



# ST ALBAN'S CATHOLIC PRIMARY SCHOOL

DIOCESE OF EAST ANGLIA

*Christ Be Our Light*



<b>Class:</b> Year 1 <b>Term:</b> Spring 2016 <b>Week Beg:</b> 08-02-2016 <b>Teacher:</b> Miss Swindell <b>Text:</b> Buddhism		<b>Resources:</b> <b>Day 1:</b> Buddhist statues, Buddhist statue photos, Buddha story frames (differentiated) <b>Day 2:</b> Buddhist statues, Buddhist statue photos, modelling clay, <b>Day 3:</b> Storytelling masks (monkey king, monkey, man king, soldier, mango, tree, Comic strip) <b>Day 4:</b> Singing bowl, prayer chimes, prayer beads, picture cards <b>Day 5:</b> lantern, lotus flower, food, recipe ingredients <b>Websites:</b> Buddha (5:20) <a href="https://www.youtube.com/watch?v=3gK4VO9roE">https://www.youtube.com/watch?v=3gK4VO9roE</a> The life of Buddha (14:26) <a href="https://www.youtube.com/watch?v=nsN7NLs-0jI">https://www.youtube.com/watch?v=nsN7NLs-0jI</a> The Legend of Buddha pt 1 (11:00) <a href="https://www.youtube.com/watch?v=E3N4h140sB8">https://www.youtube.com/watch?v=E3N4h140sB8</a> Full length <a href="https://www.youtube.com/watch?v=wnvzKrd9qh0">https://www.youtube.com/watch?v=wnvzKrd9qh0</a> The Monkey King (3:37) <a href="https://www.youtube.com/watch?v=8Cl3eUeq94I">https://www.youtube.com/watch?v=8Cl3eUeq94I</a>			
<b>Day:</b> <b>Learning Objective:</b>	<b>Whole class- SPAG</b>	<b>Whole Class-shared reading and writing</b>	<b>Independent Group Tasks</b>		<b>Plenary</b>
			<b>Teacher Focus Group</b>	<b>Main Activity - with differentiation</b>	
<b>Day 1:</b> You will understand how Siddhartha Gautama came to be known as 'the Buddha'.	<i>See separate Phonics plan</i> <b>TA: N/A</b>	Read information about Buddha from pdf slides. Show artefacts of Buddha (statues and pictures). Recall the story using the comic strip. <b>TA: MY ELS intervention</b>	<b>R2D2</b> Each child draws a larger more detailed picture to create whole class big book. Add their own extra sentences.	<b>Core group:</b> Draw pictures for each sentence of the Buddha story. <b>Extension group:</b> Complete the activity for 6 pictures rather than 4. <b>Support group:</b> Work with a partner to support reading. <b>Support resources:</b> differentiated w/s	Reflect on the plenary question: Why did Siddhartha stop being a prince and go on a journey to become a monk? <b>TA: TM Identiplay intervention</b>
<b>Day 2:</b> You will recognise Buddhist symbols which explain why Buddha was special.	<i>See separate Phonics plan</i> <b>TA: N/A</b>	Read information about Buddha from pdf slides. Show artefacts of Buddha (statues and pictures). Identify & explain features of Buddhist statues. <b>TA: MY ELS intervention</b>	<b>Chewbacca</b> Create individual symbols for a large class Buddha for display. Use coloured tissue to make paper mache' objects.	<b>Core group:</b> Make Buddha Statues using modelling clay. Add all the features from the information cards. <b>Extension group:</b> Choose 3 symbols and write a meaning for the symbols. <b>Support group:</b> Copy the picture symbols and discuss with partner. <b>Support resources:</b> Picture symbols and information	Why are statues of Buddha so important if he is not a god? Why are there so many statues of him in Buddhist temples if Buddhists do not worship them? Children are to discuss their ideas. <b>TA: TM Identiplay intervention</b>
<b>Day 3:</b> You will explain the meaning of a Buddhist parable.	<i>See separate Phonics plan</i> <b>TA: N/A</b>	Read information about Buddha from pdf slides. Look at the storytelling masks. <b>TA: MY ELS intervention</b>	<b>Darth Vader</b> Make Speaking and Listening Assessments. Record some of the performances.	<b>Core group:</b> Role play the story of the monkey king using masks and props <b>Extension group:</b> Remember their script and performance techniques. <b>Support group:</b> Use the comic strip to help <b>Support resources:</b> comic strip & story	Reflect on the plenary question: What do you think Buddha was trying to teach his followers by telling the parable of the Monkey King? <b>TA: TM Identiplay intervention</b>
<b>Day 4:</b> You will recognise where and how Buddhists worship.	<i>See separate Phonics plan</i> <b>TA: N/A</b>	Read information about Buddha from pdf slides. Show artefacts of Buddha (singing bowl and chimes). <b>TA: MY ELS intervention</b>	<b>Boba Fett</b> Lay out a Buddhist Shrine. Write information cards to put with each artefact.	<b>Core group:</b> Draw and label all the parts of a Buddhist shrine. <b>Extension group:</b> Write explanations in a fact box for each picture. <b>Support group:</b> Use picture cards to help them draw and place objects. <b>Support resources:</b> Picture cards	Many people, including Buddhists, say that they meditate because it helps them feel 'enlightened'. What do you think that means? Take part in a meditation. <b>TA: TM Identiplay intervention</b>
<b>Day 5:</b> You will understand how and why the life of the Buddha is celebrated during Vesak.	<i>See separate Phonics plan</i> <b>TA: N/A</b>	Read information about Buddha from pdf slides. Show artefacts of Buddha (lantern, lotus flower, food). Lay out a Buddhist Shrine. Support making celebration artefacts.	Make Buddhist food snacks by following the recipe. Try some oriental food snacks.	<b>Core group:</b> Create things for a Buddhist celebration to mark the end of the topic. <b>Extension group:</b> Make lotus flowers. <b>Support group:</b> Make paper lanterns <b>Support resources:</b> Instruction cards	End of Unit Quiz

	Intro	Focus Group notes	→ Support	→ Extension	Absent	Plenary
Day1						
Day2						
Day3						
Day4						

	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Y1	<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</li> <li>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</li> <li>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining sentences using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun <i>I</i></li> </ul>	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Y2	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er</li> <li>Formation of adjectives using suffixes such as –ful, –less</li> <li>(A fuller list of suffixes can be found in the Year 2 spelling appendix.)</li> <li>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</li> <li>Sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark contracted forms in spelling</li> </ul>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma