

Unpacking Christianity in EYFS

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



**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Reception**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

Religious Education is statutory for all pupils in state-funded schools, including children in Reception, and in addition to the Early Years Curriculum. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



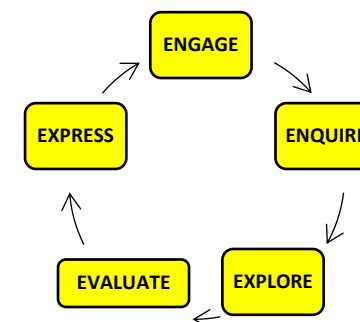
This unit, one of six for Reception, focuses on the Christian concept of 'creation'. It is important to read the guide to the concept and ensure that teaching and learning reflect this focus. Each unit contains an encounter with another faith.

It links with common themes in RE syllabuses and complements Early Years work, especially in Communication and Language / Personal, Social and Emotional Development / Understanding the World

It is designed as the RE work for a half-term. Most syllabuses recommend about 30 mins RE a week in EYFS, but teachers should organize this as best suits their setting e.g. blocking the units.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



A resource list is provided as are ideas for continuous and enhanced provision.

Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use, especially in Reception.

Further guidance, more units and support materials are found on the Emmanuel Project Flash Drive (introduction to the Emmanuel Project, overview of the EYFS units, quick quizzes, pictures of Tom and Tessa, scrapbooking ideas).

Background for this unit

The unit draws on Christian material related to 3 areas:

'Why is the word God so important to Christians?' lays foundations for understanding the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. 'God' is therefore an important and significant name for believers, not an interjection or swear-word.



This unit is the first of two underpinned by the idea of **'creation'** as expressed in the Christian faith. The other unit is called **'How can we care for our wonderful world?'** Both units also offer pointers to beliefs held by others about God.

Teacher-directed sessions and 'follow-ups' provide links for children with Christian beliefs in God as Creator and the idea of God being a holy or special name. These beliefs, for example, are a bit like:

- *making something in the creative area*
- *designing something for a reason*
- *writing your name on what you made*
- *learning people's names and getting them right*
- *us knowing who made something*
- *being pleased with what you have made*
- *being in charge of everything*
- *being the author of a book, builder of a house, head teacher of a school, parents of a family, owner of a shop*
- *being able to make something come alive*

Continuous / enhanced provision suggestions encourage children to experiment with key vocabulary and choose activities which explore religious traditions and foundational beliefs and ideas.

Biblical Narrative i.e. things the Christian Bible says e.g.

- In the beginning God created the universe (Genesis 1 – 2 v.4) and it belongs to him (Psalm 24)
- 'Do not use my name for evil purposes,' says the LORD. (from the Ten Commandments - Exodus 20 v.7)
- No-one has seen God because God is spirit (John 4 v.24) but Jesus makes him known (John 1 v.18)
- God is the giver of life and breath (Acts 17 v.24-28)

Church Community i.e. what happens in churches e.g.

- Being at church (God's house / family) to pray to God, sing his praise and offer worship i.e. show his importance to them
- Saying a creed together e.g. 'I believe in God the Father almighty, maker of heaven and earth'
- Giving thanks to God the provider / sustainer e.g. at harvest – acknowledging dependence on God as the source of life

Christian Living i.e. how Christians live their lives e.g.

- Praying 'Hallowed be your name / Honoured be your name' (The Lord's Prayer – Matthew 6 v.9-15)
- Respecting God's name and using it with love and care because God is holy and great
- Believing that Jesus makes God 'visible', shows what God is like (John 14 v.9), and how to live God's way

The diagram below summarises some Christian beliefs about 'creation' and lists some key vocabulary to use with children.



Key Vocabulary

- God
- Bible
- Jesus
- Christian
- church
- believe
- create
- VIP
- invisible
- treasure





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

ENGAGE

with the idea of names and what is important to people

End of year expectations

The 'I can's' below are for assessment. R and Y 1 examples are given to help mixed classes.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

Rd I can talk about when and where people use my name and why

1f I can talk about something I have which is important to me and why

Teacher's note: This lesson begins the idea of things being special and important in different ways to different people. Issues of respect and interest can be drawn out and all of this helps to build up the idea that the word 'God' is important to particular people and that for them it is a name not an interjection.

What's inside the box? Whose box is it?

Start with a beautiful treasure box brought in by the teacher. Admire the box together. Whose box is it? Look for the teacher's name. What's inside? The teacher takes a 'treasure' out of the box and explains why it is important to them. Ask how we could keep a treasure safe. Why would we keep it safe?

In the teacher's box are more treasures! Pour laminated children's names on the floor for everyone to find their own – with help if needed.

Why are names 'treasures'? The names stand for 'us' and we are all special in this class.

Invite children to choose and decorate their own 'treasure' boxes. They will be able to add things to their box all this half term. How will we know whose box is whose? We need to label them with our names.

Challenge children to make a special version of their name to label the lid of their box e.g. in beads, with glue and glitter, collage different materials etc.

Follow-up: Seat children in a circle with their special boxes. Ask how they have decorated their boxes and why. What are they going to put in their box? We may need to put in pictures rather than objects!

See how they have decorated their names. In school we use names a lot e.g. registers, labelling. Talk about what some names mean.



You will need:

- a shoe box or similar for each child – some schools used tissue boxes or even large envelopes
- a book on the meanings of names
- names of everyone in the class
- post-its, nice card, gel pens, glitter pens etc to encourage children to write special words

Go on a 'name walk' to spot people's names round school e.g. on artwork, doors, photos. Or play name games e.g. swap shop; rolling a ball to a named child; Duck, duck, name.



What is special to Tom and Tessa?

Introduce Tom and Tessa' and their treasure box. Tom and Tessa are Christian children who go to church with their family; we will find out more about them this year. Their box has their names on – they are twins and they are sharing the box!

Children help unpack the box e.g. a torch, cuddly toy, plastic dinosaur, bracelet, etc. Why do you think these are important to them?

Include some Christian items *e.g. picture of a local church, small colourful or smooth wooden holding cross, story Bible, picture of Jesus, CD of songs and book of prayers.* What can we tell about Tom and Tessa? What are the 'Christian' objects?

Find a short note from Tom and Tessa in the box. There could also be a large picture of them.

Hi everyone! Nice to meet you all! Our names are Tom and Tessa. We hope you enjoyed looking in our box. Maybe you have the same things in your box as we do or maybe they are different things?

Some of the things in our box are there because we are Christians. We go to church on Sundays. We are followers of Jesus who teaches us about God. Christians all believe in God who loves them and made the whole world. We wonder if you know any Christians or any churches.

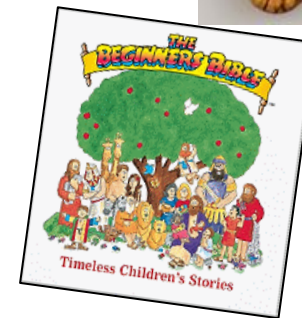


Follow-up: Look at children's treasure boxes e.g. at snack times. What have they been putting in them? Encourage children to give reasons.

Spot similarities / differences between boxes. Are there any links with Tom and Tessa's box?

*For info re Tom and Tessa, see **Resources**. The **Treasure Box** keeps appearing so it is worth making it good!*

Counter negativity to the word 'Christian' with 'We all have different boxes, and names. In school we find out how we are all the same and different.'



ENQUIRE

into people who
are special to us,
introducing the
name 'God'

Rc I can recognize
that the word 'God' is
an important name for
Christians

Rf I can talk about
who is important or
special to me, my VIP

1d I can talk about
when I have heard the
word 'God' used in my
family, my class or my
religion

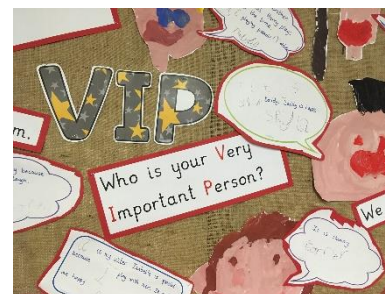
Teacher's note: This is the first time many children will learn 'God' is an important name for some people. This is an important step in their RE, in their social and cultural development and in readiness to talk about historical peoples e.g. Romans, for whom 'gods' were important. Remember to acknowledge that some do not believe in God but in school we learn what the word means to those people who do.

Who is special or important to you? What are their names?

Teacher cuts out very large letters **V-I-P**. Stands for 'Very Important Person'. I wonder if we can think of any VIPs – people who help us, people on TV, friends or family. Why are they VIPs to us? Do we all have the same ideas?



Follow-up - Make a VIP display with children painting large representations of their own VIPs or making tiny pictures for their treasure boxes.



Why is 'God' a VIP to some families, including Christian families?

Look in Tom and Tessa's box. Find pictures or names of some people special to them e.g. Mum, Dad, Grandad, some friends, etc. Then find a note from the twins:

Hi everyone. Tessa here! We asked mum about names of VIPs to put in our special box. Did you put in the same as us or were your VIPs different?

Mum gave us a good idea. At our church we say God is the most important VIP ever, a bit like the King of the whole universe. But we did not know how to put God in our box.

Tom made a paper crown to put in because of God being a King. I was going to draw a picture but how could I if God is invisible. Mum said, 'God is like an invisible friend, who can be with us everywhere. Why don't we just put God's name in? She helped me cut out three shiny sparkly letters: G-O-D.



Take out the three shiny letters: G-O-D. Arrange them to spell 'God'. Have you heard the

word 'God' before? Why are the letters G-O-D in Tom and Tessa's box? The word 'God' will not be in everyone's box – why not?

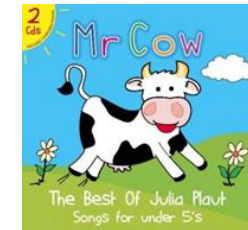
Optional: You could talk about the idea of drawing 'God' – Tom and Tessa say you can't draw God because God is invisible. What is 'invisible'? Can something be invisible and real e.g. air, music, gravity, someone in the next room? **But Tom and Tessa do have a picture of a VIP called Jesus Christ; he teaches Christians about God.**



Follow-up: Make shiny badges with the name 'God' on or paint the word 'God' on pebbles to put in Tom and Tessa's box. Do recognise that some parents may not want their children to bring these home. We suggest you make them for Tom and Tessa – place them on display next to Tom and Tessa or add them to the twin's box; this will keep the activity in context.



You could introduce a CD with Christian children's songs on e.g. Mr Cow (Julia Plaut) for children to hear songs with the name 'God' in. Play as background music or have available in the listening area.



Encounter with the Muslim Community: How do Muslim families show God is a VIP?

Teacher's note: This is a lesson to extend children's knowledge of different faiths and cultures. It is not meant to be part of **this particular lesson** but fits nicely after this point in the unit where comparison with other faiths is more possible.



A possible lesson is found on p.18 on how Muslim families welcome new-born babies by whispering the important Adhan or 'call to prayer' in the child's ear. As the first word of the Adhan is 'Allah' or 'God', this demonstrates God's importance to them.

You can, if wished, view the lesson through the eyes of Hanif, a Muslim child i.e. the equivalent of Tom and Tessa.



There is also a cartoon of a small Muslim girl on the Emmanuel Project flash drive, where there are A4 images of all the cartoon characters.

Some clips of saying Azan / adhan in baby's ears can be found on the internet.

EXPLORE (1)

why God the Creator is important to Christians in the Biblical Narrative

Ra *I can remember something that happens in the Bible story of Creation*

Rb *I can recognise that Christians use God's name with care because God is their Creator*

1e *I can ask why a story is told, and what I learn from it, including the Creation story*

Teacher's note: Tom and Tessa learn about God from the Bible at church and home. No-one has ever seen God but Christians believe he is behind all there is in the world; he is the creator and giver of life. Christians believe his ways and thoughts are infinitely greater than ours.

What Bible stories / words help Tom and Tessa learn about God the Creator?



Tom and Tessa have brought in a bag / box. Have a look inside and take out lots of packets of JELLY, some books / pictures of jellyfish and a Bible storybook. Find a short note from Tom and Tess as well and read it out.

Hi everyone! Tom and Tessa here! Last week we were at home with Grandad making jelly for tea. We both love jelly! Tom loves jellyfish! Tom asked Grandad if he could make a jellyfish out of jelly. What do you think?



Put the note down and finish it later.

Explore pictures of jellyfish using descriptive words. Think about the differences between jelly we eat and jellyfish. Focus on the idea of 'being alive' or 'having life'. Find out more about jellyfish e.g. dangerous, sting. Watch the CBeebies song about jellyfish or find another one.

Come back to the note from Tom and Tessa and use the Bible story book to find the story of God making the world and read it. Learn the word 'create'.

While the jelly was setting, Grandad read us a story about God creating the world from our Bible storybook. Grandad asked, 'Which day did God make jellyfish?' Tom knew the answer.

But we both wanted to know something else. We said to Grandad, 'God is an amazing creator, but why did he make jellyfish? We can't eat them and they might sting us.' I wonder what Grandad thought?

Tom said, 'I think he just liked the idea. And I like jelly fish. After tea, I'm going to make a jellyfish just like God.'



(For part of this we drew, with thanks, on: Why did God make jellyfish? (Kathy Bigio, RE Today Spring 2006)

There are several really good songs about jellyfish for children on the internet including one on CBeebies.

	<p>Some people at Tom and Tessa's church say God made everything in 6 days; some say it took longer, that it all began with a bang, but God started it all.</p> <p>What does the story tell Christians about God? What was it like on the day the oceans teemed with fish ... and jellyfish? Try painting it or creating it with material and small world figures.</p> <div data-bbox="497 483 611 663" data-label="Image"> </div> <p>Follow-up: Create jellyfish with collage material, play-dough or jelly. Discuss results. Was it easy to create a jellyfish? Was it alive when you finished? Why not?</p> <div data-bbox="1249 256 1700 596" data-label="Image"> </div> <p>Explore the idea that Christians (Tom and Tessa's family) believe <u>'God' is the giver of life</u>, even to jellyfish. What might it mean?</p>	
<p>EXPLORE (2)</p> <p>how the name of God is important to Christians in the Church Community</p> <p><i>1b I can use the right words to talk about how Christians praise God as creator at a church Harvest festival</i></p>	<p>Teacher's note: In a Christian church they obviously use the name 'God' a lot. Christians will speak and sing words of praise and worship to God; they offer thanks to God for all he does and all he has made. Harvest festival is a time of the year for Christians to celebrate God's goodness and to help others.</p> <p>'Messy Church' is a popular way of involving children and families in church; it is an international movement, which began in Britain. It provides a useful and child-friendly way of looking at how children, like Tom and Tessa, encounter church.</p> <p>Find out more at: https://www.messychurch.org.uk/</p> <p>How is God shown to be important at Tom and Tessa's church?</p> <p>It is time for Harvest Festival at Tom and Tessa's church. If possible, print off an invitation to Harvest Messy Church – find one on the internet.</p> <p>Bring out a big box or bag. What have Tom and Tessa sent for us? A Bible story book, some craft materials, an invitation to Messy church and the letters to spell 'Harvest'.</p> <div data-bbox="1435 1054 1722 1369" data-label="Image"> </div>	<p>There are lots of posts and ideas on the internet of how different churches celebrate Harvest in their local Messy Church e.g.</p> <p>http://flamecreativ ekids.blogspot.co.uk/2012/09/harvest-messy-church-creation-story.html</p>

Which story did they hear from the Bible story book? i.e. the story of creation. 'Create' means 'make'. Can we make a word from the letters? It needs to say 'HARVEST'. Does anyone know what this means? Find a note in the bag from Tom and Tessa.

Hi everyone! Tom and Tessa here! At our church we are getting ready for a Harvest service. A 'service' is when all the Christians at church get together on Sunday to sing and pray to God and learn from the Bible together.

Harvest is special because we remember God is the maker of the world and say thank you to him for all the food that has been grown this year. We are going to take the tomatoes and carrots we have grown in the garden for a big harvest display.

Grandad is making the traditional big Harvest loaf and we hope we can help make a mouse to go on it. The Brownies are collecting food for the local Food Bank. Mum says there will be Harvest Messy Church in the afternoon which we really love. There's always lots of crafts and activities as well as Bible stories and prayers before we all eat together.

First of all though, we have got to choose a song about God to sing at the service with the other children. Please can you help us?






Listen / clap along to several Harvest songs which might be suitable for church. It is important that the songs for church mention the name of 'God' because this is a service of thanksgiving to God for the harvest. Help the twins choose.

Listen to some possible songs from 'Combined Harvest' (Out of the Ark)
- We thank you; Thank you God for the harvest; Sing a Song of Harvest; Everybody praise him. OR songs about creation e.g. from Julia Plaut's 'Mr Cow'.



Out of the Ark music produce lots of harvest songs for assembly. See if the school has 'Combined Harvest'. Listen to clips on the web. Some of the songs mentioned and alternatives, are in other Out of the Ark publications. Some are for 3-7s.

	<p>It would be good to hear some of the traditional songs for a church Harvest too e.g. We plough the fields and scatter. Remember to explain that 'Lord' is another word for 'God'. There are some great examples on the internet, including ones sung by children and ones with pictures of old-fashioned ploughing!</p> <p><i>Decide on a song for Tom and Tessa and write them a class note saying why you think it would be a good one for them to sing.</i></p> <p>Follow-up: Maybe your song could be performed at a school harvest festival. OR you could go and look at a church decorated for harvest and try singing your song in church to see what it sounds like. Maybe someone can visit and explain what happens at a church harvest festival locally.</p>   <p>OR try some crafts from the internet that have been done at Messy Church e.g. those on https://www.pinterest.co.uk/MessyChurchBRF/harvest/. Children can choose some of these as if choosing for Tom and Tessa too if wished. Or if you have a good relationship with a local church maybe they could arrange for the class to try some of the activities actually in church.</p>	
<p>EXPLORE (3)</p> <p>how God's name is treated as important in Christian Living</p> <p><i>1a I can remember Jesus' parable of the Precious Pearl and know it is special to</i></p>	<p>Teacher's Note: <i>Learning from the Bible and praying are an important part of Christian living. Tom and Tessa are taught that God is the King of the world and that they must use the name 'God' with care, like looking after something precious.</i></p> <p><i>The Ten Commandments (Exodus 20 v 7) and the Lord's Prayer are parts of the Bible which remind Christians to 'honour' God's name, because a name stands for the person.</i></p> <p>How are Tom and Tessa taught to use God's name in their everyday lives?</p> <p><i>You can tell children what happened to Tessa below as a story or turn it into a note from Tessa.</i></p> <p>Bring in some shiny beads to hand around carefully. Talk about how they should be touched, handled, passed on etc and think about why.</p> 	

Christians

1c I can suggest why Christians believe 'hallowed be thy name' are important words OR the same line from a modern Lord's Prayer

Tessa had been playing with Mum's special pearls - not very carefully. Mum had been cross because they were so special to her and Tessa was very sorry.

At bedtime Mum brought in the special box with the pearls. 'Open them for me, Tessa, please.'

Tessa knew now she must be careful; she must do what Mum said. The pearls shone; they were beautiful.

Mum told her one of Jesus' stories from the Bible about a really special pearl.

Tell the story or read from a Bible storybook (check it is in your Bible storybook first as it is not in all of them) or use Butterworth & Inkpen's 'The Precious Pearl.'

Tom said, 'God is special like your pearls *and* the pearl in the story, isn't he, Mum.'

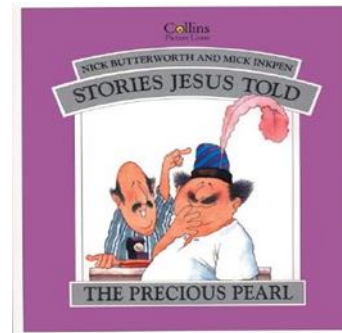
Mum said, 'You're right and Christians must be just as careful with God's name as with my pearls. God's name is precious and holy because God is. Jesus said that in the special prayer he taught us and Christians always try to listen to what Jesus says in the Bible. Let's say the prayer together.'



They said the Lord's Prayer and then Mum gave them both a hug and said, 'Good night, twins. You are precious too! God bless.'

Ask briefly about how the Bible and Jesus help guide Christians to live their lives.


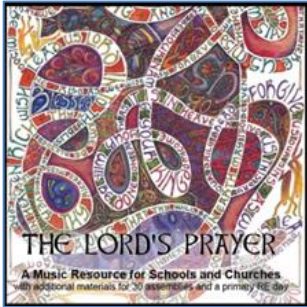
Who helps you to live your life the right way? What do you think using God's name carefully means?



The Parable of the Pearl is in Matthew 13 v.45-46 in the Bible. It is short and easy to read. Some children could read the original. Try printing it out and having it available or bookmarking it in an adult Bible for them to find.

The Lord's Prayer can be found in children's or other Christian prayer books or on the internet.

Hallowed' means to 'make holy' or 'honour'; it can also mean to 'set apart' as special or for special treatment.

	 <p>Follow-up:</p> <p>Find a sung version of the Lord's Prayer to listen to. A good version is the Caribbean Lord's prayer - 'Hallowed be thy name'. It can be found on The Lord's Prayer CD (see Resources), or several other children's resources on the internet.</p> <p>'Hallowed be thy name' is the 2nd line of the Lord's Prayer and repeated all through the song – children can just learn this line.</p> 	
<p>EVALUATE children's learning during teacher-led sessions and in relevant aspects of enhanced provision</p>	<p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to answer the question themselves and give reasons. • Check out the SOLO taxonomy hexagon approach and use the key vocabulary on page 4 to create big floor hexagons for this EYFS unit and work on them as a class. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • For <u>end of year expectations</u>, choose tasks from the grid at the back OR another RE assessment framework from your RE subject leader. Often a photo and well-focussed comment will give the evidence you need. • Use any opportunity to link learning <u>between</u> units of work, and <u>across</u> the EYFS curriculum. 	<p>See 'Assessing RE in your school' p.18 for decisions on how and what to assess.</p> <p>Different schools have different requirements. Check with your RE Subject Leader.</p> <p>Use examples of KS1 Solo Taxonomy hexagons on the Emmanuel Project Flash drive to help create some to use in this unit.</p>
<p>EXPRESS your RE learning so it can be shared with</p>	<p>Teacher's note: <i>You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</i></p> <p>Here are some more ways you might share your learning with others:</p>	<p>These activities often provide the chance to gather evidence needed for the end of year</p>

<p>others</p>	<p>Make a great scrapbook / floor book which tells the story of your unit.</p> <p>Hold a 'Show and Tell' assembly to share their special treasure boxes. Describe what they have learnt about God's name being special for Christians and others. Show some things they have done and made. 'Giver of Life' by Ana Laura is a beautiful song that could be used and has some lovely phrases which could go with a display e.g. You are the maker of beautiful things. Search for it online.</p> <p>Sing a special 'harvest' song for an audience e.g. head teacher, or governor, and say some things they have learnt about God as a special name and about what Christians do.</p> <p>Create a wonderful VIP tree like the children at St Mary's Mildenhall! (see photo)</p> <p>Create a WOW board/display to capture children talking about / unpacking their special boxes. Include a display of Tom and Tessa and what is so special to them about 'God'.</p>	<p><i>expectations or to judge what has been learnt and how well.</i></p> <p><i>See notes on 'Scrapbooking' on the Emmanuel Project flash-drive.</i></p>
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Resources and ideas for continuous / enhanced provision:

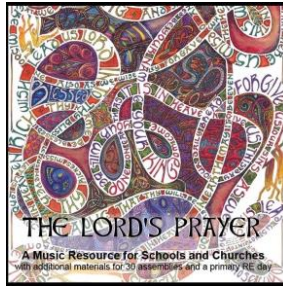
Construction	Large bricks to create their special name or God's name - could use natural materials etc. Making a church out of building materials
Book area	Create a special story area. Display Bible story books for children to explore and pictures or books of individual stories. Encourage children to bring in their special stories to add to the display.
Listening corner	Audio bible stories - stories to listen to that have God's name in them Some Christian children's songs re God e.g. Julia Plaut's Wonderful World, Harvest songs
Writing / mark-making	Invisible writing-white crayon, wax resist / paint wash, lemon juice / vinegar. Writing names using fingers or tools in range of media e.g. cornflour, sand, big brushes, squirty bottles, glue and glitter Making badges. Sticky notes to label things with their special names.
ICT / technology	Word process names in Word Art. Audible name postcards.
Sand/ water / malleable	Writing names in shallow trays with different tools Buried treasure letters or fishing for magnetic letters to spell their names, with laminated names to support, including God / Jesus / Tom / Tessa Making names out of play dough, salt dough. Making figures for the story of creation/ Precious Pearl out of dough etc.
Music / role play	Children's Christian songs on CD that include the special name God e.g. My God is so big, My God is a great big God Baby doll for whispering Adhan in ear, plus picture of this happening in a Muslim home Act out story of Precious Pearl using dressing up etc. Have registers for children to act out being a teacher – ticking off names etc.
Creative area	Free choice of materials to decorate boxes. Collage materials to make jellyfish Painting materials to create their own VIPs or to paint the creation of oceans teeming with fish and jellyfish
Investigative area	Use of nature table with magnifying glasses, admiring Sorting boxes of natural and man-made creations Information about jellyfish Show and Tell table of children's special things in their treasure boxes
Small world	Use builders trays/shoe boxes, story sacks, play people etc to re-enact Creation, Parable of the Precious Pearl
Maths Table	How many letters does your name have? ... your friend's name?
Cookery area	Make up packet jellies of different colours for children to explore using their senses. How does it look, feel, change? Have jelly for a snack: how does it taste and feel?

Alternative Resources for this unit:

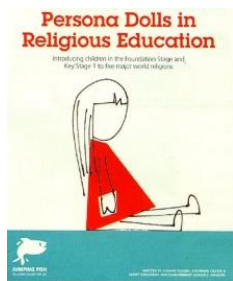
The Lord's Prayer Project CD

An amazing CD with 13 sung versions of the Lord's Prayer and an interactive section with prayer stations, reflective storytelling, BSL and the Lord's Prayer in many languages.

The CD contains a complete RE Theme day for Years R-6. Reception children work on 'Hallowed be your name' like the early sections of this unit.



Using Persona Dolls in Religious Education



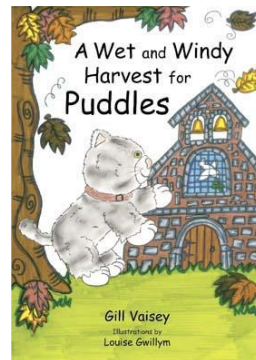
Detailed plans for using persona dolls to teach EYFS / Y1 about Christianity, Hinduism, Judaism, Islam and Sikhism. Each section includes 4 units: Being Special, Special People, Special Places and Special Times. A CD rom shows the dolls visiting their place of worship.

The Christian persona doll, Elizabeth, could be the 'Tom and Tessa' of this unit.

A Wet and Windy Harvest for Puddles

This big book featuring Puddles the cat has optional soft toy extras, and is one of a series.

It could be used to introduce harvest and look back to the idea of God as creator and giver of life. It gives a context to ask about worship at harvest and choose songs and prayers which might be used.



Other faiths: Muslim birth custom

Whispering Allah (God) into a Muslim baby's ear

- Hold a baby doll. Whisper into its ear. Why do we speak gently to a baby?
- What special words would you say to a new baby? Pass the doll around for children to demonstrate.
- Look at a picture of a Muslim father whispering in baby's ear. Explain: *Muslim families think 'God' is very important just like Christian families. They like new babies to hear the word 'God' as one of their first words ever. 'God is great' they whisper: meaning God is the most important person you will ever know.*
- In some families, a drop of honey is put on the baby's tongue in the hope they child will grow up associating good things with 'Allah'.
- Demonstrate the gentle speaking of these words in the doll's ear: Allahu Akbar i.e. Allah (the God) is Great. This is the start of the Adhan or call to prayer and plays a huge part in Muslim daily life. Babies will grow up hearing these words often.
- Look at 'God' in Arabic. Maybe watch it being written on an internet clip.
- Try writing Allah with chunky crayons on a paper plate – a bit like a plaque in a Muslim home. Stress neatness and care because Muslims hold great store by calligraphy, honouring God with beautiful writing.



Assessing RE in your school – end of year expectations

As RE is statutory for Reception, **your subject leader should advise you how to assess in line with school policy and any legal requirement e.g. from the locally agreed (or diocesan) syllabus.**

The grid below is based on generic end of year expectations (see Emmanuel Project flash drive), loosely tied to the Suffolk Agreed Syllabus, and adapted to the specifics of this unit. *If you need to use the assessment structure of a different syllabus, you may find similar statements there.*

How to use the grid: **SELECT** a year group. **CHOOSE 2 strands** to assess – so that you cover each strand twice in a year, making for good evidence. **FIND** the best time to do the assessment by checking the left column of the lessons. **SET an activity** to help pupils show the 'I can' and **RECORD** how they do. You may want to use the simple system of: ***Beginning / Working towards / Expected / Greater depth.***

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
YR	Ra I can remember something that happens in the Bible story of Creation	Rb I can recognise that Christians use God's name with care because God is their Creator	Rc I can recognize that the word 'God' is an important name for Christians	Rd I can talk about when and where people use my name and why	Re I can talk about something interesting in the Creation story or in the world around me	Rf I can talk about who is important or special to me, my VIP
Y1	1a I can remember Jesus' parable of the Precious Pearl and know it is special to Christians	1b I can use the right words to talk about how Christians praise God as the Creator at a church Harvest festival	1c I can suggest why Christians believe 'hallowed be thy name' are important words or the same line from a modern Lord's Prayer	1d I can talk about when I have heard the word 'God' used in my family, my class or my religion	1e I can ask why a story is told, and what I learn from it, including the Creation story	1f I can talk about something I have which is important to me and why

Resources for this enquiry:

Tom and Tessa are imaginary Christian characters who enable you to talk about things Christian children learn or do. They are also used in the Key Stage 1 units of the Emmanuel Project and provide a context for pupils' learning which is easier to handle than talking abstractly about religious people.

You can create your own Tom and Tessa by enlarging and using our cartoon characters. However, you could create your own similar characters using persona dolls or suitable photos of children. The names 'Tom' and 'Tessa' are immaterial; feel free to change them.

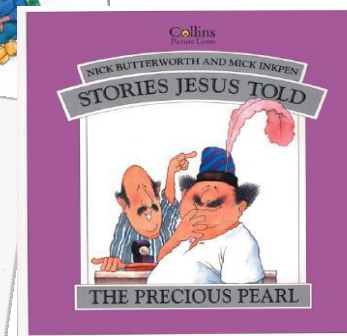
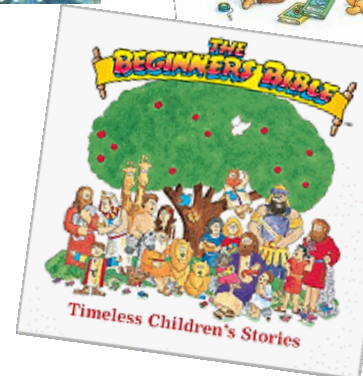
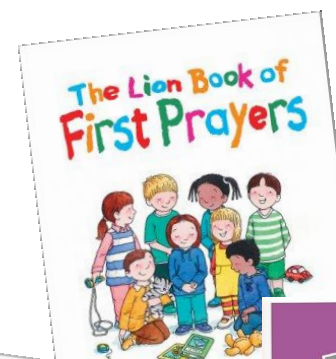
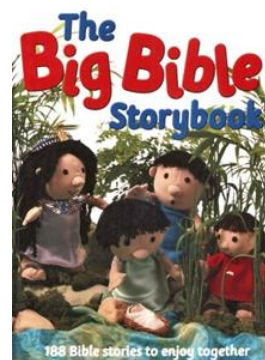
Sometimes Tom and Tessa help by sharing scenarios from their own lives or by bringing in a bag of Christian artefacts or books! Here are suggestions for this unit:



- Children's story Bible
- CD / downloads of Christian children's songs
- picture of a local church
- small colourful cross or small wooden holding cross
- picture of Jesus
- book of prayers, including the Lord's Prayer

Some recommended story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Beginner's Bible (Zondervan)
- Stories Jesus Told: The Precious Pearl - Butterworth and Inkpen (Candle)
- Bible Story Time series (Candle/ Lion Hudson): God makes the World / Jesus and the Prayer



Help from the RE community

- Lord's Prayer CD – comes from www.cofesuffolk.org.uk/

- A Wet and Windy Harvest for Puddles (Gill Vaisey) - www.booksatpress.co.uk/
- Using Persona Dolls in RE - <http://gloucester.anglican.org/schools/jumping-fish-publications/>
- Christian artefacts for schools can be bought from **TTS: Religion in Evidence** <https://www.tts-group.co.uk/primary/re/>
- A Combined Harvest – <http://www.outoftheark.co.uk/a-combined-harvest.html> - songs for Harvest

Help from the Christian Community

- small holding crosses and other items from The Leprosy Mission charity: <http://www.tlmtrading.com/>
- wooden crosses from: <http://www.eden.co.uk/shop/>
- Julia Plaut's Mr Cow CDs, ideal for all the EYFS units, from: <http://www.eden.co.uk/shop/>
- The Beginners Bible Creation DVD, based on pictures and words from The Beginners Bible - on Amazon and on You-tube. Approx 30 mins

Other things you may like:

- 'The Days of Creation' nesting globes were an unusual concept (David C. Cook) and were for sale on Amazon. They may not be available any more BUT check the internet for some other interesting ideas e.g. stacking boxes with different days of creation / book marks / bean bags etc. Pinterest has some great ideas.



The initial ideas for this unit were devised by Vicki Boxall (St Mary's CE Academy, Mildenhall), Lesley Ridley (Elveden CE Academy) and Karen Cooper (Old Newton CE) at the Emmanuel Project days and revised in 2019 by Helen Matter (Diocesan Schools' Adviser) with some help from Kate Hayward-Brackenbury (St Mary's CE Primary, Woodbridge). Thank you all for your hard work!