

Foundation Subject Medium Term Planning

Subject: Religious Education

Concept/Theme: God & Bible

Year Group: Year 1

Term: Summer 2

Vocabulary:		End of Unit Milestones: <u>Year 1/ Summer 2/ Unit 1.2 Creation</u> <ul style="list-style-type: none"> I know that Christians believe that God created the world. I know that the creation stories are at the very beginning of the Bible. I know that Christians believe that people should be taking care of our world. I know that Christians believe that in creation we can see the power and wonder of God. I know the events of the creation stories. I can talk about ways in which we can all help to take care of the world. I can talk about how creation shows the power and wonder of God. I can talk about being creative and what I enjoy doing when I am creative. I can look around me and wonder how amazing God's creation is. I can talk about what I enjoy most in creation.
promise	Something absolutely will happen or be done.	
believe	Feel that something is true.	
Bible	The Christian scriptures, consisting of the Old and New Testaments.	
feelings	An emotional reaction.	
love	An intense feeling of deep affection.	
creation	The act of making, inventing, or producing	
Genesis	The first book of the Bible.	
pollution	When materials harm our world.	
environment	The area or conditions where a person, animal, or plant lives .	
thankful	To say thank you for something.	

<p>Prior Learning: No direct link to RE learning in Reception. Children will have been exposed to the creation story within our collective worship sessions especially in class worship.</p>	<p>Future Learning: <u>Year 3/ Summer 1/ UC 2A.1 What do Christians learn from the creation story?</u></p> <ul style="list-style-type: none"> I can place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. I can make clear links between Genesis 1 and what Christians believe about God and Creation. I can describe what Christians do because they believe God is Creator. I can suggest what might be important in the creation story for Christians living today, and for people who are not Christians. I can describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. I can make links between what stories in the Bible say about human beings, and my own ideas about how people should behave. I know Christians believe that as human beings are part of God's good
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Foundation Subject Medium Term Planning

- creation, they do best when they listen to God.
- I know Christians believe that the Bible shows that God wants to help people to be close to him.
 - I know how humans spoiled their relationship with God and how they need his help to get close to him again.
 - I know Christians show that they want to be close to God, through obedience and worship, which includes saying sorry for falling short.

Week One

<p>Objective: To show my creativity.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can talk about being creative and what I enjoy doing when I am creative. • I can create something using my own ideas. • I can use a selection of resources to create something. • I can tell you what I have created and explain what it is.
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Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Pre-unit learning retention: Oral TTYP
Do you believe God is creative? Why/ why not?

God created us to be creative.

You could also watch a short clip from the film Raymond Briggs, 'The Snowman' showing the boy creating his snowman and discuss the joy and pride he feels about his creation. Also film clips from 'Ratatouille' (Disney Pixar 2007) and Wall-E (Disney Pixar 2008) as the characters in these films are also very creative. **Choose one of these to display in your RE log. Put a picture of the title page for the film and add quotes around it from the chn.**

Give the children a shared experience of creativity by allowing them freedom to create something, using for example Lego, junk modelling, paint, pastels or sand. Ask them to write a card to be displayed next to their creation giving the title of their work and from what it is made. Ask the children about the picture/model they have made. How did it feel to be creative? **Don't forget to take photos.**

Chn to create their own creative piece of work by selecting their own resources and thinking of their own ideas.

Pupils needing extra support: To create their creative piece. Label it. Adult support/ scribe for explanation.

Pupils working at greater depth: (Extension task): Why did you choose to create this? How did it feel?
This could be a quote or sentence dependent on the timings of the lesson and learners.

Foundation Subject Medium Term Planning

Week Two

Objective:

To know the creation story.

Success Criteria:

- I can order the events in the creation story.
- I can use my creativity to perform the creation story using music and dance.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Previous learning retention: Written gap filler question
God designed us to be _____.

I wonder how God felt when he made the world?

Move on to thinking about God as creator and how he made the world and us as creative beings. Introduce **Genesis 1** and ask them the focus question: What does this story tell us about what God is like?

Tell a simple version of the creation story using a sequence of pictures. Play a picture sequencing game in groups.
Put the sequencing pictures of the story in your RE log. Chn could add labels for each part of the story.

UC LINK:

Could we create a dance/ actions for the story? Which type of music do you think would be good to represent the story?

Chn to work in groups to create a musical/ active piece to represent the creation story.

Pupils needing extra support:
Adult support.

Pupils working at greater depth:
By outcome (how they use the moves or instruments to portray each part and offer explanation for their choices).

Week Three

Objective:

To wonder at how amazing God's creation is.

Success Criteria:

- I can think of adjectives to describe our world that God created.
- I can think of descriptions for each day of creation using adjectives and my knowledge of the story.
- I can create a poem to reflect the creation story.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Previous learning retention: Written multiple choice

- **How many days did creation last? 10, 1 or 7**
- **What did God create/ do on the last day of creation? Plants, animals or rest**

Recap the creation story using L2 RE log. The first panel of the big frieze (Emma Yarlett) is creation, have a close look. What can the children see? Link the 'pots of paint' with the creation story. Why has the artist used the idea of pots of paint? What other 'pots of paint' would God have needed? **Record this in your RE log. Chn's responses alongside the picture of the first panel of the big frieze.**

UC LINK:

Collect words for each part of creation. Bring all ideas together. Reiterate that all of these positive words show how we have an wonderful world. Play song: <https://www.youtube.com/watch?v= GR5SGQ5zys>

Refer back to the song. Explore the sentence starters they use etc. Can we create our own? Think about our wonderful world that God created. Can we start with day 1 and work our way up to day 7?

What adjectives can we use? Refer back to the words collected at the start and tell the chn they can use these to describe the different types of creation on the different days.

Create own version of 'what a wonderful world' using the words from the starter task and linking to the order of the creation story.

Pupils needing extra support:

Sentence starters/ template. Adult support for writing.

Draw picture of the part of creation and add label.

e.g.

green trees
pretty flowers
blue sea
big lions

Pupils working at greater depth: (Extension task):

Why do you think God tell people to rest one day a week?

Week Four

Objective:

To know that Christians believe that people should be taking care of our world.

Success Criteria:

- I can talk about what I enjoy most in creation.
- I understand that people should look after the Earth.
- I can describe pictures of pollution and talk about how it makes me feel.
- I can talk about ways in which we can all help to take care of the world.

Learning And Teaching

Outcomes

(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Previous learning retention: Oral multiple choice

What is your favourite part of creation and why?

NB: Listen for chn who refer to the specific creation for the specific days linking to the Biblical story.

NB: The focus now moves onto looking after God's world. Link to Christians believing that God has instructed us to look after the **environment**. It is important to spend some time reflecting on the ways in which people spoil God's beautiful creation

T to spend some time creating something. Show it to the pupils. Break or deface it in some way. SHOCK! Ask chn how they feel about this **vandalism**. How do you think the creator of it (you) feels? Ask chn to make their own playdough creation and squash it. Answer above questions again. If we feel like this, how do you think God feels when he sees... (reveal pictures – see paragraph below).

Show the children a few pictures of places that have been **polluted**, including the rubbish that has been left on Mount Everest. How do they feel when something is spoilt? I wonder how God feels when he sees his world being spoilt? **Record this in your RE log. Add pictures of pollution with responses around them. Chn could add adjectives to describe the pollution and compare these to the adjectives they used in L3 to describe our wonderful world.**

What can we do to help take care of creation? Why should we help to take care of creation? Discuss planting trees and bushes that encourage wildlife and give them new habitats; encourage recycling and picking up litter; show them advertising posters from organisations that are saving animals from extinction.

Make a poster about how our environment is being spoilt by the actions of people and what we can do in response to this.

Pupils needing extra support:

Draw and label their action plan. Adult support/ scribe if and when needed.

Pupils working at greater depth: (Extension task):

2 parts:

1. If God gave us a top rule for looking after our environment, what would it be?
2. If everyone followed this rule, what difference would it make to the world?

This can be scribed or written dependent on timings and chn's ideas.

Foundation Subject Medium Term Planning

Week Five

Objective:

To show thankfulness for creation.

Success Criteria:

- I know that Christians believe that in creation we can see the power and wonder of God.
- I can look around me and wonder how amazing God's creation is.
- I can show thankfulness for our world and create a prayer to reflect this.

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Previous learning retention: Oral multiple choice.

What has happened in our environment because people have not cared for our world?

More clouds, pollution, more plants

Dependent on weather etc. chn could complete this whole lesson outdoors.

Take the children outside in small groups to take photographs of some of the wonders of the environment around school. Encourage the children to look closely at the things they walk by and take for granted. Give them opportunity to see the intricate detail and patterns in nature, to sit quietly somewhere and just listen, touch and smell. **We could possibly finish in the spiritual garden to complete the last aspect of this). Take photos, record chn's responses and add to RE log.**

Look at verses from the psalms e.g. Ps 100, Ps 104, Ps 148 – explore these psalms and reflect on what they are. Talk to God and tell him how great creation is. Write thank you and praise prayers. Stand outside and shout a great big thank you. Sing songs which praise God's creation (choose one of our worship songs that thank God and sing this as a class).

Write their own 'psalm'.
(Thank you prayer)

Pupils needing extra support:

Group prayer with adult support.

Pupils working at greater depth: (Extension task):

How does the creation story show the wonder and power of God?

Week Six

Objective:

To know that Christians believe that in creation we can see the power and wonder of God.

Success Criteria:

- I can wonder at the wide variety of creation.
- I can reflect and answer the focus question - When we look at creation what do we learn about God?

Learning And Teaching

Outcomes
(what is in books, any computing/photo/video evidence etc and where it is to be saved)

Previous learning retention: Oral TTYP.

How can we show our thankfulness for creation?

At the end of this unit give the children time to reflect on the following question: - When we look at creation what do we learn about God? **Ideas to be recorded in your class RE log.**

Look at a range of different shades of one colour or all the many creatures of one species. Wow! God must have an incredible imagination. What does this show us about God? Model task.

Have a picture related to the all of 1 species or colour etc. and chn to write how it shows Christians' belief about creation showing the power of God.

Pupils needing extra support:
Adult support. Sentence starters.

Pupils working at greater depth:
If you could ask God any question about creation, what would it be?