

**English:**

**SPAG** – Developing understanding of grammar and punctuation terms.

**Writing** – Understanding features and writing in different genres.

**Mathematics** – Developing understanding of number, e.g. inverse operations, place value. Fractions, decimals and percentages. Reading and understanding data. Shape – volume, angles, co-ordinates.

**Science –**

Y5 – Animals including humans  
Scientists and inventors

Y6 – Animals including humans  
Materials and their properties.

**Computing:**

Y5 – We are bloggers/ E-safety

Y6 – E-safety/  
Spreadsheets

**PE:**

Y5 – Swimming and Yoga/Dance

Y6 – Games and Yoga/Dance

**UKS2 - Project Overview –The Plague**

**Music:**

Y5 – Ukelele (Gazelles)

Y5 – Jazz and Stop!

Y6 – Jazz and Fresh Prince of Bel Air

**RE:**

Hinduism

**Art:**

Calligraphy

**PSHE:**

Keepng healthy

Hygiene

Anti-bullying

E-Safety

**Geography:** Map work –

where is Eyam in relation to London? How did the disease make its way to

**History:** The Plague- where did the plague occur? Why did it spread? What were the symptoms? Was there a cure? Using sources of evidence, children will investigate these aspects.

**MFL:**

French

**DT:**

Sewing – creating a wordall in a calligraphy style.



## LEARNING OBJECTIVE and MILESTONES 3 covered in this unit of work (From Quigley Essentials)

### Geography

To identify and describe how the physical features affect the human activity within a location.  
Collect and analyse statistics and other information in order to draw clear conclusions about locations.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Identify and describe how the physical features affect the human activity within a location.

### History (also covered through Computing lessons)

#### **To investigate and interpret the past**

Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.

#### **To build an overview of world history**

Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

#### **To understand chronology**

Use dates and terms accurately in describing events.

#### **To communicate historically**

Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

### Art

#### **To master techniques**

- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

### Design and Technology

#### **To master techniques**

- Show precision in techniques.
- Choose from a range of stitching techniques.
  - Combine previously learned techniques to create pieces.

### Science

#### **Scientists and inventors**

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

To identify different types of evidence;

To understand the Earth's movement in space

To investigate living things.

To investigate living things.

Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

#### **Animals including humans**

To understand animals and humans, Describe the changes as humans develop to old age.

#### **Materials and their properties**

### Computing

We are bloggers:

Become familiar with blogs as a medium, including an understanding of the particular features of this as a genre of writing.

### P.E

**To develop practical skills in order to participate, compete and lead a healthy lifestyle**

#### **Games**

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping)

Create a sequence of blog posts on a particular theme or topic.  
Incorporate additional media , such as audio or video.  
Comment critically on the posts of others.  
Develop a critical, reflective view of a range of media, including text

#### **Year 6**

##### **To connect**

Participate in class social media accounts. Understand online risks and the age rules for sites. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand the effect of online comments and show responsibility and sensitivity when online.

##### **To Collect**

Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

#### **Year 5 – E-Safety**

Choose the most suitable applications and devices for the purposes of communication. Research 'The Plague' find and bookmark the most useful websites.

Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Begin creating a fact file, showing recognition of where information has been sourced and not copying in large chunks.

Collaborate with others online on sites approved and moderated by teachers.

Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

Understand the effect of online comments and show responsibility and sensitivity when online. Begin sharing their fact files using a class blog and commenting on each others work.

#### **Music**

##### **To perform**

Sing or play from memory with confidence;

Perform solos or as part of an ensemble

Sing or play expressively and in tune

Sing a harmony part confidently and accurately / sustain a drone or a melodic ostinato to accompany singing

Perform with controlled breathing (voice) and skilful playing (instrument).

##### **To compose**

Create rhythmic patterns with an awareness of timbre and duration;

Thoughtfully select elements for a piece in order to gain a defined effect;

Convey the relationship between the lyrics and the melody.

and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.

**French:**  
**To read fluently:**  
**To write imaginatively:**  
**To speak confidently:**

Week	Session 1	Session 2	Session 3	Session 4
1	<p><b>To use sources of evidence to deduce information about the past.</b></p> <p>What is Ebola? How did it spread?</p>			<p><b><u>Y5 Scientists and inventors</u></b>  <b>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</b>            Answer questions about David Attenborough's life and work;            Activity- write a short documentary script for an animal.</p> <p><b><u>Y6 Animals including humans</u></b>  <b>To understand animals and humans, Describe the changes as humans develop to old age.</b>            Activity- create a timeline to show growth and development.            Recording a baby's growth using bar charts and line graphs, demonstrating how babies grow in height.</p>
2	<p><b>To use sources of evidence to deduce information about the past.</b>  <b>To identify and describe how the physical features affect the human activity within a location.</b>            How are epidemics dealt with?            (make reference to the nurse who</p>	<p><b>To use sources of evidence to deduce information about the past.</b>  <b>To identify and describe how the physical features affect the human activity within a location.</b>            Based on previous lesson - hot seating, answering of questions, you</p>	<p><b>Understand online risks and the age rules for sites. Understand that comments made online that are hurtful or offensive are the same as bullying. Participate in class social media accounts.</b></p>	<p><b>Y5 To identify different types of evidence;</b>            Activity- looking at a range of evidence for a crime scene and justifying whether it helps solve the mystery.</p> <p><b>Y6-To understand animals and humans, Describe the changes as humans develop to</b></p>

	contracted the disease).	had Ebola, how was it dealt with? Where did you catch it?	<b>Y5 - Choose the most suitable applications and devices for the purposes of communication</b> Children to find useful websites and 'bookmark' them. Demonstrate this and how to give it an appropriate name.	<b>old age.</b> Activity- To distinguish what happens to the bod when you are elderly- explore different sources and complete reading comprehension.
3	<b>To use sources of evidence to deduce information about the past. To justify evidence from the past.</b> Samuel Pepys diary – what was the plague? When was the plague? (National Archives, Pepys letter) What can we find out about the plague from this? (Discuss sources/artefacts, is it reliable?) Activity - Image in the middle, annotate around what they can learn from this.	<b>To use sources of evidence to deduce information about the past. To describe characteristics of the past.</b> Image (To represent closeness) Children discuss, what has this got to do with the plague? Virtual tour of London. Living conditions.	<b>Understand that comments made online that are hurtful or offensive are the same as bullying. Participate in class social media accounts.</b> <b>Y5 - Demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</b> Begin work on creating a fact file. Using the websites that were saved last week and any new ones they have found. In order for the piece of work to be the best that it can, it needs to fulfil these 3 criteria: 1) Information is taken from a variety of sources. 2) It is not just copied in large chunks. They have acknowledged where it has come from.	<b>Y5 To understand the Earth's movement in space</b> Activity- interactive biography or diary of Margaret Hamilton's work in space, describe Margaret Hamilton's work on programming the on board computer for the, Apollo 11 shuttle;  <b>Y6 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- Describe the changes from baby to elderly. Create a fact book (2 weeks).
4	<b>To use sources of evidence to deduce information about the past. To describe characteristics of the past. To give a broad overview of life in Britain.</b> How did the plague spread throughout London? Maths link of numbers/statistics of how many people were affected. (Reference where it started)	<b>To use sources of evidence to deduce information about the past. To describe characteristics of the past.</b> Symptoms of the plague. Create the poster of what to look out for. (Adults to come to class with plague symptoms!)	<b>Understand that comments made online that are hurtful or offensive are the same as bullying. Participate in class social media accounts.</b> <b>Y5 - Session 3 continued.</b>	<b>Y5 To investigate living things.</b> Activity- planning and doing an investigation of LD's Vitruvian man, describe Leonardo da Vinci's life and his famous work; carry out an inquiry to test the accuracy of Leonardo da Vinci's ideas about proportion;  <b>Y6 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- Describe the changes from baby to elderly. Create a fact book (2 weeks).
5	<b>To use sources of evidence to deduce information about the past.</b>  Prevention of the plague – Plague doctor, cross on the door, etc.	<b>To use sources of evidence to deduce information about the past.</b> Plague prevention leaflet.	<b>Understand the effect of online comments and show responsibility and sensitivity when online. Participate in class social media accounts.</b>	<b>Y5 To investigate living things.</b> Activity- explanation of the life cycle of bees, order facts about Eva Crane's life and work

			Y5 - As session 2 and 3 – choosing a software to present fact files information.	<b>Y6 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- comparing gestation periods of animals and humans- written explanation of how they are different.
6	<b>To use sources of evidence to deduce information about the past.</b> Plague prevention leaflet.	<b>To use sources of evidence to deduce information about the past.</b> Plague prevention leaflet. (Final draft)	<b>Understand the effect of online comments and show responsibility and sensitivity when online. Participate in class social media accounts.</b> <b>Y5 - Collaborate with others online on sites approved and moderated by teachers.</b> <ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul> Sharing their fact files using an online blog and commenting on each other's.	<b>Y5 Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</b> Activity- describe the theory that Stonehenge could have been used as an astronomical calendar by looking at a range of sources.  <b>Y6 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- Analysing data to show life expectancy- what can it tell us. Children present their own graph to show data.
7	<b>To use sources of evidence to deduce information about the past. To use sources of information to form testable hypotheses about the past.</b> Photos of the stone, cloth, Eyam highlighted on the map- mystery lesson-how are these related?	<b>To use sources of evidence to deduce information about the past. To use sources of information to form testable hypotheses about the past.</b> Select a painting as a source of evidence and children label with information they know from the painting.		<b>Y5 Animals including humans</b> <b>To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- create a timeline to show growth and development.  <b>Y6 Properties and changes of materials</b> <b>To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets.</b> Activity- testing properties of materials.
8	<b>To use sources of evidence to deduce information about the past. To describe the social, ethnic, cultural or religious diversity of past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and</b>	<b>To use sources of evidence to deduce information about the past. To describe the social, ethnic, cultural or religious diversity of past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and</b>		<b>Y5 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- recording a baby's growth using bar charts and line graphs, demonstrating how babies grow in height.  <b>Y6 Give reasons, based on comparative and</b>

	<p><b>experiences of men, women and children.</b> How did the plague get to Eyam?- Journey of the flea.</p>	<p><b>experiences of men, women and children.</b> Living conditions and what they did about it. -notes</p>		<p><b>fair tests, for the particular uses of everyday materials, including metals, wood and plastics.</b> <b>To compare and group together everyday materials based on their thermal conductivity.</b> Activity- Planning and testing thermal conductivity.</p>
9	<p><b>To use sources of evidence to deduce information about the past.</b> <b>To describe the social, ethnic, cultural or religious diversity of past society.</b> <b>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</b> Children writing a letter to a relative outside Eyam explaining what is happening- draft letter.</p>	<p><b>To use sources of evidence to deduce information about the past.</b> <b>To describe the social, ethnic, cultural or religious diversity of past society.</b> <b>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</b> Children writing a letter to a relative outside Eyam, explaining what is happening,</p>		<p><b>Y5 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- Describe the changes from baby to elderly using diagrams.</p> <p><b>Y6 To understand how some materials will dissolve in a liquid to form a solution.</b> Activity- plan and carry out investigation into solubility.</p>
10	<p><b>To use sources of evidence to deduce information about the past.</b> Look at sources which show calligraphy in use- Can the children understand the text? What do you use to write like this? Who would have used calligraphy and why? Activity- children practise calligraphy with pencil.</p>	<p><b>To show precision in techniques.</b> Give each table a different word to try and decipher and have a go at writing. Children write out their calligraphy in large writing as a template to stitch over.</p>		<p><b>Y5 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- To distinguish what happens to the bod when you are elderly- explore different sources and complete reading comprehension.</p> <p><b>Y6 To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through sieving, filtering and evaporating.</b> <b>To describe how dissolving, mixing and changes of state are reversible changes.</b> <b>To describe how to recover a substance from a solution.</b> Activity- carousel of separation activities. Explain how each works.</p>
11	<p><b>To use sources of evidence to deduce information about the past.</b> <b>To show precision in techniques.</b> Artefact- tapestry- what does this tapestry show? Why were tapestries hung? Children begin their sewing.</p>	<p><b>To use sources of evidence to deduce information about the past.</b> <b>To show precision in techniques.</b> Artefact- artwork form time period, what can we learn from this artwork? Children complete sewing If completed- plague doctor</p>		<p><b>Y5 To understand animals and humans, Describe the changes as humans develop to old age.</b> Activity- comparing gestation periods of animals and humans- orally explain how they are different</p> <p><b>Y6 To use knowledge of solids, liquids and</b></p>

		sketching.		<p>gases to decide how mixtures might be separated, including through sieving, filtering and evaporating.</p> <p>To describe how dissolving, mixing and changes of state are reversible changes.</p> <p>To describe how to recover a substance from a solution.</p> <p>Activity- separating sand, salt and water.</p> <p>Investigate and write instructions.</p>
12	<p><b>To use sources of evidence to deduce information about the past.</b></p> <p><b>To use sources of information to form testable hypotheses about the past.</b></p> <p>Refer back to the question and compare whether it would be better to live in a village or city during the Plague.</p> <p>Discursive writing.</p> <ul style="list-style-type: none"> <li>- Children use sources of evidence from project books to support their arguments.</li> <li>- Draft pros and cons for living in each of the locations.</li> </ul>	<p><b>To use sources of evidence to deduce information about the past.</b></p> <p><b>To use sources of information to form testable hypotheses about the past.</b></p> <p>Writing up their discursive arguments and presenting verbally to the class.</p> <p>All year 5/6 cast a vote of where they think is safer and why.</p>		<p><b>Y5 To understand animals and humans, Describe the changes as humans develop to old age.</b></p> <p>Activity- Analysing data to show life expectancy- what can it tell us. Children present their own graph to show data.</p> <p><b>Y6 To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</b></p> <p>Activity- making new substances</p>

Music/RE/MFL taught in separate sessions.

See Separate SCIENCE/PSHE/RE/MUSIC/COMPUTING/PE/DT/ART  
RE Overview:

Intended teaching outcomes & learning outcomes		Content	Key questions	Assessment Opportunities
<p><u>Learning About Religions &amp; Exploring Human Experience</u></p> <p>A1 Acquire and develop knowledge and understanding of</p>	<p><b>Hinduism</b></p> <p><b>Key Concepts</b></p> <p>Religious Beliefs &amp; Lifestyle</p>	<p>Begin by exploring children's existing knowledge of Hinduism</p> <p><b>Brahman &amp; Hindu gods and goddesses</b></p> <p>Explain to the children that the Hindus believe there is one supreme, great <u>power</u> or 'universal spirit' and this is 'Brahman', who does not take any human form or characteristics.</p>	<ul style="list-style-type: none"> <li>- What is your understanding of 'Brahman' to Hindus?</li> <li>- What is the Trimurti?</li> <li>- Why do you think some</li> </ul>	<p>This work can be assessed through tasks such as these:</p> <p>Pupils write about what Hindus believe about</p>

<p>Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p><u>Learning From Religions &amp; Responding to Human Experience</u></p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p><b>Pupils will be enabled to:</b></p> <ul style="list-style-type: none"> <li>◆ Consider their own beliefs about God's character and understand Hindu belief and teaching about Brahman and</li> </ul>	<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>◆ Salt and water (to illustrate concept of 'Brahman')</li> <li>◆ Artefacts including some murtis (images of gods and goddesses).</li> <li>◆ Books of names and meanings.</li> <li>◆ Items to make up a model Hindu shrine – Puja tray, flowers, murtis, food, water, decorations/garlands, cloth, incense.</li> <li>◆ Pictures, books and video clips of a Mandir (Hindu temple).</li> <li>◆ Diva lamp.</li> <li>◆ Prayer beads.</li> </ul>	<p>The concept of 'Brahman' is illustrated to Hindus by salt being dissolved into water. Salt is present but unseen in every drop of the water, as Brahman is present in everything in the universe.</p> <ul style="list-style-type: none"> <li>- Learn that the sacred symbol used to represent Brahman is called Aum. Hindu prayers begin with this sound.</li> </ul> <p>Hindus believe that this power can be best understood through the worship of Hindu gods and goddesses.</p> <p>There are 3 deities which Hindus believe help them to best understand aspects of Brahman</p> <p>Brahma – the creator god Vishnu – the preserver and maintainer of life Shiva – the destroyer – god of life, death and rebirth Together they are known as 'Trimurti'</p> <ul style="list-style-type: none"> <li>- Learn about some of the other gods and goddesses that form part of Hindu worship e.g. Krishna, Ganesha, Lakshmi, Kali, Hanuman.</li> </ul> <p><b>Note</b> Hindu gods and goddesses can take many forms and names to display different aspects of the divine. Teachers will want to avoid the dangers of confusion. For example Shakti, Kali, Parvati, Durga are all to be understood as aspects of divine feminine energy. This could be illustrated by children giving themselves different names/titles depending on the situation they are in e.g. the carer, friend, quarreller, peacemaker, entertainer etc. They can illustrate their characteristics in pictorial form or through drama.</p> <p><b>Hindu Worship</b></p> <ul style="list-style-type: none"> <li>- Learn that Hindu worship of gods/goddesses is called 'puja' and this can take place in the home or the Hindu temple (Mandir).</li> <li>- Explain and describe a Hindu shrine and if possible set up a model Hindu shrine in the classroom using some artefacts: a Murti – (image of god/goddess), puja tray, simple gifts e.g. flowers, food, water, decorations for the shrine.</li> <li>- Describe how Hindus prepare for worship in the temple (Mandir).</li> <li>- Describe and discuss an act of worship in the Mandir. Teach about the use of hymns (bhajans), prayers and offerings to the deities, arti (welcoming ceremony using lamps and incense).</li> </ul> <p><b>Festivals</b></p> <ul style="list-style-type: none"> <li>- Learn that certain times of year are special for Hindus i.e. 'Durga Puja' or 'Navaratri' the nine nights festival (autumn term), Divali the festival of light (autumn term), Holi the spring festival of colours (spring term), Janmashtami, Krishna's birthday (summer term / August)</li> <li>- Learn how and why Hindus celebrate these festivals.</li> </ul> <p><b>Ceremonies</b></p> <ul style="list-style-type: none"> <li>- Choose a special occasion for Hindus and explore some of the ways in which Hindus</li> </ul>	<p>Hindu gods/goddesses have many different names?</p> <ul style="list-style-type: none"> <li>- Why do you think some Hindu gods/goddesses have animal characteristics?</li> <li>- What is a shrine?</li> <li>- Why would a Hindu have a shrine in their home?</li> <li>- What are the components of a Puja tray and how are they used in Hindu worship?</li> <li>- What do Hindus do before they go into the Mandir and why?</li> <li>- What do Hindus believe are their duties?</li> <li>- What do you think your duties are in life?</li> <li>- Why is it important to always do your best in your jobs?</li> <li>- What do Hindus say is good or right?</li> <li>- Why was Gandhi called Mahatma?</li> <li>- Why do Hindus believe it is wrong to hurt or kill an animal? Do you agree?</li> <li>- Why is the cow a sacred</li> </ul>	<p>Brahman. Pupils write about Hindu gods and goddesses and how worship helps Hindus to understand aspects of Brahman. (AT1, level 3). Pupils share ideas about what their duties are at home, at school and in life generally and relate these duties to the Hindu belief in 'dharma'. (AT2, level 3). Pupils make up a newspaper interview with a Hindu in which sensitive questions are posed and appropriate answers provided from a fictitious Hindu. The interview is about what my faith means to me and includes aspects of the Hindu's beliefs and practices which have been covered in this unit of work. (AT2, level 4)</p> <p><b>Skills to be taught</b></p> <p>Investigation Application Reflection Expression</p>
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<p>Hindu gods and goddesses.</p> <ul style="list-style-type: none"> <li>◆ Know and understand how Hindus worship their gods and goddesses and that this worship can take place in the home and in the temple and that certain times of the year are special for Hindus.</li> <li>◆ Appreciate Hindu teachings about dharma (duty) through family life.</li> <li>◆ Understand that Hindus regard life as a journey..</li> </ul>		<ul style="list-style-type: none"> <li>- celebrate them ie. birth and naming ceremonies, marriage, funerals (if appropriate).</li> <li>- Compare with their own experiences of similar ceremonies.</li> </ul> <p><b>Lifestyle</b></p> <ul style="list-style-type: none"> <li>- Learn that many Hindus regard life as a journey of 4 stages. The ultimate goal is to be united in Brahman. Hindus believe the real self is reincarnated after death to another life as part of a continual cycle.</li> <li>- Investigate the word 'duty' and let children define duty in their own words.</li> <li>- Discuss Hindu ideas of duty (dharma), to always do your best. Such duties include honesty, kindness to animals and people, thoughtfulness, worship.</li> <li>- Discuss these duties in the light of their perceptions of their own duties at home, at school and in life generally.</li> </ul> <p><b>Mahatma Gandhi</b></p> <ul style="list-style-type: none"> <li>- Find out about the life of Gandhi and how he showed the teachings of Hinduism in his life.</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>- Investigate why some Hindus are vegetarian, and how this relates to the idea of harmlessness (ahimsa).</li> <li>- Why the cow is a special or sacred animal in Hindu traditions.</li> <li>- Why some Hindus fast.</li> </ul> <p><b>Learning from Hinduism</b></p> <ul style="list-style-type: none"> <li>- What can be learned from Hindu belief and lifestyle? How does it relate to pupils' own ways of life?</li> <li>- How are pupils developing their own understanding of beliefs and religion?</li> <li>- How does belonging to a Hindu family influence life? What groups do pupils belong to, and what are their roles?</li> </ul>	<p>animal to some Hindu's?</p>	<p>Empathy Interpretation Synthesis</p> <p><b>Attitudes to be developed</b></p> <p>Commitment Fairness Respect</p>
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