

R.E.

Y1 Autumn 1

TITLE OF UNIT:

CREATION E.G. MY WORLD

KEY THEME:

BELIEVING

KEY CONCEPT:

GOD / CREATION

STRANDS:

**AT 1: Beliefs, Teachings and Sources
Forms of Expression**

AT 2: Questions of meaning, purpose and truth

AT 1

1a Explore a range of religious stories and sacred writings, and talk about their meanings

1d Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses

AT 2

2a Reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness

2b Ask and respond imaginatively to puzzling questions, communicating their ideas;

2e Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

LEARNING OUTCOMES

- Retell the story in simple terms
- Name God as creator
- Sequence the events in the story
- Recognise that there is more than one creation story in the Old Testament
- State that the book of Genesis is found in the Old Testament
- Describe how that according to the Bible God made the universe in 6 days and rested on the 7th
- Recognise Adam and Eve were named as the first human beings

EXPECTATIONS—LEVELS OF ATTAINMENT (See Local Agreed Syllabus)

Nearly all can:- (LEVEL WORKING TOWARDS)

Talk about the story of creation

Many can:- (LEVEL 1)

Recognise that many people believe in God as creator

Retell the Biblical stories of creation

Some children have progressed further and can:- (LEVEL 2)

Express their own responses to a religious story

Draw meaning from a religious story

SKILLS

- Reflection
- Communication / Expression
- Enquiry

KEY ATTITUDES AND VALUES

- Appreciation and wonder
- Self awareness

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

- Develop an awareness of the human quest to make sense of the world and seek meaning and purpose
- Discussing and reflecting upon key questions of meaning and truth such as the origins of the universe and the being of god
- Responding to religious stories, artefacts and places of worship
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice
- Considering how religious and other beliefs lead to particular actions and concerns

e.g.

- Reflect on the awe and wonder of creation, plants, animals; the universe etc
- Reflect on stained glass windows and religious art about the Story
- Reflect on pictures of beautiful gardens
- Objects of creation—reflect on this beauty e.g. shells, stones
- The sensory e.g. listening to the sea, smelling flowers, touching different natural objects, tasting salts
- Reflection on concept of rest

EVERY CHILD MATTERS

Being Healthy
Enjoy and Achieve
Achieve Economic Wellbeing

CROSS CURRICULAR LINKS

Speaking and Listening
Writing
Science
Dance
ICT
PSHE

COMMUNITY COHENSION

The global community – promoting respect
Faith

PRIOR LEARNING.

Foundation Stage topic: I'm Special / Myself

KEY VOCABULARY

God
Creation
Old Testament
Genesis
Beginning
World
Universe
The Garden of Eden
Human Beings: Adam / Eve

POSSIBLE TEACHING ACTIVITIES

Using a piece of clay or some other modeling material, encourage the pupils to create something from nature. A flower / a tree / an animal

Read a simple version of the creation story and discuss. You could use children's Bible (Genesis 1: 1—2:4, Genesis 2: 4—4, Genesis 6: 9—10) and animated story on the internet.

Talk about who God is and What God might look like.

Discuss what God made on each day, as shown below. Follow link to website.

The Creation Story

On **day one**, God said, "Let there be **light**." God called the light day, and the darkness He called night.



On **day two**, God made the **sky**.



On **day three**, God **separated** the **land** from the **waters** and created **flowers, trees, and grass**.



<http://www.instantdisplay.co.uk/1creation.JPG><http://www.instantdisplay.co.uk/1creation.JPG>

Genesis Ch.1v1 -2v 4 - 1. Light / darkness 2. Separation of water from water 3. Separation of land from water 4. Stars, moon day night and creatures of the sea. 5. Creatures of the air. 6 Creatures of the earth 7. God Rested. Discuss what God might do to rest—and how we might rest.

Go on to explain that in another part of Genesis there is another story

Genesis Ch. 2 – 4

The creation of the first man and woman. Explain that the name Adam means first man

Compare what the world is like now to what it was like when first created—

Discuss how they felt about creating something with their clay. Was it hard? Was it easy?

When the world was created it was - Brand new, beautiful—Consider new flowers/ plants /computers, cars etc

Discuss how it feels to have something you have created destroyed.—(eg lego model)

Discuss what is the best thing about the world and what is the worst thing about the world. Make a list

Design their own world in collage or make creation diary books. Use the pupils creations from clay to display

Cross Curriculum link to express the creation story through arts.

You could create an expressive dance to tell creation story

Extension opportunity if needed:

Look at the story of Adam and Eve and discuss how they didn't follow the rules God gave them on how to live in his world

Create their own rules for their world.

ASSESSMENT OPPORTUNITY

Sequence the events in the story (possibly using art, or a story board)

Say why this story is important for Christians and Jews

RESOURCES

Teaching Christianity at Key Stage 1—Alison Seaman/Graham Owen

My Jewish Faith—Ann Clarke

Stories about creation / **(NB You could use Godly Play for this teaching activity)** www.godlyplay.org/

Series of pictures for sequencing

Blank story board

Exploring Christianity at Key Stage 1

Online animated story - http://kids4truth.com/eng_creation.htm

<http://infants.reonline.org.uk/>

RE Quest DVD - <http://www.request.org.uk/>