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**Big question:** Who made the wonderful world?

**Year group: Reception**

**Core concept:**

Creation

**Weekly questions:**

**Week 1:** What is precious to you?  
**Week 2:** How do Christians believe the world began?   
**Week 3:** What is special about the natural world?  
**Week 4:** What makes us unique?  
**Week 5:** What and who do Christians believe is precious to God?  
**Week 6:** Why is Harvest important?

**Points for discussion throughout the unit:**

* Is the creation story the only explanation for the creation of the world?
* What makes something precious?
* Are the same things precious to everybody?
* Do you have to be able to see something for it to be precious?
* What makes a family?
* Is everyone’s family the same?

**Sensitivities:**

Be aware and mindful of pupils’ religious and cultural backgrounds - please be aware that Muslims are not permitted to draw / act out any parts of Allah’s (God’s) creation and so Muslim pupils need to be given the chance to respond to the creation story in ways that do not compromise their faith.

**Please be sensitive towards:**

* Family units and their differences.
* Looked after children.
* Any bereavements in family units.

Pupils and families who live in poverty themselves.

**Religious vocabulary:**

* **Christian:** Someone who professes belief in the teachings of Jesus Christ.
* **God:** Creator and ruler of the universe. The supreme being.
* **Creator:** The one who creates and brings something into being.
* **Bible:** Holy scriptures for Christians.
* **Genesis:** The first book of the Old Testament.
* **Adam and Eve:** The first people God created.
* **Harvest:** The time during autumn when farmers traditionally brought in the crops.
* **Harvest Festival:** Christians use the Harvest festival to think about how God loves the world and cares for it.

**At the end of this unit, pupils will have explored:**

* The concept of creation.
* The creation story.
* What the words ‘precious’ and ‘unique’ mean.
* What makes up the natural world.
* The meaning of Harvest.
* How God views His creation

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| **Background knowledge for teachers:**  **Core concept:** Creation  **The meaning of creation:**  The universe and human life are God’s good creation. Humans are made in the image of God.    [**https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1**](https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1) |

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| **Lesson 1:** What is precious to you? | |
| **Intentions:**  To give pupils opportunities to: | * Talk about what is precious to them. * Begin to explain why something is precious to them. * Understand that Christians believe they are precious to God.   **Key religious vocabulary:** valuable, special, precious, treasured, unique, Christian, God. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Teacher to bring in and share one or two objects with the pupils that are precious to them.  Explain why, (e.g., a photograph of a family member and the love that they have for them, etc.)  Encourage pupils to share their precious object(s) with the rest of the class.  **Key questions:**   * Why did you choose this object? * What makes it precious to you? * How does your object make you feel?   Explain that Christians believe that each one of us is precious and treasured by God.  **Introduce the big question for the unit: Who made the wonderful world?**  **Introduce this week’s question: What is precious to you?**  **Read Matthew 10:29-31** to see what the Bible says about how precious we all are and unpack this with the pupils.  Explain that Christians believe that if God cares about sparrows, He obviously cares about His own people more. They surely will not fall to the ground without the Father knowing and caring. Confidence comes to believers in knowing that nothing happens without God's knowledge and care: hard times are not a sign that God has forgotten us.   * Why do the pupils think that Christians believe they are precious and treasured by God?   **Suggested whole class activities**:   * Make a display of ‘precious’ objects, pupils to write captions alongside each object explaining why. * Think of other words which help us to understand the word ‘precious,’ e.g., special, valuable, meaningful, and treasured, etc. |
| **Continuous provision:** | **Areas of learning:**  **Understanding of the world:**   * Draw a simple family tree with their precious people on it.   **Expressive arts and design:**   * Use sequins/jewels to create precious objects/pictures to add to the class display. * Paint portraits of people who are precious to you.   **Literacy:**   * Write labels for the class display. * Write a card to someone who is precious to them.   **Maths**:   * Use jewels/sequins or other ‘precious things’ to create patterns |
| **Resources:** | * An area to display precious objects. * Folded cards to make labels for the exhibition. * Sequins/jewels and other collage materials. * Class Bible. |
| **Sensitivities:** | Please be aware of sensitivities around family, religious and cultural backgrounds. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 2:** How do Christians believe the world began? | |
| **Intentions:**  To give pupils opportunities to: | * Be familiar with the Christian story of creation as found in the Bible. * Know that Christians believe God made the world.   **Key religious vocabulary:** Creator, Bible, beginning, creation. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Talk with the pupils about how they begin their day, (check their understanding of ‘beginning’).  Discuss other ‘beginnings’ e.g., the beginning of a story, starting school, etc.  Encourage pupils to think about the world. How do they think it began?  **Introduce this week’s question: How do Christians believe the world began?**  Share with the pupils the Christian story of Creation using ‘The Beginners Bible’ or another appropriate translation or other version of this story. Ensure pupils know the story can be found in the Old Testament at the beginning of the Bible in the book of Genesis and that it is also found in the Torah -Jewish text.  Discuss the story with the pupils.  **Key questions:**   * What do they think of the story? * What was their favourite part of the story and why? * Why do the pupils think that this is such an important story for Christians? * What question would they like to ask God about His creation? * What do they think that the creation story teaches us? * Does everybody believe that this is how the world was created?   **Suggested whole class activities**:   * Encourage pupils to retell the creation story using pictures or props. * Draw, paint or create in other media their favourite part of the creation story. |
| **Continuous provision:** | **Areas of learning:**  **Understanding of the world:**   * Look around the garden and draw/list things which could have been created by God.   **Expressive arts and design:**   * Look at ‘wow’ pictures of creation and respond using words, music, and art, etc. * Draw/paint their own piece of creation that they would like God to have created.   **Literacy:**   * Have a selection of books about creation for children to look at/read. * Create a simple booklet with a day of creation on each page.   **Maths**:   * Put the days of creation in order – label them from 1 – 7 |
| **Resources:** | * Creation story. * Collage materials. * Pictures of each day of creation. |
| **Sensitivities:** | * Be mindful of Muslim pupils who are restricted on what they are allowed to represent visually from God’s creation. They therefore need to be allowed to work on one of the days they feel comfortable re-creating. Working in abstract might also be helpful. E.g. – colours to express the day. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 3:** What is special about the natural world? | |
| **Intentions:**  To give pupils opportunities to: | * Talk about the Christian story of creation as found in the Bible. * Know that Christians believe God made the world. * Talk about and respond to the natural world. * Think about how we should look after and treat the natural world.   **Key religious vocabulary:** Creation, Creator, natural world. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Briefly recap the Christian story of creation using pictures or props. Share some of the pupils’ responses from the last lesson e.g., pictures, paintings, ‘wow’ pictures, etc.  **Introduce this week’s question: What is special about the natural world?**  **Take the pupils for a walk in the school grounds or local area.**   * Encourage them to look and listen carefully and closely. * Ask the pupils to identify aspects of nature as in the creation story. * Look at seasonal changes, e.g., blossom, colour of leaves etc. * Listen to the sounds of the natural world around them, e.g., water, birds, animals, human beings, etc. * Take photographs or sketch elements of the natural world.   **Draw out with the pupils:**   * How wonderful the natural world is; * The ‘uniqueness’ of creation, e.g., each leaf and flower is different. * The beauty in nature. * The attention to detail in nature. * The usefulness and purpose of the natural materials in the world, e.g., water, plants, trees, drink, food, etc.   Explain that Christians believe all these things show God as the designer / maker / creator of the world.  **Key questions:**   * What do the pupils think creation tells Christians about God, what He is like and the kind of God that He is? * From what we have seen, heard, felt and learnt, what does this teach us about how we should look after and treat the natural world?   **Suggested whole class activities**:   * Create a nature crown on your walk – attach strips of double-sided tape to strips of card – pupils can select small objects/leaves to stick to their tape – staple together when you get back to class. |
| **Continuous provision:** | **Areas of learning:**  **Understanding of the world:**   * Look around the garden collect things to make a natural world display.   **Expressive arts and design:**   * Use leaves to create collages. * Mud painting – mix mud and water and use it to paint with. * Observational drawings – encourage pupils to look at leaves etc. and try to draw as many details as possible.   **Literacy:**   * Use the photographs taken on your walk to make a booklet/leaflet about the natural world.   **Maths**:   * Collect conkers/cones/stones etc and use them as counting objects. * Create repeating patterns using the natural objects you have collected. |
| **Resources:** | * Selection of natural objects (conkers/cones/leaves/sticks) * Card and double-sided tape. * iPad or similar for taking photographs. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 4:** What makes us unique? | |
| **Intentions:**  To give pupils opportunities to: | * Know about similarities and differences between them and their friends. * Be aware of some of the things that make them precious and unique. * Know that Christians believe that God created and loves all human beings.   **Key religious vocabulary:** unique, special, precious. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Create a display of baby photographs from the class and ask the pupils if they can identify who is which baby?  Discuss the similarities and differences between the babies and the similarities and differences between the pupils now.  Help pupils to recognise that each one of them is special, they are the only person exactly like them and there is no-one else anywhere in the world who is the same as them, they are unique.  Look at family photographs. Talk about how family units may be different, but they are all special.  Discuss the importance of belonging, each one of them belongs and is loved by their own family unit. They are ‘precious’ and ‘unique.’  **Introduce this week’s question: What makes us unique?**  **Key questions:**   * Can you see someone who has the same hair/eyes/skin as you? * What makes you unique? * Who is in your family? * Who is special to you?   **Read psalm 139:13-14**  Unpack these Bible verses with the pupils. What do they think that these Bible verses mean?  Explain that Christians believe that God has made them and that they are unique, special, and really loved and always loved by God.  **Suggested whole class activities**:   * Self-portraits. * Drawing portraits of each other. * Thumb prints/handprints. * Talent show - sharing their unique skills and talents with others. |
| **Continuous provision:** | **Areas of learning:**  **Understanding of the world:**   * Make a family tree to show all the members of your family.   **Expressive arts and design:**   * Use paint/ink to make hand/fingerprints and turn them into animals from the creation story. * Decorate cut-outs of people to represent every member of the class.   **Literacy:**   * Use post-it notes to write what they notice is a special quality about someone else in the class and stick it to their photograph. * Select books available that represent all of the members of your class and their families.   **Maths**:   * Compare your height, shoe size etc to your friends – Who is tallest? Who is shortest? Does anyone have the same size feet? |
| **Resources:** | * Baby photographs/family photographs for each member of the class. * Mirrors. * Selection of craft materials – ensure that children have access to a variety of skin-coloured paints/crayons. * Selection of books about different families and people from different backgrounds. |
| **Sensitivities:** | Please be aware of sensitivities around family, religious and cultural backgrounds. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 5:** What and who do Christians believe is precious to God? | |
| **Intentions:**  To give pupils opportunities to: | * Know that Christians believe God designed and created all living things. * Know that Christians believe each living thing is precious and is loved and cared for by God.   **Key religious vocabulary:** Creator, unique, valuable. precious. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Show some pictures/videos of animals/insects. Who do Christians believe created all these creatures?  Print pictures of a range of creatures and work together as a class to put them in order of which one they think are most valuable to God (include some unpopular creatures including flies, spiders, rats etc).  **Key questions:**   * Why is this creature the one that God values most? * Is this creature unique? * Is it ok for humans to kill spiders/flies etc? * Why did God create all these different creatures? * Are there any creatures on Earth that God does not like/value? * Are humans more important than other living things?   **Introduce this week’s question: What and who do Christians believe is precious to God?**  **Read Matthew 10: 29-31**  Unpack these Bible verses with the pupils. What do the pupils think that these Bible verses mean?  Explain that Christians believe that human beings are unique among God’s creation. We are unique because we are made in God’s image. Nothing else in God’s creation is made in His image, which means God places a high value on our lives. God cares about the rest of His creation, yet He places a higher emphasis and importance on human beings because we are made in His image. As Jesus tells us, we are worth more than many sparrows.  **Suggested whole class activities**:   * Pupils to draw/paint a picture of the creature they believe is most valuable to God. Scribe their reasons for choosing this creature. |
| **Continuous Provision:** | **Areas of learning:**  **Understanding of the world:**   * Go on a ‘creature hunt’ around the school and/or local area – how many different creatures can you find?   **Expressive arts and design:**   * Butterfly paintings –blob paint on one side of a piece of paper, fold it in half and press down. Open up to create a beautiful symmetrical butterfly.   **Literacy:**   * Make a poster to promote an unpopular creature – list the features that make it unique. * Have books about animals/bugs etc available.   **Maths**:   * Order the pictures of creatures from smallest to largest. * Use small-world animals and a set of balance scales to compare weights of different creatures. |
| **Resources:** | * Pictures of a wide range of different creatures. * Selection of craft materials. * Selection of books about different creatures. |
| **Sensitivities:** | Muslim pupils need to be given the chance to respond in ways that do not compromise their faith. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 6:** Why is Harvest important? | |
| **Intentions:**  To give pupils opportunities to: | * Know that Harvest is important to Christians. * Recognise that Harvest Festival is a time for Christians to say ‘Thank You’ to God. * Know that we should all be thankful for what we have. * Consider how we can share the gifts of creation with others.   **Key religious vocabulary:** Harvest, Harvest Festival, creation, thankfulness. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**  **Concept:** Creation  Show some pictures of Harvest produce being displayed in a Church for Harvest Festival.  Ask the pupils questions about the pictures, (e.g., What can you see in this picture? Where do you think this is? Why is the produce on display? What might the people be thinking who have put this produce on display? etc.)  Encourage pupils to share any personal experiences that they may have had of a Harvest Festival.  **Introduce this week’s question: Why is Harvest important?**  Introduce the concept and distinctively Christian value of thankfulness, explaining that Harvest reminds Christians of all the good ‘gifts’ God gives them and that they need to say “Thank You” to Him.  Discuss with the pupils what happens to the produce/other items/money that is collected at Harvest Festival.  **Key questions:**   * Why is it important to say “Thank you?” * Why do Christians feel that they need to say “Thank you” to God for Harvest? * Why is it important to give to others who do not have as much as we do?   Harvest reminds Christians of all the good things God gives them. A time to say thank you to God in a practical way. Share what members of the class are each thankful for and what we can each do to share the gifts of creation with others.  **Suggested whole class activities:**   * Invite the school incumbent/other clergy to speak to the pupils in class about Harvest and why it is celebrated by Christians. * Pupils could visit the parish church to look at the Harvest produce on display – encourage children to bring in a donation, if possible, to add to the display. * Help to decorate the school/church for Harvest Festival. |
| **Continuous provision:** | **Areas of learning:**  **Understanding of the world:**   * Display some photographs of Harvest past and present for children to compare and contrast. Consider how harvest festivals might be celebrated around the world – compare and contrast.   **Expressive arts and design:**   * Learn songs for the Harvest Festival – have a selection of instruments available to accompany. * Set up a ‘Harvest Festival’ in the role play area.   **Literacy:**   * Make a poster to encourage people to make donations for the Harvest Festival. |
| **Resources:** | * Pictures of Harvest (now and in the past). * Pictures of Harvest being celebrated around the world. * Musical instruments. * Craft materials to make decorations. |
| **Sensitivities:** | Please be aware of sensitivities around family circumstances, religious and cultural backgrounds. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |