

Creation- Year 1/2

About the Unit

This unit focuses on the theme of Creation. The unit starts by looking at the world in which we live and the variety of things in it. The children will have the opportunity to explore their ideas as to where and how these were created. They should hear a variety of creation stories as well as what is known scientifically, thinking about life-cycles. The Genesis story of creation is shared by Jews and Christians. This will lead into the Jewish weekly celebration of Shabbat and the Christian thanksgiving festival of Harvest. The unit ends with pupils considering their own views and responses to the origin of the Earth and their responsibilities in relation to what the Earth provides.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity

1.6 Values and commitments

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.1d	sources	Explore a range of religious stories and sacred writings and talk about their meanings
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2b	reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2d	responses to ethical and philosophical issues	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour

Range and Content (traditions and themes)

This unit focuses on the Christian and Jewish traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- c) **Celebration and festivals:** how and why celebrations are important in religions

Curriculum opportunities:

During the course of this unit children may use:

Art- to draw/paint natural objects; to make books, pop-up books and collages re-telling creation stories; to make a 'Thank You' collage

Science- to investigate the needs of natural things

Dance- to re-tell the Creation story

Drama- to re-tell the Creation story; to role-play setting up for Shabbat

Music- to choose appropriate music for each day of Creation or to use musical instruments to make their own Creation music; to sing Harvest songs/hymns and/or write a class Harvest song

Literacy- to re-tell creation stories; to write Harvest prayers/poems/songs; to write 'thank you' cards

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Know aspects of the Judeo/Creation story of Creation. Can sequence pictures to help tell the story independently. They know Shabbat is celebrated by Jews and Harvest is a Christian celebration. Working towards Level 1	Name some of the things they need which the Earth provides. They can retell the Judaeo/Christian story of Creation simply. They can use books/pictures to find out how Jews celebrate Shabbat or how Christians celebrate Harvest. Level 1
Developed	Name some of the things they need which the Earth provides. They can retell the Judaeo/Christian story of Creation simply. They can use books/pictures to find out how Jews celebrate Shabbat or how Christians celebrate Harvest. Level 1	Relate the experience of Jewish/Christian children involved in celebrating to the pupil's own ways of showing joy at the Earth. They express their own opinions about the origins of the Earth in relation to the stories heard. Level 2
Extended	Relate the experience of Jewish/Christian children involved in celebrating to the pupil's own ways of showing joy at the Earth. They express their own opinions about the origins of the Earth in relation to the stories heard. Level 2	Consider why Christians and Jews share a Creation story. They give reasons for their own ideas about the origins of the Earth. They express sensitive responses to this concept in their dance/drama and discussions. Level 3

Possible assessment tasks:

- Tell a partner what they think is amazing in the natural world and why
- Observe and record children's ideas for movements in drama/dance retellings of the Creation story
- Observe children role-playing setting up for Shabbat
- Write poems/prayers/songs of thanksgiving

Resources

You may find the following resources useful when teaching this unit:

- Posters/pictures of natural things, perhaps in a Powerpoint presentation
- Film footage of the natural world.
- Books which explore the natural world and how it came to be, such as: *Wonderful World*, Nick Butterworth, Hunt and Thorpe; *How the Whale Became*, Ted Hughes, Puffin; *I Wonder Why?* Rock & Corr, Lion.
- Life-cycle books
- Creation stories or video such as *Quest: Creation Stories*, Channel 4
- Art materials for re-telling creation stories
- Genesis 1 in children's Bible
- Torah scroll
- Appropriate music for Creation or musical instruments to create own Creation music
- Books about Shabbat such as *The Seventh Day is Shabbat* and *Teacher's Resource Book*, M Barratt, Heineman or try this website: <http://www.akhlah.com/holidays/shabbat/shabbat.php>
- DVD: *Pathways to Belief: Judaism*, BBC or Video: *Places for Worship (2): Shabbat*, BBC.
- Shabbat artefacts: challah loaf, candles, kiddush cup, white tablecloth, prayer shawl, capel, torah scroll
- Visit to church or visitor from church
- Collection of Harvest songs/hymns
- Video: *Introducing Sarah and Paul: Harvest Festival*, Cross View Audiovisual.
- Art materials for thank you cards and 'Thank You' collage

Vocabulary

natural	nature	awe	wonder	Creation	Genesis	Christian	Harvest	thanksgiving
Jewish	Shabbat	challah	kiddush	havdallah				

Glossary of Key Terms

Challah

Two loaves of bread (challah) are blessed. The two loaves represent the double portion of manna given before Shabbat when the Israelites wandered in the desert. The challah bread is like a plaited loaf.

Havdallah

A plaited candle with several wicks is lit to end the Shabbat ceremony.

Kiddush

Before the Shabbat meal a blessing is said over the wine (Kiddush). It celebrates the creation of all things and the freeing of the Israelites from the bondage of Egypt to live as free people.

Shabbat

Shabbat is a day of rest, set aside by Jews from all other days. Shabbat begins on sundown on Friday night and ends on Saturday night at sundown. It is a day that is set apart from the rest of the week. It begins with the lighting of candles and the saying of blessings, followed by a family meal.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

If there is a suitable opportunity, the Jewish festival of Sukkot can be mentioned alongside the Harvest link, but it doesn't link with Shabbat. Sukkot is the Festival of the First Fruits. It recalls God's provision of manna in the wilderness and the first harvest in the Promised Land.

If the Hindu tradition were to be used instead of the Jewish it would be relevant to focus on the churning of the ocean as the source of good and bad things at Creation. However, there is no festival related to it. A dance version of the story is available on the video -*Quest: Creation Stories*, Channel 4.

The Muslim story is very close to the Judaeo/Christian one and could be used, but there is no festival based upon it.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p><i>To be able to identify things from the natural world that create feelings of awe and amazement</i></p> <p><i>To be able to share ideas of how natural</i></p>	<p>What natural things are all around us?</p> <p>Where did all these things come from?</p> <p>What's so amazing about our world?</p>	<p>Collections of natural objects.</p> <p>Pupils' own ideas about where all these things in the world come/come from.</p>	<p>Look at and discuss a collection of natural objects. Create a class mural of natural things using pictures/photographs and/or children's drawings. Talk about the diversity of the natural world.</p> <p>Look at life-cycle books with the children and discuss the changes that take place in the natural world. Ask the children to consider the things they think are most 'amazing' about our world. Discuss the feeling of 'awe and wonder' some natural things cause us to feel. Make a class book of these things.</p> <p>Discuss with the children where they think these things come from and perhaps add the children's ideas to the book or make a mind map of the children's responses.</p>	<p>Children are able to identify natural things.</p> <p>Children can identify things in the world that they find particularly amazing.</p> <p>Children can share their own ideas about where these amazing natural things came/come from.</p> <p>Some children can give reasons for their ideas.</p>	<p>Posters/pictures of natural things, perhaps in a Powerpoint presentation.</p> <p>Film footage of the natural world.</p> <p>Books which explore the natural world and how it came to be, such as: <i>Wonderful World</i>, Nick Butterworth, Hunt and Thorpe; <i>How the Whale Became</i>, Ted Hughes, Puffin; <i>I Wonder Why?</i> Rock & Corr, Lion.</p> <p>Life-cycle books.</p>

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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p><i>To retell several creation stories, with the Judeao/Christian story in greater detail and discuss its importance to both traditions</i></p>	<p>What things does the Earth provide to help these natural things around us grow?</p> <p>What stories do Jews and Christians tell about the beginning of the Earth?</p>	<p>Identify food, water, shelter, air, warmth and light as needs of living things.</p> <p>The Genesis story of Creation as the story to which both Jews and Christians relate.</p>	<p>Discuss the needs of natural things with the children. Link discussion with work and knowledge gained elsewhere in the curriculum e.g. science.</p> <p>Listen to Creation stories being told or watch short animated versions of creation stories on video/DVD. Provide opportunities for the children to further explore and retell these stories through drawing, writing stories, making books/pop-up books, writing poems and group collages. Discuss with the children what these stories tell us about what the world is like.</p> <p>Tell the Creation story in Genesis. Explain that this story is found in the Bible and the Jewish Torah. Explore the story through dance and drama. This could take several sessions or perhaps a whole-day workshop. Appropriate pieces of music could be chosen to accompany drama/movements for each of the 7 days or perhaps children could create their own music for each day.</p> <p>Discuss with the children their own thoughts and feelings about the Judeao/Christian story of Creation.</p>	<p>Children can retell some Creation stories.</p> <p>Children can retell in greater detail the the Judeao/Christian story of Creation using drama and dance.</p> <p>Some children show understanding that this story is important to both traditions and begin to understand why.</p>	<p>Creation stories in book form or using a video/DVD such as <i>Quest: Creation Stories</i>, Channel 4.</p> <p>Art materials for activities re-telling creation stories</p> <p>Genesis 1 in a Children's Bible</p> <p>Torah scroll</p> <p>Appropriate music tracks or musical instruments for making Creation music</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>To know what Shabbat is</p> <p>To be able to name some of the preparations Jewish people make for Shabbat</p> <p>To be able to role-play getting ready for Shabbat</p>	<p>How do Jews celebrate the creation of the Earth?</p> <p>What do Jewish people do on the day of Shabbat?</p> <p>Why do they do these things?</p>	<p>The pattern of the week related to celebrations.</p> <p>Different activities Jewish people do to prepare for Shabbat.</p> <p>Shabbat as a special day within the Jewish home.</p>	<p>Talk about and share ways in which Jewish children and adults prepare for and celebrate Shabbat. Ideally, ask a Jewish visitor to come in to school to explain what Shabbat is and talk the children through the different preparations.</p> <p>Discuss the reasons behind practical home preparations. Tell the children about the rituals associated with the beginning and end of Shabbat.</p> <p>Introduce Shabbat artefacts: candles, challah loaf, kiddush cup, white tablecloth, prayer shawl, capel, torah scroll. Use these to show how a family prepares. If possible, share some of the Hebrew blessings that are said during Shabbat with the children.</p> <p>Discuss the idea of Shabbat as a day of rest, celebrating the 7th day of Creation. Draw up a list of 'do's and don'ts' for the day of Shabbat to support their understanding. Emphasise that it is a holiday that everyone looks forward to.</p> <p>Provide opportunity for the children to role-play a Jewish family setting up a table for Shabbat.</p>	<p>The children know that Shabbat is a celebration of the 7th day of Creation.</p> <p>The children are able to identify some of the preparations Jewish people make for Shabbat and give some reasons for these things.</p> <p>Children can set up a table ready for Shabbat in their role-play.</p>	<p><i>The Seventh Day is Shabbat</i> and <i>Teacher's Resource Book</i>, M Barratt, Heineman.</p> <p>DVD: <i>Pathways to Belief: Judaism</i>, BBC</p> <p>Video: <i>Places for Worship (2): Shabbat</i>, BBC.</p> <p>Shabbat artefacts</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To know what a Harvest Festival is</i></p> <p><i>To be able to explore ideas of thanksgiving in prayers, poems and songs</i></p>	<p>How do Christians show that they say thank you to God for what he has created?</p>	<p>Christian Harvest festivals as a way of being thankful.</p> <p>Sharing as a way of saying thank you.</p>	<p>Discuss the idea of a Harvest festival and invite the children to share their own experience of this at school or in church.</p> <p>Visit a church or invite a visitor from a church to talk about how the Christian church celebrates Harvest.</p> <p>Look at a selection of Harvest songs/hymns and identify the thanksgiving elements and they relate to Harvest. Talk about how sharing is a good way of saying thank you to God for providing food.</p> <p>Write a class Harvest song, prayer or poem with a thanksgiving theme.</p>	<p>Children know what a Harvest festival is.</p> <p>Children are able to identify elements of thanksgiving in Harvest songs and hymns and can use these ideas to write a Harvest song/poem/prayer.</p>	<p>Visit to church or visitor from church</p> <p>Collection of Harvest songs and hymns.</p> <p>Video: <i>Introducing Sarah and Paul: Harvest Festival</i>, Cross View Audiovisual.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To be able to identify things and people you are thankful for</i></p>	<p>Who do we want to thank for the wonderful things in the world? Why?</p>	<p>Pupils' own choices</p>	<p>Ask children to draw or paint things they are thankful for to make a class 'Thank You' collage.</p> <p>Discuss with the children who they want to say 'thank you' to and why. Perhaps make a list or write thank you cards.</p>	<p>Children can identify things and people they are thankful for and to.</p>	<p>Art materials for 'Thank You' collage and cards.</p>