



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Autumn 2 Subject: RE

Understanding Christianity - Creation - What do Christians learn from the Creation Story?

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary & examples
1	I can discuss what I find 'wonderful in the world.'	Children to go outside with a 'wonderful world collection sheet' to collect what they find wonderful about the world of nature (discuss appropriate and inappropriate items to stick onto their collection sheet!) take digital images of 'wow factors in nature' Return and listen to 'Wonderful World' by Louis Armstrong. Read the Jewish and Christian Creation story (Genesis 1:1-25. Children to have opportunity to write or draw what they think is wonderful about the world Place the concepts of God and Creation on a timeline of the Bible's Big Story.	Creation, wonderful, nature Texts at www.biblegateway.com . <i>The International Children's Bible</i> is clear and accessible.
2	I can talk about what Christians believe God must be like and what he might think.	If God is Creator, what kind of God must God be? Recall learning from this unit in KS1. List some ideas. Use James Weldon Johnson's poem to get pupils to think about what God's perspective might be. Now, reading the text from a Bible, share Genesis 1:26-31, focusing on what it says	James Weldon Johnson's poem is available on 'Poem Hunter': www.poemhunter.com/poem/the-creation

		<p>about humans being made in God's image and being given control over the earth. What would God think of how 'man' is treating the world and his creations?</p>	
3	<p>What do Christians believe about God?</p>	<p>Look together at a translation of the Bible from the original text (for example, the <i>International Children's Bible</i>; see Resources). Ask pupils to count the number of times that the words 'good' or 'very good' are used to describe how God sees creation. Discuss what parts of God's creation in the story were good/very good (ensure that humans are one feature in the discussion). How good and clever is creation/the natural world? Add any extra ideas to the list describing what Christians think God must be like from this story.</p> <p>Pupils share a time when they have created something they thought was good or really liked, for example, a story/ picture/ design/ model/poem. How did they care for their own 'very good' creation and how did they want others to treat it? Talk about how people look after the 'wow' objects humans created.</p>	
4	<p>Describe what Christians do because they believe in God.</p>	<p>Recap last week's session – how we look after wow objects humans created. Explain how many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals.</p> <p>What do Christians learn from the Creation Story.</p>	
5	<p>I understand how the Bible helps Christians.</p>	<p>Give a volunteer a selection of lego bricks and ask them to build exactly what another teacher has built, but don't show them what it is. What difficulties do you have? What would help even without seeing the end product? (instructions or have the</p>	<p>Creator, Bible,</p>

		<p>maker/designer with them) Make the link between this and the way Christians view the Bible - the Maker Manual inspired by God to help his people understand life and how to live it.</p> <p>Discuss how Christians let their Creator be their guide through life; they do best when they listen to God. Ask pupils to recall how the Bible helps Christians. (It guides them through life, helping them to understand life and how to live it.)</p>	
6	I understand how I can help to look after our world and the people in it.	<p>Ask pupils: what instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28-30. Ask pupils what they think it means. Use Resource Sheet 2 which offers some possibilities. Ask them to decide which are the most likely and the least likely meanings.</p> <p>Explain that there are many ways in which people can be God's stewards, and that this extends beyond looking after nature. People can give their time, money and talents to look after everyone and everything. Recall times when pupils in the class have done this - Aid to Africa, giving to the Food bank at harvest etc.</p>	<p>Genesis 1:28-30</p> <p>See attached resources for resource sheet page 2 which has the reading from Genesis on.</p> <p>Get the children to work in groups to discuss the most to least likely meaning and order the statements ready to feedback to the class with their reasons for ordering this way.</p>
7	I know why we should look after our world whether we are Christian or not.	<p>Present pupils with the areas that people could learn about from the Christian creation story. For example:</p> <ul style="list-style-type: none"> • Humans • God • Animals • Nature • God designed the world • The world is 'very good' • God created the world from nothing • Humans are responsible for the earth • The world is amazing. 	

		<p>In groups, discuss what pupils think can be learned about each area from the creation story. Ask them to decide which are the most important two for Christians, and why – allow a range of views.</p> <p>Remind pupils that not everyone is Christian or believes the world was created by God. Ask pupils to think of other reasons why nature and humans are important, and why we should look after the world and each other.</p> <p>Pupils to decide upon one thing that everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in God).</p>	
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