

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 3**  
**RE – Year 1/2**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> 1.2 Who do Christians say made the world? Understanding Christianity - CREATION			
<b>Prior Learning links:</b>  F1 Why is the word 'God' so important to Christians? (Reception)  1.9 How should we care for the world and for others, and why does it matter? (Year 1 and 2 Cycle 2)			
<b>Vocabulary:</b> creator, nature, world, prayer, Christians, thankful, universe, bible, God, creation story			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
CP	EH  <b>Overlap with Church teaching, collective worship and visits to church</b>	SMV  <b>Overlap with Church teaching, collective worship and visits to church</b>	PM
1.	<p><b>Reconnection:</b> Introduce this unit by spending some time with pupils experiencing nature.</p> <p><b>LO: What do you think a creator would be like?</b></p> <p>Ask pupils how they describe what they see and how they feel when they are in nature. Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Brainstorm ideas as a whole class and record ideas to reflect on in next lesson. Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like? Add to whole class ideas.</p> <p><b>Reflection Question:</b> Do all created things have a creator? Think, talk and ask questions about living in an amazing world.</p>		
2	<p><b>Reconnection:</b> What do you think a creator would be like? Look at ideas children brainstormed and recorded in previous lesson.</p> <p><b>LO: Can I retell the story of the creation?</b></p> <p>Introduce idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g. choose suitable music and dance moves for each day; use some poems, such as Steve Turner's In the beginning; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Can the children make connections between the Jewish/Christian Creation story and the world they live in? <a href="#">The Christian Creation story - BBC Bitesize</a></p> <p><b>Reflection Question:</b> Can you retell the creation story? Answer the key question: Who do Christians say made the world?</p>		

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3	<p><b>Reconnection:</b> Who do Christians say made the world? Look at creation story children created in previous lesson. What does the story tell Christians about God, Creation and the world?</p> <p><b>LO: If Christians believe God made the world, what should they do?</b>          Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some ‘thank you’ prayers Christians might say about the world; or some praise prayers about the Creator. Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them.</p> <p><b>Reflection Question:</b> What difference do prayers make to how Christians live?</p>
4	<p><b>Reconnection:</b> What do Christians do to say ‘thank you’ to God for Creation?</p> <p><b>LO: What are you thankful for and how can you show it?</b>          Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some ‘thank you’ comments and to give them to the appropriate people.</p> <p><b>Reflection Question:</b> Who are you thankful for? How can you show thankfulness?</p>
5	<p><b>Reconnection: Who are you thankful for and why? Can the children add any new ideas since the previous lesson?</b></p> <p><b>LO: What questions would you ask the Creator?</b>          Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world maker they could ask, what questions would they ask the Creator? Make a list. Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.</p> <p><b>Reflection Question:</b> Are questions similar or different if you believe or do not believe in a creator?</p>
6	<p><b>End of unit quiz returning to the big overarching question: Who do Christians say made the world?</b></p> <p>Refer back to the core question. Fill in the end of unit quizzes to see what children can remember and recall.</p>
<p><b><u>End Points:</u></b></p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b><u>Make sense of belief:</u></b></p> <ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1–2:3 simply</li> </ul>	

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- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible
- Say what the story tells Christians about God, Creation and the world

**Understand the impact:**

- Give at least one example of what Christians do to say ‘thank you’ to God for Creation

**Make connections:**

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**