

# Topic Title: Christianity - Creation

Year 1 Autumn 1



## Background for Teachers:

Taken from *Understanding Christianity*:

The story of Creation opens the Bible. For Christians, it sets out the relationship between God, the universe and all life. It reveals God as powerful (able to create a whole universe from nothing), creative (the beauty and diversity of the created world), orderly (the careful structure of the events of creation), and concerned with the role and value of life (Creation is prepared for life, with human life as the pinnacle, made in God's image).

The passage is vivid, energetic and memorable. It is likely to have been passed on orally through generations, and probably edited into its written form around the eighth century BCE. The passage says a great deal about the kind of God Christians (and Jewish people) believe in, and many Christians would say it was written to glorify this God, reminding believers of their dependence on God for everything.

In Years 1 and 2, teaching should explore the narrative account, how much it reveals about what God is like, and what it reveals about the place of humans in the world. Controversies about the relationship between this account and science will be explored further up the school.

Christians may use the opening chapter of the Bible in church and in their private prayers. They use it to remind themselves about what God is like, and when they think about the wonders of the world we live in. They might be inspired to be creative, or to care for the Earth and its creatures, or to study the world in order to understand

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

Spend some time experiencing nature. If possible, walk barefoot on grass or sand. Look closely at flowers and insects. Lie underneath some trees and watch the sunlight filter through the leaves. You could organise a Forest School session. What words can the children use to describe the experiences, and their feelings?

**Enquiry Question:**  
Who made the world?

**Disciplinary Focus:**  
Theology

## Big Questions:

What do Christians say God is like?

Who made the world?

What might Christians learn from the creation story?

Why do Christians believe that they should be thankful to God?

If someone believes that God made the world, what might they say about it? What might they say about him?

What is the link between the Christian belief that God made the world and the importance of being thankful?

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p style="text-align: center;">Lesson 1</p> <p><b>LO:</b> to recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p><i>Making Sense of the Text</i>  <i>Understanding the Impact</i>  <i>Making Connections</i></p>	<p><b>Starter:</b> See 'Previously On ...'</p> <p>Spend some time experiencing nature. If possible, walk barefoot on grass or sand. Look closely at flowers and insects. Lie underneath some trees and watch the sunlight filter through the leaves. You could organise a Forest School session. What words can the children use to describe the experiences, their feelings?</p> <p><b>Input:</b> Give the children images of some created things, or the objects themselves; for example, a teddy bear, a mobile phone, crusty bread. What might the person who made them (the 'creator') be like? Give them some words to think about, some that are likely (for example, friendly, creative, clever) and some that are less likely (small, angry, bearded). Talk about whether the maker of a teddy bear must be furry, the baker crusty and the mobile phone-maker square.</p> <p>Look at some lovely images (or objects) of the natural world. If these have a creator, what might the creator be like? For example, amazing, huge, strong, full of ideas, happy, magic.</p>	<p><b>Task:</b> Introduce the story of Genesis 1. Set the scene – it's a story told by Jewish and Christian people about God. What is their response to the story – feelings, ideas, questions?</p> <p>Then focus on this question: what does the story tell us about what God is like? You could display a bank of words for the children to choose from to scaffold their thinking on the board. For example, big, small, amazing, powerful, weak, exciting, boring, clever, patient.</p>	<p><b>Plenary:</b> Children to choose a word to complete the following sentence: <i>I think God is ...</i></p> <p>They could each choose one adjective they would choose to describe God to write on a piece of paper for a whole-class 'word cloud'.</p>

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<p style="text-align: center;">Lesson 2</p> <p><b>LO:</b> to retell the story of creation from Genesis.</p> <p><b>Making Sense of the Text</b>  <b>Understanding the Impact</b>  <b>Making Connections</b></p>	<p><b>Starter:</b> Q- What do Christians say God is like?  ‘Popcorn Share’ of ideas about what Christians say God is like – children to bounce up and down on the spot if they have a word, share their word, then bounce over to another child to invite them to share their idea. How many ideas can we share altogether? How long can we keep the popcorn bounce going?</p> <p><b>Input:</b> Retell the creation story. Explain to the children that today, we are going to explore the story in different ways. Choose two or three ways from the opposite challenges, introduce and model.</p>	<p><b>Task:</b> Children to each choose a way to explore the creation story from the following challenges:</p> <ul style="list-style-type: none"> <li>• Choose music to express each of the days of creation. Ask the children to do dance moves that reflect the music and what is created.</li> <li>• Draw and role play – children to imagine that they are the first animals, birds or fish!</li> <li>• Look at some poems (Steve Turner, for example – see Resources) and learn to recite one – the rhythm and repetition helps, which is partly why the Genesis account is structured with all the repetitions.</li> <li>• Ask the children to come up with key words for the story – two or three per day – draw them and order them so that they can practise retelling the story. Put these alongside some images for each day, recalling them each time you retell the story.</li> <li>• Use children’s key words or these suggestions for a sequence activity: light/waters/land and sea/sun and moon/birds and fish/animals and humans/rest.</li> </ul> <p>You could explore the creation story in these ways as a whole class or in smaller, adult-led groups on rotation.</p>	<p><b>Plenary:</b>  Invite two or three children to retell the creation story using the key words they have come up with.</p> <p>Q- Who made the world?</p> <p>Finish by having a look at the ‘big story’ frieze and ask which part of the picture shows creation and how.</p> <p>Challenge:  Q- What might Christians learn from the creation story?</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 3</p> <p><b>LO:</b> to give at least on example of what Christians do to say thank you to God for the Creation.</p> <p>Making Sense of the Text  Understanding the Impact  Making Connections</p>	<p><b>Starter:</b> If God made the world, how should people live?</p> <p><b>Input:</b> Explain that Christians think that God provides everything we need to survive (land, water, air, sunlight, food to grow, living animals, people) so humans thank God above all. The Creator is so amazing that Christians want to praise God as well as thank him, saying how wonderful they think he is.</p> <p>Think, pair, share – children to come up with some thank you and praising sentences that Christians might say. Model developing their ideas into sentences using the following sentence starters:  <i>Creator God, thank you for ...</i>  <i>Oh God, you are amazing because ...</i></p>	<p><b>Task:</b> Children to write their own series of thank you and praising sentences using the sentence starters from the whole-class introduction.</p> <p>Further Challenge: one time of year when Christians think about God as Creator and say thank you is Harvest. How is this a way of saying thank you?</p>	<p><b>Plenary:</b> Children on each table to share their sentence that they think a Christian would be most likely to say and explain why.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 4</p> <p><b>LO:</b> to understand how Christians show thankfulness to God at harvest.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p><b>Starter:</b> Look at a harvest prayer or sing one of our harvest songs – which line in the prayer or song do the children think is most important for Christians? Why?</p> <p><b>Input:</b> Explain that one time of year when Christians think about God as Creator and say thank you is Harvest. How do the children think the prayer or song from the starter activity is a way of saying thank you?</p> <p><b>Q- Why do Christians believe that they should be thankful to God?</b></p> <p>Recall the idea that Christians believe God created the world so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10: 8, Jesus said to his followers, <i>‘Freely you have received, freely give’</i>. Discuss how Christians might share the resources offered at Harvest and what happens to our harvest offerings.</p> <p>Harvest is an annual event – how do Christians remember to be thankful to the Creator every day? Explain that one way is by saying ‘grace’ before meals and read some grace prayers together. What difference does it make if you say something every day? Why are we often told to say please and thank you?</p>	<p><b>Task:</b> Children to write either their own harvest prayer or their own grace prayer – share some sentence starters to scaffold.</p>	<p><b>Plenary:</b> Choose some children’s prayers to be read aloud. Which line do they think would be most important for Christians? Why?</p>

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<p style="text-align: center;">Lesson 5</p> <p><b>LO:</b> to ask questions about living in an amazing world.</p> <p>Making Sense of the Text Understanding the Impact Making Connections</p>	<p><b>Starter:</b> ‘Rally Robin’ – children take it in turns to respond orally to one another. If someone believes that God made the world, what might they say about it? What adjectives might they use to describe it? Children to ‘rally’ adjectives.</p> <p><b>Input:</b> Build on the ideas that the children rallied during the starter to explore what someone who believes that God made the world might say about God. Show the following sentence starters on the board:</p> <ul style="list-style-type: none"> <li>• I like ...</li> <li>• Thank you for ...</li> <li>• I wonder why ...</li> <li>• Please can you ...</li> <li>• It’s amazing that ...</li> </ul> <p>Record some of the children’s ideas on sticky notes.</p> <p>If the children could ask the world-maker any questions, what would they ask? Model using open question starters e.g. How, when, where, what ... and question marks to translate the children’s oral questions into writing.</p>	<p><b>Task:</b> Children to write a set of questions that they would ask the world-maker if they could, using a variety of sentence openers and punctuation accurately.</p>	<p><b>Plenary:</b> Invite children to share their one of their questions – what do the rest of the class think the answer might be?</p>

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

- Make a connection between Christian ideas of God as Creator and the importance of everyone (not just Christians) of being grateful for what we have.
- Have some fruit in the classroom. Ask the children to think about how the fruit grew. It needs light, water, to bud, to flower, bee pollination, fruit growing, harvesting, transporting – and here we have the fruit!
- When we eat the fruit, how should we eat it? Quickly, without a thought? Or slowly, touching, feeling, tasting – aware of all the sensations, appreciating how wonderful it is. Ask the children to hold the fruit, to stroke it, to put it in their mouths and feel their teeth and tongue on it before biting – and feeling the juice spurt. What words do the children use to describe this experience? Compare with how we usually tend to eat without noticing. It might make us a bit more grateful for our food.
- How does this remind us of the link between the Christian's answer to the key question of who made the world and the importance of being thankful?
- Provide the children with some blank 'gratitude tokens'. Talk about how important it is to enjoy food and why – the lunch they have just had would be an effective focus. Who do they need to really thank for this? For example, dinner supervisors, cooks, farmers, shopkeepers and God. Children to complete a 'gratitude token' for each person that they should thank and say (or write, for an additional challenge), 'I should thank ... because ...'.

### Who made the world? (Core Learning)

Some children will ...	<ul style="list-style-type: none"> <li>• Describe how Christians believe that God created the world in seven days.</li> <li>• Explain how for Christians, God is the Creator of the universe and all that is in it – the giver of life.</li> <li>• Explain what the creation story tells Christians about God.</li> <li>• Explain why the Bible is important to Christians.</li> </ul>
Most children will ...	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2.3 using pictures or a story bag.</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>• Give an example of what a Christian might learn about God, Creation and the world from the story of creation.</li> <li>• Give an example of what Christians do to say thank you to God for the Creation.</li> </ul>
Some children will ...	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2.3, making a link with the Christian belief that the Earth and everything in it are important to God.</li> <li>• Show awareness that God has a unique relationship with human beings as their Creator and Sustainer,</li> <li>• Give an example of what Christians do to look after the world for God.</li> <li>• Identify links between Christian beliefs</li> </ul>