<p>Practices and lifestyles (what people do)</p>	
	<p>Year 3</p> <ul style="list-style-type: none"> • Describe how some features of religions studies are used or exemplified in festivals 	

and practices

Year 4

- Show understanding of the ways of belonging to religions, and what they involve

Expression and language (how people express themselves)

Year 3

- Make links between religious symbols, language and stories and the beliefs or ideas that underlie them

Year 4

- Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language

Identify and experience (making sense of who we are)

Year 3

- Compare aspects of their own experiences and those of others, identifying what influences their lives

Year 4

- Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers

Meaning and purpose (making sense of life)

Year 3

- Compare their own and other people's ideas about questions that are difficult to answer

Year 4

- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied

Values and commitments (making sense of right and wrong)

Year 3

- Make links between values and commitments, including religious ones, and their own attitudes or behaviour

Year 4

- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues