
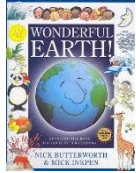


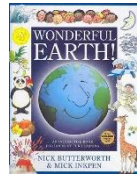


<b>Theme Overview</b>	<b>Unit Outcomes</b>
Through this unit children will explore The Creation Story through the eyes of Christians. They will learn about the expectations God has for how Christians should be looking after the Earth. There will be opportunities for them to explore the wonders of nature for themselves.	By the end of this unit the children will have a clear understand of how Christians believe the world was created. They will also have explored the concept of everyone having the responsibility of looking after the Earth regardless of religious beliefs as it is home to us all.

<b>Skills Focus</b>			
<b>Main Skills Focus:</b>	<b>Key Religion</b>		<b>Key Question</b>
	Christianity		Does God want Christians to look after the world?
	Theme: The Creation Story		
	<b>Sequence of Learning</b>		
<ul style="list-style-type: none"> <li>Explore key questions through enquiry based learning into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate.</li> <li>Teachers should take the children’s own background, experiences and questions into consideration.</li> <li>Learn about different beliefs about God and the world around them.</li> <li>Encounter and respond to a range of stories, artefacts and other religious materials.</li> <li>Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary.</li> <li>Begin to understand the importance and value of religion</li> </ul>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
	<b>LI: To understand how I feel about something I created.</b>	<b>LI: To begin to understand the wonders in nature.</b>	<b>LI: To start to understand what Christians believe about the creation of the world.</b>
	<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><b>**Pre lesson prep. Teacher to have a special creation (junk modelling) ready to present to the class. To be used in lessons 1 &amp; 2.</b></p> <p>Recall learning from previous units.</p>	<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p>Recall previous RE learning. Present your creation from the last lesson but someone has destroyed it. Demonstrate how upset you are about it. Ask the children how they would feel if someone had done this to their creation. Take feedback using Abbey</p>	<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p>Recall previous RE learning. Revisit previous session – show children pictures (view of the Earth from space, different natural environments, natural objects) and ask the questions: Who created this? Where did it come from? Take feedback using Abbey Owl.</p>

<p>and belief, especially for other children and their families.</p> <ul style="list-style-type: none"> <li>• Ask relevant questions and develop a sense of wonder about the world using their imaginations.</li> <li>• Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</li> </ul> <p><b>RE at Bland's Infant School:</b></p> <ul style="list-style-type: none"> <li>• It is vital for all our children to learn from and about religion, so that they can understand the world around them.</li> <li>• RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection.</li> <li>• We encourage children to ask questions to promote enquiry-based learning.</li> </ul>	 <p>Introduce Abbey Owl. Her name means 'knowledge'. She is going to ask us many big questions to help us learn and challenge us.</p> <p>Give the children some resources to make a special 'creation' of their choice. Show them something you have created.</p> <p>Circle time and pair talk. Present their creations to the class. Ask the children to discuss the following with their partners: (Teacher to model answer these questions with their own creation.)</p> <p>How did it feel to create this?</p> <p>How do I want this creation to be treated?</p> <p>Who would I trust to look after it?</p> <p>Take feedback using Abbey Owl.</p> <p>Take pictures of the creations and add to the Class Book of Learning.</p>	<p>Owl. Add pupil voice to the Class Book of Learning.</p> <p>The following activity is to inspire awe and wonder about nature. In groups ask the children to go into the outdoor area and find a list of natural items. Eg: small object, spikey object, colourful, smooth, rough etc.</p> <p>Teacher to show a selection of objects found (shell, conker, stones, leaves, bark, plants, sand, grass etc)</p> <p>Discuss what the children think about these objects. Where did they come from (don't expand on this- only the children's ideas) Make a comparison with toys etc.</p>	<p>Revisit the children's ideas from previous lesson and explain that we are going to find out where Christian's think the world came from. Read Wonderful Earth by Nick Butterworth and Mick Inkpen (Creation story – Genesis Chapter 1)</p>  <p>Using large sequencing pictures to order, illustrate what happened on each day. When exploring each day say that Christians believe that God created this. Discuss how Christians believe that God created the world and everything in it.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>• Why did God create these things?</li> <li>• How did he feel afterwards?</li> <li>• How do you feel about these aspects of the world?</li> </ul> <p>Introduce key question.</p>
	<p><b>Lesson 4</b>  <b>LI: To recall the Christian story about The Creation.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p>	<p><b>Lesson 5</b>  <b>LI: To understand the ways in which we should look after The Creation.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p>Recall previous RE learning.</p>	<p><b>Lesson 6</b>  <b>LI: To know how we should treat the Earth.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p>Recall previous RE learning.</p>

Recall previous RE learning.  
Discuss the key question and any new information the children have to support answering it.  
Recall The Creation story – what can the children remember?  
Read Wonderful Earth by Nick Butterworth and Mick Inkpen  
(Creation story – Genesis Chapter 1)



Illustrate what happened each day eg: collage, Creation Wheel, drama/freeze framing.  
Explain that Christians believe that on the seventh day God sat down to have a rest. Let's pretend he wrote a letter to the people He had created to live in the world. Teacher to scribe using the children's ideas.  
What might he have written (how he would like us to look after the world)?

Discuss Christians' beliefs that God wants us to look after the world as He has created it for them and gave it to people to enjoy and look after for Him.

Close by recapping the key question with brief discussion.

Discuss the key question and any new information the children have to support answering it.  
Recap on the key question and The Creation Story.  
How do Christians believe the Earth was made? Add pupil voice to Class Book of Learning.

Show pictures of different ways in which people look after the Earth – can the children explain what they see. Include some pictures of things being done which are damaging the Earth. Take feedback using Abbey Owl.

Does seeing these things make God happy or unhappy?

In groups children to sort pictures into two groups (looking after the Earth / not looking after the Earth. (Eg: planting trees/vegetables/dropping litter/picking up litter/plastic/damaging nature like rainforests / looking after animals etc)

Reflect on the sorted images and clarify any misconceptions. Is this how God would expect Christians to look after the Earth? Why /why not?

Do you need to be a Christian to look after the Earth in a positive way? Why/Why not?

What could we all do differently to look after the earth  
Add pupil voice to the Class Book of Learning.

Discuss the key question and any new information the children have to support answering it.

Revisit learning and discuss how the world is precious and that we need to look after it. How will you now treat the world? Take feedback using Abbey Owl.

Make group mobiles of natural objects with words about how they feel about nature / the world.

Present these to the class.



How do you think people should treat the world? Add pupil voice with photo's of the mobiles to the Class Book of Learning.

	Add examples of work to Class Book of Learning.		
<p><b>Glossary:</b></p> <p><b>Bible:</b> Christian Holy Book.</p> <p><b>Genesis:</b> First book of the Bible.</p> <p><b>Old Testament:</b> the part of the Bible which explains God's relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth.</p>			