Year 1 Enquiry 1

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| Big question: **What do my senses tell me about the world of religion and belief?** | | | | | | | | | | | |
|  | Session 1 | Session 2 | | | Session 3 | Session 4 | | | Session 5 | Session 6 | |
| Question: | ***Which of our senses is the best?*** | ***Why are the senses important in Hindu worship?*** | | | ***What is the Puja?*** | ***How does Puja relate to the senses?*** | | ***How would you welcome someone using your senses?*** | | ***How would you welcome someone using your senses?*** | |
| Knowledge LO: | To understand the importance of using our senses to investigate the world. | To understand the importance of using our senses to investigate the world. | | | To understand how the senses are used in Hindu worship. | To understand why Puja is important and how it relates to the senses. | | | *To design a welcome using the senses.* | *To show our understanding of why senses are important in Hindu worship* | |
| Skills LO: | To investigate our senses and how these help us see the word | To ask questions relating to an image | | | To investigate why using the senses is important to Hindus | To investigate why using the senses is important to Hindus | | | To apply our knowledge | To explain clearly our learning using the correct vocabulary | |
| Pillar | Theology | | | | | | | | | | |
|  | Physical | | Cognitive | Cognitive | | | Linguistic | Social and emotional | | | Physical |
| Concept | How beliefs shape the way believers see the world and each other | | To recognise beliefs and how they can change over time | To recognise beliefs and how they can change over time | | | How beliefs relate to each other | How beliefs shape the way believers see the world and each other | | | How beliefs shape the way believers see the world and each other |
| Assessment: | **All:** With support the children can identify some senses.  **Most:** Children can identify the senses and begin to understand that we can use them to explore the world  **Some:**  Children can identify the senses and explain how they can be used together to explore the world. | **All:** With support, ask questions about an image.  **Most:**  Ask questions about an image and begin to show an understanding of how Hindus uses senses in their worship  **Some:**  Ask questions about an image and show an understanding of how Hindus use senses in their worship | | | **All:** With support the children will begin to recognise some elements of Hindu worship  **Most:**  With growing confidence, children will be able to identify some core beliefs of Hindu worship.  **Some:**  Children will be able to identify some core beliefs about Hindu worship. | **All:** With support children will Recognise that some beliefs connect together  **Most:**  Recognise that some beliefs connect together and begin to talk about these connections.  **Some:**  Recognise that some beliefs connect together and to talk about these connections. | | | **All:** With support Give different examples of beliefs that influence daily life.  **Most:**  Give different examples of beliefs that influence daily life.  **Some:**  Give different examples of beliefs that influence daily life and explain how this is important in Hindu worship | **All:** With support Give different examples of beliefs that influence daily life.  **Most:**  Give different examples of beliefs that influence daily life.  **Some:**  Give different examples of beliefs that influence daily life and explain how this is important in Hindu worship | |
| **Vocabulary** | | Because Sense Worship Murti Art Lamp  Belief Reason Religion Hindu Shrine  Kumkum powder Prasad Puja | | | | | | | | | |

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|  | **Main** | | **Resources** |
| **Lesson 1 - Engage**  **Big Question**  Which of our senses is the best?  **Knowledge LO:**  To understand the importance of using our senses to investigate the world. | **Review of learning** | Can we name the 5 senses?  Which one do you think is most important? | Chocolate (or something else the children can use all their senses to investigate) |
| **Main Teaching + Activity** | Have some chocolate (or something else for the children to investigate). Ask the children to look at their chocolate. What can they tell you about it?  Now ask the children to close their eyes and smell their piece of chocolate. What can they tell you about it?  Ask the children to close their eyes and touch their piece of chocolate. What can they tell you about it?  Ask the children to close their eyes and listen to their piece of chocolate. What can they tell you about it?  Ask the children to close their eyes and taste their piece of chocolate. What can they tell you about it?  Now give the children another piece of chocolate and let them explore it using all their senses.  Discuss with the children which was best – only using one sense at a time or using all their senses? |
| **Learning outcomes** | ***At the end of the lesson the children will be able to explain that using all their senses is the best way to investigate the world around them.*** |
| **SEND** | Additional adult support to encourage the children to discuss their ideas and observations. |

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|  | **Main** | | **Resources** |
| **Lesson 2 – Enquire and Explore**  **Big Question**  ***Why are the senses important in Hindu worship?***  **Knowledge LO:**  To understand how senses are used in Hindu worship. | **Review of learning** | Can we name all the senses? Is it better to use one sense to investigate the world? Why? | Images of Hindu shrines. |
| **Main Teaching + Activity** | Explain to the children that we are going to be looking at Hinduism? Ask the children if they have heard of the religion? Show the children a map of the world and explain to the children that Hinduism started in India, but there are lots of Hindu’s that live all over the world. Show the children the symbol that represents Hinduism.  Look at a picture of a Hindu shrine. Collect questions from the children. Focus them on the key question e.g. Do they have questions linked to religion/belief from what they have seen in the picture? e.g. Do they worship an elephant? Are the flowers for the elephant? Who will eat the fruit? What is the bell for? Etc. Now watch the video <https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/>  Can we answer any of the questions? Do we have any other questions? |
| **Learning outcomes** | ***Children will know that Hinduism is a religion***  ***Children will know that using the senses is important in Hindu worship*** |
| **SEND** | Children can ask questions verbally which can then be recorded by an adult. |

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|  | **Main** | | **Resources** |
| **Lesson 3 – Enquire and Explore**  **Big Question**  ***What is the Puja***  **Knowledge LO:**  To understand how the senses are used in Hindu worship. | **Review of learning** | What is the name of the Hindu’s important building?  Which senses do Hindus use during worship? Can you remember what they taste? Smell? Hear etc. | Puja artefacts  Sweets  Incense sticks |
| **Main Teaching + Activity** | Look in detail at the Puja. Murti: an image of God. Bell: to let God know they have come to worship. Arti lamp: with five wicks to offer to God, and then receive blessings. Water container and spoon: to offer life-giving water to God. Kumkum powder: used to make a red mark on the murti and also on people’s foreheads as a sign of God’s blessing. Prasad: food for sharing that has been blessed; usually sweets or fruit. Could also have incense sticks  Take photos of the children investigating the different artefacts. |
| **Learning outcomes** | ***Children will be able to say what Puja is and name how the senses are used during the ceremony.*** |
| **SEND** | Differentiate the questions that you use.  Children can draw images to show understanding. |

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|  | **Main** | | **Resources** |
| **Lesson – 4 Evaluate**  **Big Question**  **How does Puja relate to the senses?**  **Knowledge LO:**  To understand why Puja is important and how it relates to the senses. | **Review of learning** | * Can you name artefacts used during Hindu worship? * What would you be able to smell during Hindu worship at the shrine? * Why is food left at the Shrine? |  |
| **Main Teaching + Activity** | Recap what you have looked at so far.  Ask the children to write sentences for each picture of the different features of a Hindu shrine or match pictures and phrases together using key words. Extend the children by getting them to use ‘because’ e.g. they use a bell because they want to wake up the Gods.  They offer food because they want to say thank you for providing for them. |
| **Learning outcomes** | ***Children will be able to clearly explain what is used during Puja and why it is important and how it links to the senses.*** |
| **SEND** | Could play the four in a row game (Adult support) to say how each of the different parts of Puja relate to the senses. |

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|  | **Main** | | **Resources** |
| **Lesson – 5 Express**  **Big Question**  ***How would you welcome someone using your senses?***  **Knowledge LO:**  *To design a welcome using the senses.* | **Review of learning** | * What do Hindus offer to the Gods during worship? * What would you be able to smell during Hindu worship at the shrine? |  |
| **Main Teaching + Activity** | Design a sensory trail designed to welcome guests into the classroom and explain Hindu puja to them.  Encourage the children to include something for each all the five senses in their welcome, and to explain why they have chosen their items and why they think that all five senses should be involved in their welcome |
| **Learning outcomes** | ***Children will show an understanding of how the senses can be used and why they are important*** |
| **SEND** | Children could work in mixed ability groups. |

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|  | **Main** | | **Resources** |
| **Lesson – 6 Express**  **Big Question**  ***How would you welcome someone using your senses?***  **Knowledge LO:**  *To show our understanding of why senses are important in Hindu worship* | **Review of learning** |  |  |
| **Main Teaching + Activity** | Hold your welcome.  Invite some people (Key stage leads, RWV lead, Heads of school, other classes etc.)  Welcome them into your class and children can explain why they have chosen their particular senses to welcome them. Could split the children into groups and each group could explain part of the Puja ceremony and why it is important. |
| **Learning outcomes** | ***Children will show an understanding of what they have learnt during this topic*** |
| **SEND** | Differentiated questions |