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| **Advent Term 1**  Creation and Covenant – Year 1 | | | | | | | |
| **Age 6Learning outcomes:**    Recognise in an age appropriate way that the church teaches that all that is comes from God, Our Father who made heaven and earth.  Be introduced to the story of creation in genesis 1, as a prayerful and poetic reflection on God’s world and be able to tell this story in any form.  Recognise that prayer is a way of drawing us closer to God, become familiar with the sign of the cross and the Our Father.  Recognise that the church teaches that God gave human beings the responsibility for taking care of the World and its people and encounter the term stewardship.  By age 6 pupils will be exposed to opportunities to think creatively and critically about what they have studied through art, music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering and imagining. They may express their creative or critical reflections through different mediums such as writing, poetry art music or dance.  **Understand**  U1.1.1 Recognise that the story of creation in Genesis 1:1- 4 and 24\_26 is an ancient prayerful poetic reflection on God’s world and retell this story in any form.  U 1.1.2 Recognise in an age appropriate way the church teaches that all that comes from God, our Father, who made heaven and earth.  U1.1.3 Recognise, though people cannot see God, they can sense his presence through the saw and wonder experienced in the beauty and order of Creation.  U1.1.4 recognise that the church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love to God and each other.  U1.1.5 Know that Pope Francis wrote a letter, called Laudato Si’, about the gift of creation and the importance of taking care of the world as it is everyone’s home.  U1.1.6 Recognise that prayer is a way of drawing closer to God. | | | | | | | |
| Big Question.  What is the wonderful gift of Creation? | | Reading for Pleasure enhancements.  A version of the Christian creation story. | | Home Activity – pre-commencement  Go out into your garden or somewhere in nature and look at all the wonderful things around you – What did you see? Pictures or photos to look at in the first lesson. | | | |
|  | Session 1  Understand Hear | | Session 2  Understand/Discern  Hear | Session 3  Understand  Believe | Session 4  Understand/ respond/Believe | | Session 5  Understand  Believe |
| **Learning Focus** | **Retell the story of the creation in any form. Genesis 1:1-4 24- 26** | | **Know that creation is a gift from God and talk about how it’s expressed in different artistic ways.** | **Know that God is in there and wonder of creation and recognise that prayer can bring us closer to him.** | **Reflect upon the opening words of the Creed and reflect on what they and the words of the Our father means to them** | | **Recognise that God gave the responsibility of looking after His creation and each other.** |
| **Recall and Retrieval** | EYFS God made our beautiful world and everything in it ( use the pictures the children have brought in)  God made me. God loves us. | | Using the pictures from the previous lesson remember what God created | Retell the verses of the Creation story they have studied. | Say the Our Father together - | | What does the Creed say about creation?  What does the Our Father say? |
| **Sequence of knowledge throughout the lesson** | Experience the verse of the scripture with the use of images.  Know that the world was a dark place with the spirit flowing over the waters.  Know that God created light.  Know that God created the creatures and living things.  Know that god created humans.  Know that God saw it was good.  Know that everything we see in the world is a gift from God. | | Know that God created everything in our world.  Know that the creation story is expressed in different artistic ways.  Talk about what they like about the different ways. | Know that everything we see is created by God because he loves us.  Express the awe and wonder on the school’s grounds by creating artistic interpretations of them.  Respond writing a simple prayer to praise God for what they have drawn. | Know that as a community, the church prays the Creed and the Our father to pray to God and worship him.  Know that the Our father praises God ( Our father who art in Heaven, hallowed be thy name) and that God’s kingdom is a place where God rules and people behave in the way that Jesus teaches them to. Christians believe that in God’s kingdom, people love and respect God as he deserves and people treat each other fairly and kindly. This is also God’s will. He wants the world to be the best place for us to live. When Christians pray this, they are praying that the Earth will be a place of peace and justice. ( On earth as it is in Heaven  Respond the opening line of the Creed | | Know that in the scripture it says: Then God said, 'Let Us make humans in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.  Know that this means that humans have stewardship – caring for creation.  Know that by caring for creation we are loving God.  Know that God wants us to love and care for the world because the world is God’s gift to us. |
| **Key Skills/disciplinary knowledge** | U1.1.1Recognise that the story of Creation in Genesis 1:1-4 24- 26, is an ancient , prayerful poetic reflection on God’s world and retell in any form.  U1.1.2 Recognise in an age-appropriate way that the church teaches that all that is, comes from God, Our Father who made heaven and earth. | | D1.1.1Talking about how God’s gift of creation is expressed through the scriptures and diverse creative and artistic expressions, art music | U1.1.3 Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of creation.  U1.1.6 Recognise that prayer is a way of drawing closer to God  U1.1.2 Recognise in an age-appropriate way that the church teaches that all that is, comes from God, Our Father who made heaven and earth | R1.1.1 reflecting on the words of the Our Father and the opening of the creed say to themU1  U1.1.2 Recognise in an age-appropriate way that the church teaches that all that is, comes from God, Our Father who made heaven and earth | | .1.4 Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this we show love for God and each other. CST Stewardship  U1.1.2 Recognise in an age-appropriate way that the church teaches that all that is, comes from God, Our Father who made heaven and earth |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * Pictures/piece of art in the centre of tables/on screen for class discussion – discuss what they show? What can you see? * Asking children who made these? Why do you think they were made? Do you think they were all made at the same time? * Teach children that this is God’s creation, that the story is in the Bible, in Genesis, and is a prayerful way of sharing God’s Creation with us all. * Use Bible Gateway (Genesis) to tell the story of Creation, along with the images/objects to explain each day.   **Creating a little book of Creation: Ordering pictures of creation to stick in/draw (depending on abilities) on each page.**  **(C.P – Paper Plates with picture ideas to create their own scene of one day of Creation.  Sensory area of different objects to represent God’s creation – fish in water, pebbles, ribbons and materials for sea, artificial grass, flowers, torch for light, dark area)** | | * Retell the story of Creation as a class, use the pictures to order and put onto a washing line. * Teach – God created everything in our world. * Share the song – All Things Bright and Beautiful. Children to listen and watch, and then have the opportunity to join in. * Carousel activity – different artistic representations of Creation on tables: key questions – what do you think it shows? How do you know? Which do you like the most? How does it make you feel? Which day do you think was the most important? Why? (Explore and recognise that there is no right or wrong answer). * Discuss and explore some of the works of art together, talking about God’s gift of Creation and the diverse cultural representation.   **Children to create their own piece of art expressing one of the day’s of Creation: paint, water colour, pastels.** | * Creation Music – children to have time reflecting and exploring. * Detectives, children to have clip boards and magnifying glass! If possible, go for a walk in the outdoor spaces to explore God’s Creation all around us. Explore – what has God created, how wonderful it is, awe and wonder of our world. * Gather different objects from the walk: grass, flowers, leaves, stones to add to the prayer focus table. Use clip boards: note down what we can see and feel – the sky, clouds, wind, sun, rain? * Discuss that God created this world for all of us, we thank God for the wonders He has created. He created Heaven and Earth. God is Our Father. * **Verbal praise, prayer time, all sitting around the prayer focus, thank you God for…** * End with ‘If I were… I thank you God’ to sing together.   **Use the template and sentence stem to create own short prayers of praise for Creation.**  **(C.P – Use different things gathered to create a ‘thanksgiving’ box of God’s wonderful world).** | * Reiterate the importance of making the sign of the cross. A prayer to God. * Reiterate that it is God our Father who made Heaven and Earth. * Express and listen to the Our Father – discuss how this brings us closer to God. Experience through prayer and song.   **Children to work in groups to create actions for the different parts of The Our Father**  **Who is God the Father to you? Why is He important?**  **Create a bookmark of the words from the Our Father that are most important. Children to verbally express why it is important to them.**  **(C.P – Musical instruments to create their own music to the prayer ‘Our Father)** | * What can we see/not see? Discuss that sometimes we might not be able to see something, but we know it exists. What might this be? * Put words of the Nicene Creed around the room, children to gather them and together make the Nicene Creed. * Explain that God created everything, visible and invisible. * Use big pieces of paper, use salt and water, create messages and then paint over to reveal the message.   **Verbal response with photos – what does this prayer mean to me? Why is it important? Post it notes could be gathered to support evidence gathering.** | * Start with a box/gift… inside pictures of God’s creation from around the world. What does it show? This is God’s gift to us. * Question – who do you think should take care of our world? Whose responsibility do you think it is? * Introduce the term – stewardship, and Scripture quote: and how it is everyone’s duty to take care of God’s world and Creation. * Sorting activity of what we can do to look after and take care of the world/ways in which we can’t. Pictures and words. * Explain that when we take care of God’s world, we are showing our love for God.   **Create a poster: children to draw pictures and write captions on how they are going to take care of the world.**  **(C.P – group sorting activity of ways to take care of the world/not to take care.)** |
| **Adaptive teaching** | **Pictures given: children to colour and order. Verbal responses of what children comment/say about Creation.** | | **Select own pictures and create a collage of different images.** | **Use key words to fill in the blanks to the prayer.**  **Use words to match together to create a prayer.** | **Cut and stick the key words that are most important to them.** | | **Use the group activity of sorting to sort into taking care of God’s world and not.** |
| **Challenge** | **Simple sentence writing underneath pictures within the book.** | | **After painting: why have you chosen this day? What does it mean to you?** | **Independent prayer of thanks to God.** | **Children to write down why the Our Father is important onto the back of their bookmarks.** | | **Write an explanation as to WHY we should take care of God’s Creation.** |
| **Key vocabulary and definition** | God  Creation | | God  Creation  Father | God  Creation  Father | God  Creation  Father  Creed  Our Father  **things visible and invisible** Nicene | | God  Creation  Father  Creed  Our Father Stewardship |
| **Resources** | Pupils experiences and pictures from home regarding creation.  Scripture slides  **PowerPoint Religious Art Paper Plates  Independent activity (book) Creation Images** | | All things Bright and Beautiful - Hymn <https://www.youtube.com/watch?v=FT_oDqOEGpc>  **PowerPoint Religious Art Images Paints/chalks/pastels** | Clip boards for God’s creation study.  **PowerPoint (includes music) Magnifying glasses Prayer Templates Shoe boxes (C.P) Objects and nature from outside** | **PowerPoint Our Father caption lines Bookmark templates Musical instruments (C.P)**  **Paper, paint, salt (invisible writing)** | | **PowerPoint Sorting words – caring for world/not Poster Paper** |
| **Diversity Links** | Exploration of religious art from different period in time and different cultures. | | Use artists from different cultures. | Reflection music to embrace different communities and backgrounds. |  | |  |
| **Checking for understanding (summative assessment)** | Do the children recognise:  The creation story in Genesis as an ancient , prayerful poetic reflection on God’s world. HEAR | | Do the children recognise:  **That the creation story can be represented in many ways.** | Do the children recognise:  God’s love for humanity is experienced through the beauty and order of creation (Believe) | Do the children recognise:  The opening of the Nicene Creed’ I believe in one God, the father almighty, maker of heaven and earth, of all things visible and invisible. (Hear)  That all that is, comes from God (believe)  That God is our Father (Believe)  That as a community, the church prayers the Creed and the Our Father to pray to God and worship him (celebrate) | | Do the children recognise:  Prayer is a way we draw closer to God ( Believe) |

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| **Creation and Covenant Year 1 Advent 1** | | | | | |
|  | Session 6  Understand  Hear | Session 7  Discern  Live | Session 8  Respond  Live | Session 9  Assessment  Believe | Session 10  Respond  Celebrate |
| **Learning Focus** | **know that the Pope wrote a letter, Laudato Si’, about the gift of creation and the importance of caring for the world as it is everyone’s home.** | **know that caring for our local community (school) matters to us and to God.** | **Know that around the world, different communities care for God’s creation.** | **Why should we care for God’s creation? Why does it matter?** | **Plan a Celebration of the Word to celebrate and respond to the unit.** |
| **Recall and Retrieval** | Who did God give responsibility to look after creation. | What did the Pope write about in Laudato si’?  (multiple choice from pictures) | How do we care for God’ creation? Why? | What did God say in the scriptures about our role with creation?  What does Pope Francis say? |  |
| **Sequence of knowledge throughout the lesson** | Pupils know that Pope Francis, the leader of our church, wrote a letter called Laudato Si.  Know that the letter is about caring for God’s creation.  Know that the world is everyone’s home and we have to look after it like God said in the scriptures. | Know that we start to care for God’s creation locally.  Know that it is important to care for our local community.  Know that we can care for our school community in simple ways  Know that our school mission helps us care for the local community ( school to make own)  Know that God wants us to care for God’s creation  Know that caring for the world is one of the ways we love and care for each other. | Know that all Christians around the world care for God’s gift of creation.  Know ways in which other cultures care for creation. | Know that God created man to look after His creation.  Know that in the Nicene Creed we say that we believe that God is the maker of heaven and earth, all things visible and invisible.  Know that Pope Francis write a letter telling us that we should care for creation.  Know whys in which we care for God’s creation.  Know that other Christian communities care for God’s creation. | Know that God wants us to love and care for the world because the world is God’s gift to us.  Know that caring for the world is one of the ways we love and care for each other.  Know that praying is a way people draw closer to God. |
| **Key Skills/disciplinary knowledge** | U1.1.5 Know that Pope Francis write a letter, called Laudato Si’ about the gift of creation and the importance of taking care of the world as it is everyone’s home.  U1.1.2 Recognise in an age appropriate way that the church teaches that all that is comes from God, Our Father who made heaven and earth | D1.1.2. Talking about why caring for God’s world matters for them and their local community. | R1.1.3 Listen to different communities and their experiences of how they care for the world. | R1.1.4 Talking about how they can care for God’s world. | U1.1.6 recognise that Prayer is a way of drawing us closer to God.  R1.1.2 reflecting on different ways to pray. |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * Look at image of Pope Francis – discuss who he is and why he is important. Explain that he wrote an important letter for us all to read, listen and follow. * Use the video link to share Laudato Si’ with the class. * Discuss what the message is, what has happened to our world? Why? * Talk about and discuss how we have damaged it and treated it badly by using so many resources, cutting down trees, polluted the world (sea, land and air) and building building building! * What do we need to do? We need to work together to build our Planet Earth. Use the video to highlight simple ways that we can protect and make our world better (switching off lights, recycling, water reducing, planting etc) * **Creating bird feeder and bird food for an outdoor space.  Use recycling to create a large multicoloured world (ready for next lesson).** * **Use the world map and a bandage around it… God wants me to take care of world, I can…** * End with listening to the ‘Laudato Song’   **(C.P – Picture sorting for things that can be recycled).** | * Discuss and review Laudato Si’ – what was Pope Francis saying? * Discuss again, whose responsibility is it to take care of the world? Is it easy? * We can take care of the world by looking after and taking care of our school and the people in it. * Explore your school mission, what does it say? What can we do? * Scribe and gather ideas of how we can live out our mission statement and care for our community. * Use the ideas, which do you think is the things we can do right now, which do we need to work on, which may we need the older children to help with. * **Joining people together (little people outlines), children to pledge write down one thing that they will do to help and care for their school community. (This could be used as a display in class around d the /corridor around a world)** * **iPad opportunity: News Report - children to work together to decide and say what they will do to help and care for their school. Create a class pledge to share with the school.** | * Reiterate Pope Francis’ Laudato Si’, how we need to protect our world and what we have pledged to do in our school. * Question – is it just our community that do things? What about the rest of the world? * Explain the charity CAFOD and what they do to support and help protect our world. Explore STEWARDSHIP again. * Option for carousel: Explore different children from different communities around the world (CAFOD). Teach or independent reading/learning. * ‘I wonder questions’ – give given the opportunity once carousel. Use post it notes to write down what they wonder about these communities. * **Create fact cards (for a lap book) on what the children around the world are doing and about some of the key communities who are living out Laudato Si’.**   **(C.P – World Map and different flags of the communities which are trying to help protect our world).** | * Revisit and look over everything that has been taught through the unit. * Ask the question – ‘Why should we care for God’s Creation? Why does it matter?’ * Rewatch Laudato Si’ to discover how our world needs to be protected and it is everyone’s duty to make our world a better place. * **Jigsaw pieces together - Ask questions for children to answer using pictures or simple sentences. Use as assessment to assess understanding of the unit. (This could be done one question at a time).** | * **Plan and deliver a Celebration of the Word with group/whole class taking each part of the Celebration.**  ***Use of CAFOD Laudato Si’ resources for songs, pictures if needed/wanted.***      * Opportunity for children to complete knowledge organiser questions |
| **Scaffolding** | **Scaffold through writing/scribing.** | **Scribe for individuals.** | **Children to use the fact cards to order which they feel is most important to the least important and verbally say why.** | **Use only pictures to draw to respond to the questions.** |  |
| **Challenge** | **Identify and write ways which we have damaged our world and how we can make it a better place.  Write own letter.** | **Write questions to challenge other people about what they are going to do.** | **Write an information fact file on one of the chosen communities.** | **Key questions – children to select their own questions to answer, increasing difficulties.**  **OR**  **Give the key question for children to free write their answers.** |  |
| **Key vocabulary and definition** | Pope Francis  Laudato Si’  protect damage | Community local mission | Communities support  develop |  |  |
| **Resources** | <https://youtu.be/PFKnZP7ldLk> Laudato Si Cafod video link.  **PowerPoint Recycling images Junk model objects (for big world) Bird feeder resources – (options on PP) World Map/bandage activity.** | **PowerPoint Cut out people Ipads Mission Statement** | <https://cafod.org.uk/education/laudato-si-for-schools/taking-care-of-creation>  **PowerPoint Laudato Si Reflection Cards (Communities around the world) Flag templates/world map** | **PowerPoint Key Questions Jigsaw activity** | **Celebration of the Word Cards** |
| **Diversity Links** |  | Potential diversity of the community within your school to explore. | Looking at how different communities from around the world care for creation. CAFOD video resource. |  | Use artistic expressions of the creation story from around the world.  Place pictures of the CAFOD community studied on the prayer area |
| **Checking for understanding (summative assessment)** | Do the children recognise:  An introduction to the ideas presented in Laudato Si’ (Hear) | Do the children recognise:  Caring for the world is one way that we care for each other ( live) | Do the children recognise:  How a community in another part of the world cared for creation ( live) | Do the children recognise:  That all that is comes from God ( believe) | Do the children recognise:   Prayer is a way we draw closer to God (celebrate) |