

BIG QUESTION: What is special to me and the people in my community 🔅 🕇

How and why do Hindus worship at home and in the Mandir?

Aarti

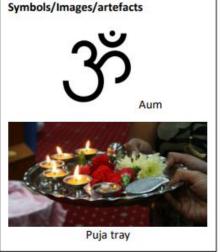
Aum

Ganesha

Mandir

Murti

daily or weekly for puja





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Murti's at Radha Krishna Temple in Stratford



Hindus use all of the 5 senses in Puja

Puja tray				(usually blue-skinned and hol a monkey) or Ganesha
Knowledge			Prasad	Something material – usually has been offered to the deities as a symbol of receiving divin
Compare and contrast ideas about God Explain Hindu god and goddesses characteristics shown through symbolic pictures			Puja	'Worship', which might cons words (including singing
Compare some of the things that are important to Hindu people in worship <u>Learning Overview</u>			Puja tray	A metal tray (usually stainles bowl in which ghee (clarified – used during Puja
<u><i>Past learning</i></u> In KS1 pupils are taught to recall and	This unit's learningIn Year 3 and 4 pupils will be taught to apply	<u>Future learning</u> In Year 5 and 6 children will use what they	Shrine	A holy or sacred place
 comprehend knowledge about a range of religions. <i>In Year 1</i> pupils were taught: about special religious clothes and symbols e.g. Topee, Diva lights and special occasions, e.g. Christening, Christmas about special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands In <i>Year 2 pupils</i> were taught: about why holy books are special, how people learn from them and why they are important to a believer about how the world was created according to the Hindu tradition <i>In Year 3</i> pupils were taught: about Diwali around the theme of light along with other religion festivals About Christian and Muslim symbols and sayings 	 their knowledge about religion to 21st century living. <i>In Year 4</i> children will be taught to: Compare and contrast ideas about God Explain Hindu god characteristics shown through symbolic pictures Compare some of the things that are important to Hindu people in worship <i>In Year 5</i> children are taught about: what different people believe about God/gods <i>In Year 6</i> children are taught about: how religious leaders in their community are similar and different from each other 		 Know about and understand: Making sense of Step 2: Identify beliefs, describe them simply, git Step 3: Describe beliefs and concepts, connectinn Express and communicate; Understanding the Step 2: Give examples of what difference it makes Step 3: Connect stories and teachings, concepts at and worship Gain and deploy skills: Making connections Step 2: Think, talk and ask questions about religing Step 3: Suggest and link questions and answers, makes to life Oracy Carefully consider the words and phrasing the purpose of talk e.g. persuade, inform Ask probing questions Draw upon knowledge of the world to sure Consider the impact of their words on other set of their words on other set. 	

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Vocabulary

Part of puja when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion. This sound (sometimes written as 'Om') is said to represent the divine. It is often used in worship and meditation during which it might be chanted (Also called Ganesh) The elephant-headed God who is much loved within the Hindu tradition. Most Hindus will have a representation of him on the entrance

to their homes because he 'opens things up.'

Hindu temple; Hindu place of worship. A place where some Hindu people go

An image – in the form of a statue, perhaps – of a Hindu deity such as Krishna (usually blue-skinned and holding or playing a flute), Hanuman (in the form of

ually food, but sometimes flowers, water or ash - which leities and which is then received back by worshippers divine blessing

consist of a series of symbolic actions and devotional

inless steel) which contains items – such as a small rified butter) and a wick can be placed to form a lamp)

<u>Skills</u>

ense of beliefs

ply, give examples and suggest meanings

necting them to texts, suggesting examples and meaning **ng the impact**

t makes to belong to and believe in a religion

cepts and stories with how religious people live, celebrate

religion and belief for themselves

wers, including their own ideas about the differences religion

phrasing they use to express their ideas and how this supports nform, entertain

d to support their own viewpoint on others when giving feedback