

YEAR 5 - RE Long Term plan - Islam/Hinduism

Cross Curricular: Writing:

- Eye witness account (3rd person) on the pilgrimage to Mecca for Hajj
- Narrative on the story of Musa (AS) and Khizr (AS)
- Narrative on the story of Krishna and the butter
- Newspaper article reporting the three incidents that took place between Musa (AS) and Khizr (AS)
- Persuasive letter from Sita to Rama - imploring him to rescue her from Ravana
- Autobiography on the life of Ibrahim (AS)

NC Objectives:

- Write by selecting appropriate grammar and vocabulary to fit the purpose
- Write non-narrative material using simple organisational material
- Confidently read his/her own writing aloud to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear

Cross Curricular: History/ Geography:

India, north India, River Indus (Hinduism originated)
India, Uttar Partdesh, Mathura (Khrisnas birth place)

NC Objectives:

- Historical enquiry: use a variety of resources to find out about aspects of life in the past (e.g. Indians)
- Locational knowledge: Recognise that people have differing quality of life living in different locations and environments

Cross Curricular: Reading:

Understanding the morals and messages behind religious stories covered across both religions

- Story of Ibrahim (AS) and his sacrifice
- Story of Krishna and the butter
- Story of Rama and Sita
- The childhood of Krishna

NC Objectives:

- Drawing inferences such as inferring characters feelings, thoughts, and motives from their actions
- Identifying main ideas drawn from more than one paragraph and summarising these
- Asking questions to improve their understanding of a text

Religions studied: Islam/ Hinduism

Core/ British Values: Co-operation/ Individual liberty

Aspects covered in Autumn term:

- Key beliefs: Aum symbol, Tri Murti, divine images, Dharma, Moksha, reincarnation, karma, rebirth, journey of the soul, life after death, place of A'araf and scale of deeds

Aspects covered in Spring term:

- Religious stories: The childhood of Krishna, Krishna and the sweet butter: temptations, Krishna and Kaaliya: courage, Story of Musa AS and Khizr AS: knowledge and wisdom
- Religious figures: Krishna, Musa (AS) and Khizr (AS)
- Festivals: Jumu'ah; Surah Kahf and acceptance of Dua, Lessons from Surah Kahf
- D&T : Make sweet butter (Story of Krishna and the sweet butters)

Aspects covered in Summer term:

- Religious scriptures: 4 Verda's Rig/Yajur/Sama/Atharva
- Religious stories: Rama and Sita, Ibrahim AS and his sacrifice: reliance in Allah SWT,
- Religious figures: Rama, Ibrahim AS, Ismail (AS)
- Religious pilgrimage: Hajj
- Festivals: Diwali
- Art: Diva lamps

Educational Trip: Mandir

Workshop: Visit from a Pundit

Cross Curricular: Maths/DT

Design and make a Diva lamp

Design and make 3D models of damaged boat

NC Objectives:

- Select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Properties of shape - identify 3D shapes including cubes and other cuboids from 2D representations
- Properties of shape - identify lines of symmetry in 2D shapes presented in different orientations

Cross Curricular: Art:

Designing and making a clay pot linking to the story of Krishna.

Making Diva lamps using origami and designed with Rangoli patterns.

NC Objectives:

To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials; such as: paint, clay.

Cross Curricular: SMSC

Spiritual: Giving pupils the opportunities to explore values and beliefs and the way in which they impact people's lives
Developing a climate or ethos within which all students can grow and flourish, respect others and be respected.

Moral: Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, truth, justice, equality of opportunities and right Vs wrong

Cultural: Extending pupils knowledge of cultural imagery and language