



RE MTP Overview **Year 3, Autumn 1**

Jigsaw Unit Overview

Theme	Celebration of Diwali and belonging		
Concept	<i>Prayer & Worship</i> <i>Commitment</i>		
Religion	<i>Hinduism</i>		
Enquiry Question	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?		
Learning Intention	We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus		
Resources			
Assessment	<p><u>WTS</u></p> <p>I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for.</p> <p>I can describe some of the things Hindus do at home or at the temple during Diwali.</p> <p>I can start to empathise with what Hindus feel about Diwali</p>	<p><u>EXS</u></p> <p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</p> <p>I can start to say why Diwali might bring a sense of belonging to Hindus.</p>	<p><u>GDS</u></p> <p>I can describe ways in which I could demonstrate that I belong to a special group, and explain how doing these things brings me a sense of belonging.</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging.</p> <p>I can start to explain how I might feel if I celebrated Diwali with a Hindu family.</p>



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Step 1: Engagement	Lesson 1
Focus Skill	Make links between values and commitments, including religious ones and their own attitudes and behaviour
Learning Intention	To explore the idea of belonging.
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify a group that I belong to.
SOLO SC: Multi- Structural <i>Silver</i>	I can explain how we can belong to lots of different groups.
SOLO SC: Relational <i>Gold</i>	I can consider how I can make others feel a sense of belonging in a group that I belong to.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how a sense of belonging can have a positive impact.
Key Vocabulary for the lesson/unit	Belonging, commitment
Starter	Introduce and discuss the purpose of Huey Owl to children and explain that he will be challenging us through our lessons with questions.

Teacher Input / Activity	1) Refer to the pillars and introduce the term 'belonging' As a class, write a definition of the word. 2) Discuss our school logo and make a list of how it makes us feel when we are 'belonging' to something. 3) Discuss how we 'belong' together in a class and what that means to us. Children then design their own class badge and write a class commitment underneath it. Year 3, Autumn 1, Lesson 1		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	That we belong to more than one thing		
Resources	Huey Owl Resources for making a badge Background information: RE Lesson 1 Year 3, Autumn 1, Lesson 1	Pillar Links	Heart: Belonging
Working Wall <i>(What will go on the WW from this lesson?)</i>	Key vocabulary		



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Step 2: Investigation	Lesson 2		
Focus Skill	Make links between beliefs, stories and practices		
Learning Intention	To explore ways in which we can make the world a better place.		
SOLO SC: Uni- Structural <i>Bronze</i>	I understand the difference between 'good' and 'bad'.		

SOLO SC: Multi- Structural <i>Silver</i>	I can list some acts that would make the world a better place.		
SOLO SC: Relational <i>Gold</i>	I can explore ways in which I can help to make the world a better place.		
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how the story of Rama and Sita encourages us to make the world a better place.		
Key Vocabulary for the lesson/unit	Tolerance, respect Triumph, Celebration/celebrate		
Starter	Define the key words: Tolerance and respect.		
Teacher Input / Activity	<ol style="list-style-type: none"> 1) Watch the story of Rama and Sita https://www.youtube.com/watch?v=uRpNNF4fB4g 2) Discuss how this story talks about good versus evil. Together, brainstorm all the good deeds people did in the story and how these deeds helped to overcome evil. 3) Hindus believe that they should try and bring as much good to the world as possible. Discuss ways we can make the world a better place. GOLD activity: Children have a template of a person and they write ways they would make the world a better place. MA/HA also explain why this will help. 		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Finding different/creative ways to make the world a better place		
Resources	Blank person template IWB Video	Pillar Links	Discuss how our pillars encourage us to make the world a better place
Working Wall <i>(What will go on the WW from this lesson?)</i>			



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Step 2: Investigation	Lesson 3
Focus Skill	Identify the impact of beliefs (including festivals) on individuals, groups and communities
Learning Intention	To explore some of the traditions related to diwali
SOLO SC: Uni- Structural <i>Bronze</i>	I can name 2 traditions that are followed during Diwali
SOLO SC: Multi- Structural <i>Silver</i>	I can explain why rangoli is created during Diwali
SOLO SC: Relational <i>Gold</i>	I can explain the importance of some of the items on a puja tray.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how being a part of this festival is important to Hindus.
Key Vocabulary for the lesson/unit	Diwali Rangoli pattern Diva lamp Puja tray
Starter	Retrieval questions in the form of a class quiz (prior learning)

Teaching Input / Activity	<p>Watch a video of Diwali being celebrated. While watching, take notes about what things Hindus do to celebrate https://www.bbc.co.uk/bitesize/clips/z787tfr https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</p> <ol style="list-style-type: none"> 1) Create a class list of the different things that Hindus do to celebrate diwali e.g. rangoli patterns, diva lamps, making sweets, puja tray). Consider how these celebrations help Hindus to have a sense of belonging 2) GOLD activity: Create a rangoli pattern, make a lamp or make sweets (or have a carousel of activities) <p>Recap on the different ways that Hindus celebrate Diwali. PLATINUM: Children think of questions to ask a potential visitor about Hinduism</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Understanding the significance of things in the puja tray.		
Resources	Videos	Pillar Links	Make links to the things we do at school or in our class that give us a sense of belonging e.g. wearing uniform, having a class name and door display, having our pillars
Working Wall <i>(What will go on the WW from this lesson?)</i>	Puja tray images Examples of rangoli patterns children make		



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Step 3: Evaluation	Lesson 4		
Focus Skill	Ask thought-provoking questions about religions and beliefs Describe and suggest meanings for symbols and other forms of religious expression.		
Learning Intention	To explore how the festival of Diwali create a sense of belonging for Hindus		
SOLO SC: Uni- Structural <i>Bronze</i>	I can describe one way Hidus celebrate Diwali together.		

SOLO SC: Multi- Structural <i>Silver</i>	I can list different ways the Hindu community celebrates Diwali.		
SOLO SC: Relational <i>Gold</i>	I can explain how the festival of Diwali creates a sense of belonging for Hindus		
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how a sense of belonging contributes to the community		
Key Vocabulary for the lesson/unit	Belonging, Diwali		
Starter	Using children's questions from the previous lesson, complete a hot seat activity with the Hindu children in the class. Children ask their questions to these children.		
Teacher Input / Activity	<p>1) Watch the video with children: Children identify how Hindus celebrate Diwali https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</p> <p>2) Discuss and list how Diwali brings a strong sense of belonging as a Hindu community. TASK: Children follow a recipe to create some Diwali sweets (Coconut barfi). They work together as a community; this will support to bring out a sense of belonging and togetherness. PLATINUM: Children reflect on how the activity led to a sense of belonging.</p>		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>			
Resources	Coconut barfi recipe	Pillar Links	Hands- creating Heart- belonging
Working Wall <i>(What will go on the WW from this lesson?)</i>	Images of Diwali		



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Step 4: Expression	Lesson 5 and 6 (May take 2 lessons)
Focus Skill	Identify the impact of beliefs (including festivals) on individuals and communities Describe and suggest meanings for symbols and other forms of religious experiences
Learning Intention	To explore the festival of Diwali
SOLO SC: Uni- Structural <i>Bronze</i>	I can list some things that happen during the festival of Diwali.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe how Hindus celebrate Diwali.
SOLO SC: Relational <i>Gold</i>	I can explain how celebrating the festival of Diwali is celebrated at home and in the community.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how Hindus have an increased sense of belonging to the community during the festival of Diwali.
Key Vocabulary for the lesson/unit	Belonging, Diwali, Hinduism, Rangoli patterns, Diva lamps, Puja tray
Starter	Children complete an evaluation about the activities they completed over this topic <ul style="list-style-type: none">- Did you enjoy the topic?- How did you feel?- How might these bring a sense of belonging to a Hindu child?
Teacher Input / Activity	<ol style="list-style-type: none">1) Discuss ideas from the starter, children describe their thoughts.2) Recap/ brainstorm ideas about the festival of Diwali and what happens.3) Task: Explain the key features of a Non-Chronological report; teacher models how to complete one. Children then write a non-chronological report to explain what happens during the festival of Diwali. They can include an instruction section on how to make barfi, the way they created this last lesson*

	PLATINUM: Evaluate what we have learnt about Hinduism and link this to our School pillars		
Possible Misconceptions <i>(What are the children likely to find challenging?)</i>	Deciding what key information to use in their reports.		
Resources	LA template for Non-Chronological reports.	Pillar Links	All the pillars Heart- belonging.
Working Wall <i>(What will go on the WW from this lesson?)</i>	Examples of reports.		