ST LAWRENCE C.E. PRIMARY SCHOOL RE LEARNING JOURNEY

UNIT: Creation TERM: Autumn 1 YEAR GROUP: 2

I wonder whether God thinks we have looked after his creation?	
END OF UNIT OUTCOME	Create a class display called: 'The best thing about the World is...'
OBJECTIVES	• Re-tell the story of creation from Genesis 1:1 – 2:3 simply. • Say what the story tells Christians about God, creation and the world. • Give examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world.
CONCEPT: Leadership	How can we be leaders? How can we help others to look after God's creation?
LESSON 1 QUESTION	**How do Christians believe that God created the world?**
KEY KNOWLEDGE	The story of Creation opens the Bible. For Christians, it sets out the relationship between God, the universe and all life. It reveals God as powerful (able to create a whole universe from nothing), creative (the beauty and diversity of the created world), orderly (the careful structure of the events of creation), and concerned with the role and value of life (Creation is prepared for life, with human life as the pinnacle, made in God's image). Some Christians do not take the creation story literally Narrative probably created 2,500 – 3,000 years ago
RICH TASK	What is the difference between being busy and resting? Have some busy music in the classroom – give the children a 'box' in the centre of a page. Get children to draw lines linking to the music outside the box – quicker movements, sensible scribbles? Change the music – Soft and relaxing – get the children to draw inside the box what they think of when they hear this sound – heart, bubbles, peace Re-tell the creation story – ask children if they remember what happens in the story? Can anyone remember what happened on each of the days? What does this tell us about beliefs about God? When was He busy? When did He rest? Children to listen to the story and then order the CREATION story
SUPPORT AND CHALLENGE	Children to work in mixed groups to order the creation story S – Cut and stick images in order C – write own captions for images

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KEY VOCABULARY	Creation God	**RESOURCES**	Busy music: https://www.youtube.com/watch?v=Q2E5RSJhDHI Relaxing music: Relaxing Music For Children - Be Calm and Focused (cute animals) | 3 Hours Extended Mix - YouTube Creation story: Creation (Genesis 1-2) (youtube.com) Creation story images
LESSON 2 QUESTION	**How would you create the world?**		
KEY KNOWLEDGE	Creation is the start of the big story of the bible		
RICH TASK	Look at the concept cards and discuss that 'creation' is the first concept card Look at the big frieze – notice that creation is the start of the big story of the bible – children to come up with ideas about what they can see in the picture – enlarge to A3 for each table – can they circle what they notice? Look at the paint pots. What did God 'paint' when he created the world? What would you paint if you created the world? Discuss what would be important to include. Children to 'fill' their own paint pot pictures with things they would include in creation of the world.		
SUPPORT AND CHALLENGE	S – work in mixed groups when looking at big frieze. Use ideas from class discussion for paint pots C – Write a sentence explaining why you have chosen the things you have put in your paint pots		
KEY VOCABULARY	Creation	**RESOURCES**	Frieze panel Concept cards Paint pots
LESSON 3 QUESTION	**Why does God tell us that rest is important?**		
KEY KNOWLEDGE	Day 1: God created light and separated it from darkness, establishing night and day. Day 2: God created the sky (or firmament) to separate the waters above from the waters below. Day 3: God separated the water from the dry land, creating seas and land. He also created vegetation, including plants and trees. Day 4: God created the sun, moon, and stars to govern the day and night and to serve as signs. Day 5: God created sea creatures and birds.		

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	Day 6: God created land animals and, finally, humans (male and female) in his own image. Day 7: God rested from his work of creation.		
RICH TASK	Think about why the week of creation ends with God resting. Talk to the children about the fact that God doesn't rest because he is tired but because resting is such a great thing to do. Recall the experience of being busy – and resting. Show children some pictures of animals resting – they don't do more work than they have to! After discussing the question focus ask the children what day of the week God tells Christians to rest – Sunday. Why do you think God does this? Write an explanation of why God tells us to rest (It is a way of looking after them so they don't get worn out. He tells humans to fill the Earth, subdue it and rule over the creatures. We humans must have a special responsibility to look after God's World!)		
SUPPORT AND CHALLENGE	S – Create group explanation of why Go tells us to rest. Shared write C – Link God's resting on the 7th day to Christians resting on a Sunday.		
KEY VOCABULARY	Rest Subdue responsibility	**RESOURCES**	Images of animals resting
LESSON 4 QUESTION	**What rules might God give for looking after the world?**		
KEY KNOWLEDGE	One important response Christians might have to the idea of a Creator God is to think about how they should care for the Creation. If the Earth is God's, humans are looking after it for the Creator. The Christian Conservation movement, A Rocha, supports environmental projects all over the world and in the UK. They focus on looking after the environment for four reasons and they believe: • God made the world and God loves it • God created humans to look after it • It has gone wrong because of us • God has a purpose for it. They have launched the 'Living Lightly' campaign to encourage people to reduce the impact of their living on the environment. A Rocha encourages 'Eco Churches' to help Christians to look after the world		
RICH TASK	Sing Indescribable and ask children to notice the beauty of God's World in the video Flash to a picture of the world looking spoilt with litter, cut down trees etc. **Ask the children what might make God happy about the world and what might make God sad?** ECO-CHURCH – talk to the children about what these people are going to help God's world. What things are others doing to look after the world? Ask them whether you have to do big things to make a difference to Gods world or whether small things can help. If God is the Creator, what rules might he give for how to look after the world? Ask pupils to make their own list of rules.		

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	How good would these rules be, even if there is no Creator? If everyone followed these rules, what difference would it make to the world? Which ideas are the best ideas, and why? Discuss Key Question as a Class: I wonder whether God thinks we have looked after his creation?		
SUPPORT AND CHALLENGE	S – Give pupils a selection of rules, supported by widget. Pupils choose the 3 they think are most important C – Write 6 of their own rules, then select 3. Explain why they think these 3 are the most important		
KEY VOCABULARY	Rules creator	**RESOURCES**	Indescribable video lyrics - Chris Tomlin (youtube.com) Selection of rules - widget
LESSON 5 QUESTION	**What are the best things about God's creation?**		
KEY KNOWLEDGE	Christians believe that God is the Creator. When they think about this, they want to thank God for all the wonderful gifts they have been given. One way to show thankfulness is through the annual celebration of Harvest. Saying 'grace' at meal times is a more regular part of life for many Christian families — it reminds them to be thankful to God for all the good things, even the simplest things like food and drink. Believing that the world belongs to God, and that God gives life, can affect how a Christian lives — being thankful, grateful, looking after God's world, and so on		
RICH TASK	How do Christians show thankfulness to God? Eg prayers, worship. Finish the unit by creating a display called: 'The best thing about the World is...' Discuss as a class and talk about the importance of explaining why! • The best thing about the world is... holding a snowflake in my hand; laughing with my friends; finding pictures in the clouds; listening to music; being warm inside on a cold day; swimming; jelly; the sea… Give children a 'world template' ask them to draw their favourite thing about the world on one-side and write the sentence on the other. The sentence should start with Thank you God for….		
SUPPORT AND CHALLENGE	S – Scaffold sentence C – Use 'because' to explain why they have chosen this as their best thing about the world		
KEY VOCABULARY	Thankful Prayers worship	**RESOURCES**	World template

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LESSON 6 QUESTION	**I wonder whether God thinks we have looked after his creation?**		
KEY KNOWLEDGE	As above		
END OF UNIT OUTCOME	Revision of key knowledge KO quiz I wonder…		
SUPPORT AND CHALLENGE	S - Shared write Scaffold available for those who need it C - Explain how Christians could look after God's creation		
KEY VOCABULARY		**RESOURCES**	I wonder question