



Festivals

RME Topic

SECOND LEVEL



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BLURB

Every religion has festivals to celebrate events, seasonal change and important religious figures. Explore the colourful Hindu festival of Holi and the Shinto doll festival Hinamatsuri. Find out about Wesak, Christmas, Yom Kippur, Diwali and many more!

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OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
FESTIVALS	2 nd	Religious and Moral Education	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

Though observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

I have created and presented scripted or improvised drama, beginning to take account of the audience and atmosphere.

EXA 2-14a

HEALTH AND WELLBEING

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 2-11a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 2-14a



HEALTH AND WELLBEING

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

LITERACY

When I engage with others, I can respond in ways appropriate to my role, show that value others' contributions and use these to build on thinking.

LIT 2-02a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

When listening and talking with others for different purposes, I can:

- Share information experiences and opinions.
- Explain processes and ideas.
- Identify issues raised and summarise main points or findings.
- Clarify points by asking questions or asking others to say more.

LIT 2-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a



LITERACY

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-23a

I can use my notes in other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new texts. I recognise the need to acknowledge my sources and can do this appropriately.

LIT 2-25a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways.

LIT 2-28a

RME

Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.

RME 2-03b

I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs.

RME 2-04c

I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions.

RME 2-06a



RME

Through investigating and reflecting upon the ways in which the followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations.

RME 2-06b

I can describe and reflect upon practices and traditions of world religions.

RME 2-06c

I am developing respect for others and my understanding of their beliefs and values.

RME 2-07a

SOCIAL STUDIES

I can discuss issues of the diversities of cultures, values and customs in our society.

SOC 2-16c

TECHNOLOGIES

As I extend and enhance my knowledge of features of various types of software including those which help find, organise manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Throughout all my learning I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 2-04a



PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
<ul style="list-style-type: none"> I am developing my understanding of festivals celebrated by Hindus. I am learning about Holi and Diwali. I am improving my pronunciation of complicated religious terms. I am learning about the importance of Ramadan and Eid-ul-fir in the Muslim religion. I am expanding my knowledge of Shintoism. I am expanding the way in which I carry out research. I am learning to speak clearly when reporting my findings to the class. I am learning that drama can be a useful communication tool. I am learning about Buddhist festivals and beliefs. I am using different media to create art. I am discovering the importance of seasons and nature in the Pagan religion. I am discovering the significance of the Gurus in Sikh festivals. I am discovering the Christian festivals celebrate different parts of Jesus' life. I am learning about Jewish festivals and traditions. 	<ol style="list-style-type: none"> Complete a worksheet on Hindu festivals. Draw people celebrating Holi or Diwali. Write a diary page about Ramadan. Research a Muslim festival and write a fact-file. Draw a picture of Hinamatsuri. Match the Shinto festival and facts. Fill in the missing words. Design your own Wheel of Truth. What Am I? Task for Pagan festivals. Draw a seasonal solstice or equinox picture. Research and present a talk on Sikh festivals. Act out the story of Guru Hargobind. Complete a worksheet on Christian festivals. Design a Christian celebration card. Set personal goals. Complete a worksheet on Jewish festivals. 	<ul style="list-style-type: none"> I can appreciate the diversity of religions followed in the world today. I can explain that there are similarities between festivals in different religions. I can present facts about festivals in various religions and offer comparison. I can discuss the difficulties and benefits of fasting at Ramadan. I can explain the importance of various Shinto festivals. I can create different types of artwork for festivals in various religions. I can work together in a group with my classmates. I can explain about solstices and equinoxes. I can write a script and act it out. I can explain the meanings of complicated religious terms. I can explain the meanings of different Christian festivals. I can identify Jewish religious artefacts and explain their purpose. I can explain Jewish festivals. 	<p>MAKE</p> <ul style="list-style-type: none"> Draw a picture of Hinamatsuri. Draw people celebrating Holi or Diwali. Design a Christian celebration card. Draw a seasonal picture. <p>SAY</p> <ul style="list-style-type: none"> Verbally present information about Sikh festivals. Act out the story of Guru Hargobind. Explain the Buddhist Wheel of Truth. <p>DO</p> <ul style="list-style-type: none"> Carry out research using a variety of resources. Research Muslim festivals. <p>WRITE</p> <ul style="list-style-type: none"> Complete worksheets on Hindu, Shinto, Christian and Jewish festivals. Write a diary page about Ramadan. Write a script using a story for inspiration.



Festivals – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS

In order to get randomly selected groups ask the children to sort themselves into date of birth order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who likes bright colours?)
2. Writer (who has an autumn birthday?)
3. Reporter (who has the shortest hair?)
4. Timer (who has the biggest hands?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:

1. Hindu Festivals
2. Islamic Festivals
3. Shinto Festivals
4. Buddhist Festivals
5. Pagan Festivals
6. Sikh Festivals
7. Christian Festivals
8. Jewish Festivals

Then split the sheet into two columns:

1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.



PART ONE

Hindu Festivals



Hindu Festivals

TEACHER'S NOTES

In Hinduism there are many festivals carried out throughout the year. In this section we are going to consider a selection of the main festivals.

JANMASHTAMI

The Janmashtami festival marks the birth of Krishna who is thought to be a warrior hero, teacher and philosopher. The celebrations are spread over two days in September when Hindus don't sleep but sing traditional Hindu songs, fast on the first day and then eat food made from milk and curds.

NAVARATRI

Navaratri is one of the greatest Hindu festivals. It symbolises the triumph of good over evil and takes place at the beginning of October around Harvest time. The festival lasts for 9 days and communities get together for dances and nightly feasts.

RAKSHA BANDHAN

Raksha Bandhan, which takes place in August, is a Hindu festival that celebrates brotherhood and love. The word Raksha means protection while Bandhan means to tie. During the festival people tie a rakhi, a bracelet made of interwoven red and gold threads, round the wrists of people who are special to them to celebrate their relationship.

GANESH CHATURTHI

During September Hindus all over the world celebrate the birthday of Lord Ganesh. Ganesh is depicted with an elephant's head on a human body and is known as the Remover of Obstacles and is prayed to when people are beginning a new enterprise. He is also the god of travelling.

DIWALI

Diwali is the Hindu festival of light celebrated in November. It lasts for five days and because of the light, fireworks and sweets is a great favourite of children. The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance.

HOLI

Holi is a Spring festival celebrated during March. It is a very exciting festival with dancing, singing and throwing powdered paint. Bonfires are lit and special food is eaten. During Holi, Hindus celebrate the god Krishna. Holi festivals are held in cities all over the UK and anyone can attend.



Hindu Festivals

ACTIVITY 1

Can you complete this worksheet on Hindu festivals?

JANMASHTAMI

The Janmashtami festival marks the birth of _____ who is a Hindu warrior hero, _____ and philosopher. The celebrations are spread over ____ days in September when Hindus don't _____ but sing traditional Hindu songs, _____ on the first day and then eat food made from milk and curds.

RAKSHA BANDHAN

Raksha Bandhan, which takes place in _____, is a Hindu festival that celebrates brotherhood and _____. The word Raksha means protection while Bandhan means to _____. During the festival people tie a rakhi, a _____ made of interwoven red and gold threads, round the wrists of people who are special to them to _____ their relationship.

GANESH CHATURTHI

During September _____ all over the world celebrate the _____ of Lord Ganesh. Ganesh is depicted with an elephant's head on a _____ body and is known as the Remover of Obstacles and is _____ to when people are beginning a new enterprise. He is also the ____ of travelling.

NAVARATRI

Navaratri is one of the greatest Hindu _____. It symbolises the triumph of _____ over evil and takes place at the beginning of _____ around Harvest time. The festival lasts for _ days and communities get together for dances and nightly _____.

god	love	sleep	prayed	August	Krishna	festivals	October	two	good
fast	birthday	Hindus	teacher	celebrate	human	tie	feasts	9	bracelet



Hindu Festivals

ACTIVITY 1 – ANSWERS

Can you complete this worksheet on Hindu festivals?

JANMASHTAMI

The Janmashtami festival marks the birth of **Krishna** who is a Hindu warrior hero, **teacher** and philosopher. The celebrations are spread over **two** days in September when Hindus don't **sleep** but sing traditional Hindu songs, **fast** on the first day and then eat food made from milk and curds.

RAKSHA BANDHAN

Raksha Bandhan, which takes place in **August**, is a Hindu festival that celebrates brotherhood and **love**. The word Raksha means protection while Bandhan means to **tie**. During the festival people tie a rakhi, a **bracelet** made of interwoven red and gold threads, round the wrists of people who are special to them to **celebrate** their relationship.

GANESH CHATURTHI

During September **Hindus** all over the world celebrate the **birthday** of Lord Ganesh. Ganesh is depicted with an elephant's head on a **human** body and is known as the Remover of Obstacles and is **prayed** to when people are beginning a new enterprise. He is also the **god** of travelling.

NAVARATRI

Navaratri is one of the greatest Hindu **festivals**. It symbolises the triumph of **good** over evil and takes place at the beginning of **October** around Harvest time. The festival lasts for **9** days and communities get together for dances and nightly **feasts**.

god	love	sleep	prayed	August	Krishna	festivals	October	two	good
fast	birthday	Hindus	teacher	celebrate	human	tie	feasts	9	bracelet



Hindu Festivals

ACTIVITY 2

Can you draw a picture of people celebrating either Holi or Diwali?

Working with a partner, discuss both Holi and Diwali.

Think about:

- When is the festival?
- What happens?
- Why is it important?
- Where does the festival take place?

Now draw a picture representing EITHER Holi or Diwali.

Write a paragraph below to explain the festival.



Assessment 1

By completing these tasks your teacher can see how much you have learned about Hindu festivals. You can look back in your jotter to help you answer the questions.

Answer these questions in sentences.

1. What do people celebrate during Raksha Bandhan?
2. Describe Ganesh.
3. What is the Hindu festival of light?
4. In which month is Janmashtami?
5. Which Hindu festival is celebrated during March?
6. What two colours of thread make a Rakhi?
7. Who is the Hindu god of travelling?
8. Krishna is known as a teachers, philosopher and what else?
9. Which Hindu festival takes place around harvest time?
10. People throw powdered paint at each other during which festival?

Write a paragraph explaining which Hindu festival you would like to attend and why.

Draw a picture of Ganesh.



Assessment 1 - ANSWERS

Answer these questions in sentences.

1. What do people celebrate during Raksha Bandhan?
2. Describe Ganesh.
3. What is the Hindu festival of light?
4. In which month is Janmashtami?
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6. What two colours of thread make a Rakhi?
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8. Krishna is known as a teachers, philosopher and what else?
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10. People throw powdered paint at each other during which festival?

1. Important relationships.
2. He is a Hindu God with a man's body and the head of an elephant.
3. Diwali.
4. September.
5. Holi.
6. Red and gold.
7. Ganesh.
8. Warrior.
9. Navaratri.
10. Holi.



Extension Tasks 1

These are internet based tasks for early finishers.
They can be done on an iPad or a computer.

Find the following words
in the word search:

1. Holi
2. Diwali
3. Navaratri
4. Ganesh
5. Krishna
6. Raksha Bandhan
7. Janmashtami
8. Chaturthi
9. Rakhi
10. Curds

T	J	Y	S	D	R	U	C	K	R	I	S	H	N	A
A	T	R	M	Z	R	L	N	L	A	D	L	V	Z	V
I	S	Y	B	B	E	M	D	K	K	Y	B	D	N	E
M	H	I	M	P	Y	E	T	I	S	J	Z	D	U	U
A	Q	K	S	J	H	B	F	K	H	R	L	P	Z	G
T	R	Y	A	D	S	I	Q	C	A	L	N	U	V	G
H	W	P	M	R	I	T	A	H	B	I	A	K	A	X
S	D	C	N	X	L	C	Z	A	A	B	E	N	S	N
A	F	R	X	K	A	U	F	T	N	S	E	C	I	S
M	Y	C	T	Y	W	U	P	U	D	S	U	I	R	H
N	P	Z	X	U	I	C	L	R	H	O	L	I	O	S
A	T	K	F	G	D	N	C	T	A	I	D	F	Y	M
J	J	O	H	Q	X	D	F	H	N	U	H	G	P	B
N	A	V	A	R	A	T	R	I	E	S	L	E	E	E
S	M	C	F	S	J	P	Z	R	T	S	H	G	A	Y

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The Hindu
religion has
many gods.
Pick three
to
research.

Find
pictures of
the Holi
festival.
Does one
take place
near you?





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