

Topic Title: Christianity – God/Creation

Early Years Foundation Stage Autumn 1



Enquiry Question:

Why is the word 'God' so important to Christians?

Disciplinary Focus:

Theology

Background for Teachers:

Core beliefs behind this unit, taken from *Understanding Christianity*.

Christians believe that:

- God is 'the Father almighty, the Creator of heaven and earth', who created the world from nothing. God is eternal and has no beginning and end.
- God's creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him.
- 'The Earth is the Lord's and everything in it.' God is King of the universe, above all else. His name should be respected and hallowed (kept holy).
- Humans are part of God's creation. Each person is known by God and has a place and purpose in the universe; each has been created to 'know God and enjoy him forever'.
- Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'.
- Humans are made in God's image. We can create and be creative like our Maker, but God is the true 'giver of life'. We should give thanks to God for his good gifts; at Harvest, for example.

Previously On ... (Links to Prior Learning):

For the majority of children entering school, the word 'God' is an interjection, or swear word. Religious Education will give them another use of the word. See Lesson 1 for the introduction of Christian beliefs about the word 'God'.

Big Questions:

What does the word 'God' mean?

What does the word 'creation' mean?

Why did God make the jellyfish?
What religious stories do you know?

What is the creation story about?

Why might people tell this story?

Why might God be a very important person for Christians?

How is God like the pearl in the parable of the Precious Pearl?

Why would Christians be interested in caring for animals?
Why do Christians believe that it is important to work together to take care of our world?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lessons 1 & 2	<p>LO: to use the word 'God' and explore the idea that Christians (Tom and Tessa's family) believe God is the giver of life.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p>Starter: Introduce Tom and Tessa, two imaginary Christian children – you could use dolls to bring these characters into the classroom. Explain that they have brought their treasure box! From the box, take lots of jelly, some books about jellyfish and some pictures of jellyfish.</p> <p>Input: Give the children time to share the experience of jelly. Make packet jellies of differing colours with the children and discuss how it looks, feels and changes.</p> <p>Put the jellies in large trays and encourage the children to explore using their senses. Have jelly for snack – how does it taste and feel in the children's mouths? Why do children like jelly so much?!</p> <p>Look at some pictures of jellyfish and explore them using descriptive words. Do a web search about jellyfish together to find out more about them. Use words like 'dangerous' and 'sting'.</p>	<p>Task: Return to Tessa and Tom, who were at home with Grandad making jelly for tea. Take a Bible storybook from the treasure chest and explain that while the jelly was setting, Grandad read them a story from their Bible storybook about God creating the world.</p> <p>Read the creation story and discuss. What do the children think it means? Did God really create the world in seven days? What would it have been like on the day when God made the seas teem with all the fishes?</p> <p>Return to the pictures of jellyfish. Ask the children to create jellyfish using collage materials or playdough.</p>	<p>Plenary: Discuss the results of the children's jellyfish creations. How easy was it to create a jellyfish? Was it alive when they had finished? Why not?</p> <p>Explore the idea that 'God is the giver of life' – even to jellyfish!</p> <p>Challenge: Tessa asks, 'God is an amazing Creator, Grandad, but why did he make jellyfish? We can't eat them and they might sting us.' What might Grandad have replied?</p>

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Lesson 3	<p>LO: understand how Christians believe that God is the creator of the universe and everything in it.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p>	<p>Starter: Reintroduce Tom and Tessa and recap the idea that Christians, including Tom and Tessa’s family, believe that God is behind all there is in the world – that he is the Creator and the giver of life. Use the word ‘creator’. You could enjoy this CBeebies song together, ‘<i>Ask Anything: Are Jellyfish Made of Jelly?</i>’: https://www.youtube.com/watch?v=x2VkdVCvRN8</p> <p>Input: Begin by talking about the meaning of a ‘VIP’ – who do the children know who is a VIP? Explain that God is a VIP for Christians.</p> <p>Q- What does the word ‘God’ mean? Q- Why might God be a very important person for Christians? Using the word ‘important’, explain how the word ‘God’ is so important to Christians because God is the name of the Creator of the universe, whose name must be respected. Link this to our Learning for Life Behaviour of ‘<i>Respect Yourself and Others</i>’.</p> <p>Explain that Tom and Tessa got lovely magnifying glasses for their birthday. They have been using them to find and identify bugs in Grandad’s garden. They have handled the bugs carefully. Look at Tom and Tessa’s bug books*, collecting box and magnifying glasses. What bugs might they have found? Grandad said, ‘Be careful with the bugs because they are part of God’s world too, just like you’. Then he sat them under a tree and told them a wonderful story of how God asked the first human, Adam, to name all the animals (Genesis 2:19-20).</p> <p>Look at a picture of Adam naming animals – which animals can the children name? Lots of pictures vary from cartoons to icons – you could use a selection and see how many animals the children recognise. You could work together to create your own scene of Adam naming the animals and invite the children to each make an animal out of playdough to place around Adam.</p>	<p>Task: Key suggestions for continuous provision to support understanding of how Christians believe that God is the creator of the universe and everything in it:</p> <ul style="list-style-type: none"> • Book area: children’s Bibles open at the creation story or Adam naming the animals. • Outside/construction: mini-beast hunts and making mini-beast homes. • Writing/mark-making: ‘Care for a bug’ poster or beastly bug prayers. • Role play: mini-beast exploration centre or being Adam naming animals. • Sand/water: making playdough animals or finding minibeasts in sand. • Creative area: collage minibeasts for big ‘Adam’ collage or giant junk model animals. 	<p>Plenary: Explain how Christians believe that they are called by God to care for the world. God loves the world he has made and has put humans in charge of caring for his creation. It is a big responsibility.</p> <p>Q- What does the word ‘creation’ mean? What could the children do to help care for the world?</p>

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Lesson 4	<p>LO: to understand how Christians use the name 'God' with care.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p>Starter: Reintroduce Tom and Tessa. Explain that Tessa found Mum's special pearls. She opened the box and got them out to play with. She was not very careful. When Mum found her, she was cross because the pearls were so special to her. Tessa was very sorry. At bedtime, Mum brought in the special box with the pearls. <i>'Open them for me, Tessa, please,'</i> said Mum. Tessa knew now she must be careful. She must do what Mum said. The pearls shone. They were beautiful. Mum told them one of Jesus' stories from the Bible about a really special pearl.</p> <p>Input: Tell <i>The Parable of the Pearl</i>. Talk about things that we take special care of – you could ask the children to look after something special for you all morning. Ask the children to give examples of things that they take special care of.</p> <p>Tessa said, <i>'God is special like your pearls and the pearl in the story, isn't he, Mum?'</i> Mum said, <i>'You're right, and we must be just as careful with God's name as with my pearls. God's name is precious and holy because God is precious and holy. Jesus said that in the special prayer he taught us. Let's say the prayer together.'</i> They said the Lord's prayer and then Mum gave them both a hug and said, <i>'Good night, twins. God bless.'</i></p>	<p>Task: Key suggestions for continuous provision to support understanding of how Christians use the name 'God' with care:</p> <ul style="list-style-type: none"> • Book area: <i>Lord's Prayer</i> or other prayer books, find the name 'God' in books and prayers. • Writing/mark-making: Writing names or the name 'God' in all sorts of ways e.g. glue/glitter/markers. • ICT/technology: Typing 'God' and changing font. • Role play: <i>Precious Pearl</i> parable/ dressing-up clothes/be a pearl merchant • Sand/water/malleable: Hunt for 'pearls' in the sand or gloop and pick them out with large tweezers. • Creative area: Make a special box for some pearls. • Listening corner: Lord's Prayer song 	<p>Plenary: Children from Year 6 to teach EYFS the Lord's Prayer.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p>LO: to understand how Christians thank God for his creation.</p> <p><i>Making Sense of the Text</i> <i>Understanding the Impact</i> <i>Making Connections</i></p>	<p>Starter: sing <i>He's Got the Whole World in His Hands</i> – there are lots of sing-along versions online with actions. Who do the children think 'he' is? Why?</p> <p>Input: Explain that at Tom and Tessa's church, they talk about God a lot. They say and sing words of praise and worship to God who has made all things. They say something called the Creed together: <i>"I believe in one God, the maker of the heaven and earth."</i> Some church members work hard to preserve the environment and to ensure that animals and people are looked after too; they believe it is part of the mission of the church to 'treasure' the world God has given to all people.</p> <p>Explain that Tom and Tessa are getting ready for a special service for 'Animal Welfare Sunday' – or a Pet Service! A 'service' is when all Christians at church get together, usually on Sunday, to sing and pray to God and learn from the Bible together. Tom and Tessa are helping to make a big banner for the service. The vicar has given them some special words from the Bible to arrange on the banner. It needs to say: <i>"O LORD, what a variety of things you have made! In wisdom you have made them all. The earth is full of your creatures."</i> – Psalm 104:24 Read the words together – invite the children to join in where they able to.</p>	<p>Task: Explain that the vicar has asked all the children to paint 'creatures' to go on the banner and carry it into church at the start of the special service. Work together to create a big banner with painted or cut out animals with the words from Psalm 104. When it is finished, see what it feels like to carry the banner!</p>	<p>Plenary: Why would the vicar want this banner? Why would Christians be interested in caring for animals?</p>

Lesson 6: celebration of knowledge and skills gained (opportunities for assessment):

Possible approaches to celebrating knowledge and skills gained:

- Talk about the whole school community working together to help take care of our school and fix problems. Walk round the school and find things that need doing. Write a letter to the caretaker or School Council together to ask them to do something – and offer to help, too!
- Make your own book of ‘Helping in School’ using photos of the children doing things to make the school tidier and cleaner, showing that you treasure the world.
- Role play being the caretaker!
- Why is it important to work together to help take care of our world? What do the children know about why Christians feel sad when the environment isn’t as it should be? Build on their ideas to recap how Christians believe that we must look after and treasure the world God

EARLY YEARS FOUNDATION STAGE

Why is the word ‘God’ so important to Christians?

Some children will ...	<ul style="list-style-type: none">• Use the words ‘create’, ‘creation’, ‘creator’ and ‘creative’.• Recognise that the word ‘God’ is the name of someone very important to Christians.• Identify the creation story as a religious story and recreate this through small world play.• Identify the Bible as an important book for Christians.
Most children will ...	<ul style="list-style-type: none">• Describe how Christians believe that God created the world in seven days.• Explain how for Christians, God is the Creator of the universe and all that is in it – the giver of life.• Explain what the creation story tells Christians about God.• Explain why the Bible is important to Christians.
Some children will ...	<ul style="list-style-type: none">• Explain how Christians believe that God’s ways and thoughts are much greater than ours.• Give an example of how Christians show that God is important to them.• Show an awareness that God loves the world he has made and has put humans in charge of caring for his creation.