

Unpacking Christianity in EYFS

**How can we
care for our
wonderful
world?**



**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.



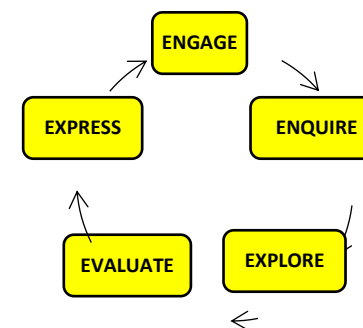
This unit, one of six for Reception, focuses on the Christian concept of 'creation'. It is important to read the guide to the concept and ensure that teaching and learning reflect this focus. Each unit contains an encounter with another faith.

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

'How can we care for our wonderful world?' lays foundations for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share.



This unit is the second of two underpinned by the idea of **'creation'** as expressed in the Christian faith. The other unit is called **'Why is the word 'God' so important to Christians?'** Both units also offer pointers to beliefs held by others about God.

Teacher-directed sessions and follow-ups provide shared classroom experiences to draw on when exploring / explaining religious material that may be totally new to children.

In this unit the shared experiences help teachers make links for children with Christian beliefs in God as 'creator and giver of life' and humans as 'stewards and caretakers' of the planet. These beliefs, for example, are a bit like:

- *making things on your own or together*
- *making something to share with friends*
- *designing and planning something for a reason*
- *doing your very best work and being pleased*
- *caring about, and looking after, what I've made*
- *being asked by someone to look after something precious*
- *recognising who made something on display*
- *having a good idea and getting a 'well done'*

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

The unit draws on Christian material related to 3 areas:

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

- In the beginning God created the heavens and earth (Genesis 1 v.1)... he looked at everything he had made and was very pleased (Genesis 1 v.31)
- God asked Adam to name the animals (Genesis 2 v.18-20) I am putting you in charge of the fish, the birds, and all the wild animals. (Genesis 1 v.28)
- Lord, you have made so many things! How wisely you made them all! The earth is filled with your creatures. (Psalm 104 v.24)

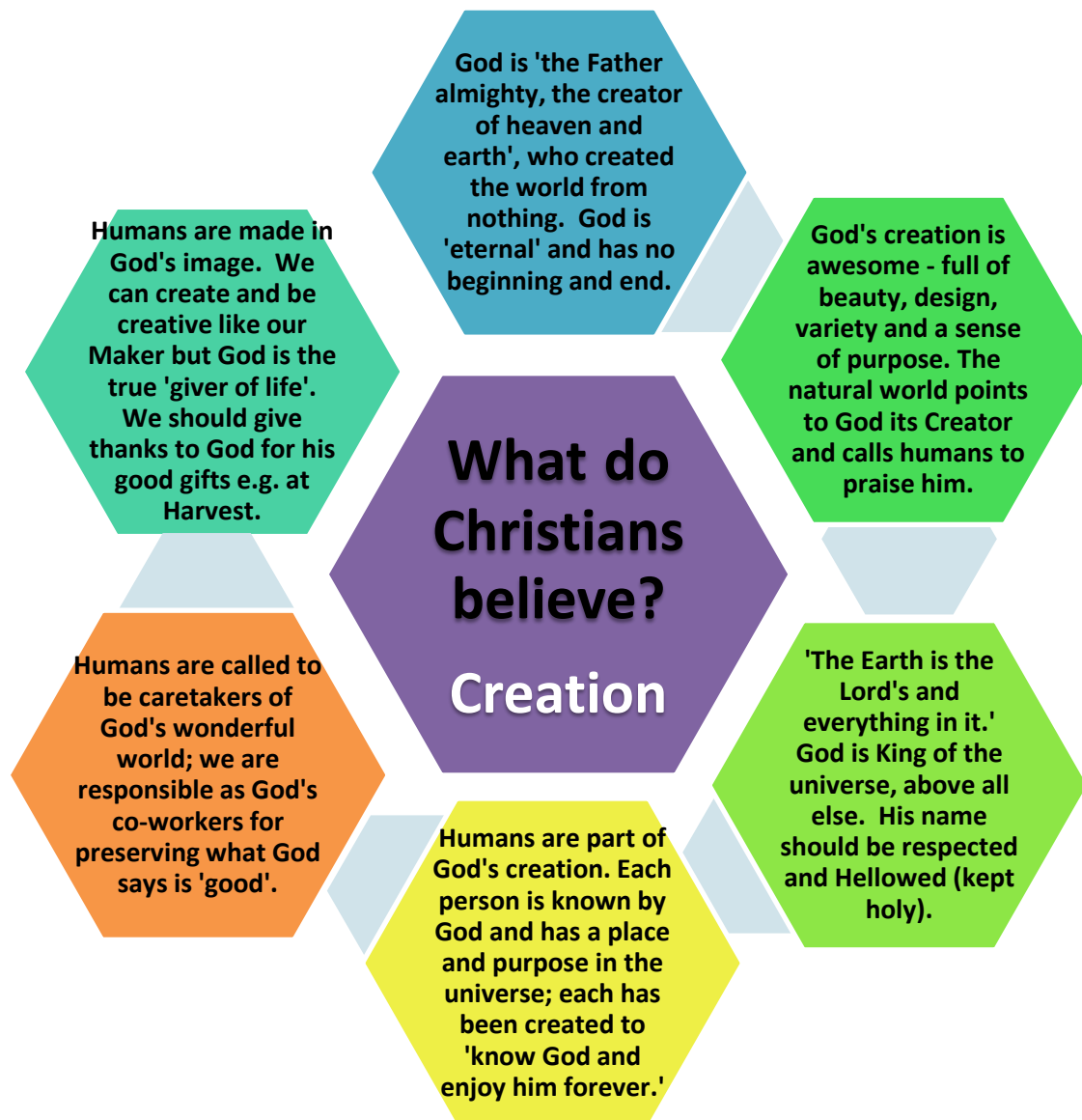
Church Community i.e. what happens in churches e.g.

- Declaring faith in 'God the Father almighty, maker of heaven and earth' in the creed, in art work, banners and stained glass.
- Singing praise to God the creator, including children's songs like 'Wiggly waggly worm' or 'He's got the whole world in his hands.'
- Celebrating harvest, Animal Welfare Sunday or a pet service as a thank you for God's creation and provision.

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

- Recognising their responsibility for God's world, given to them in trust; many get actively involved in green issues e.g. A Rocha, or in animal welfare e.g. Anglican Society for the Welfare of Animals.
- Supporting, or initiating, community projects like litter picks
- Telling church members that they must 'Treasure Creation' as the Church of England has done in its fifth Mark of Mission i.e. what the church should be doing.

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



Key Vocabulary

- awesome
- precious
- treasure
- creation/ creator / create
- design
- responsible
- caretaker
- God
- special / holy
- wonder/ wonderful



How can we care for our wonderful world?

ENGAGE
with the idea of
a wonderful
world which
needs care

**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.

*Ra I can remember
the different things
created by God in the
Bible story of Creation*

Teacher's note: Most people would agree the world can be a wonderful place. In this second unit with a key focus on 'Creation', it is important to read the introduction to Christian belief before beginning to plan and teach the unit. It would be easy to be side-tracked into a unit on mini-beasts etc and forget that this is an RE unit.

What is wonderful? What is so wonderful about the world?



Introduce Tom and Tessa, children who go to a local church and whose family are Christians, who love God and believe God is the maker of the whole world. Maybe the class remembers the story from Tom and Tessa's special book (the Bible) about God making the world (*from the unit: Why is the word 'God' so important to Christians?*)

Tom and Tessa have brought you something to look at. It is one of their favourite books / pictures. Produce *Wonderful Earth!* by Nick Butterworth **OR** use a picture of the earth

from space

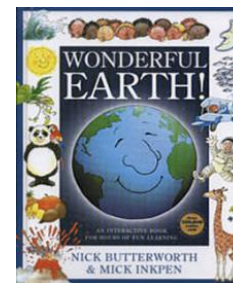
Introduce the word 'wonderful'. Why do you think people call the world / earth 'wonderful'?

Tom and Tessa have sent us a very short note. It's a challenge!

**Hi everyone! Can you find something
that makes you ask ...'I wonder'?**

We are going to look at the wonderful world. Go for a walk round the school / local environment, with magnifying glasses and cameras. Children look for living things that interest them and that make them think: *I wonder why / how / what etc.* Encourage children to look closely and choose their favourite thing to photograph.

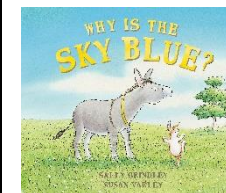
In the classroom, look at each child's photograph – why did you choose this? What makes it special? Children could complete sentences / questions about their chosen things using the starter words: I wonder....



**Ensure you read
the introduction
to Christian belief
(p.4) before you
begin.**

**Tom and Tessa
are introduced in
the Resources, if
not used before.**

**If you do not have
'Wonderful Earth',
a picture of the
cover might
suffice initially.**



**'Why is the Sky
Blue?' is a book
which stimulates
great questions of
wonder.**

Re I can talk about something interesting or wonderful in the Creation story or in the world around me

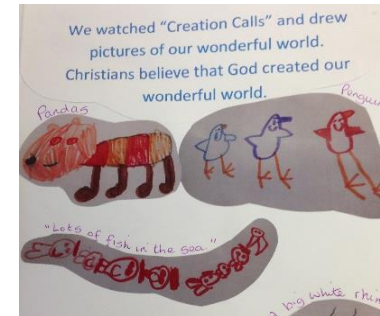
Rf I can talk about what I think is special or wonderful in the natural world

Create a 'WOW' or Wall of Wonders which children can add to day by day.



Follow up: Why is our world so wonderful? Thinking about what we saw on our nature walk...

Search for the videos 'Creation Calls' or 'Planet Earth - what a wonderful world' or other video clips online showing wonderful shots of earth, plants and animals. Talk about what we've seen. What was your favourite part?



This could be done during a quiet activity, for example, when children are having their snack, drawing what they have seen etc. It could be on continuous 'loop' so children can come and go to watch more than once.

What is a caretaker? How can we care for something precious?



Tom and Tessa have brought in their Treasure Box. Look inside and find some special glass beads / marbles. I wonder why these are special to Tom and Tessa. Think of reasons.

Hi everyone! Tom and Tessa here. Grandad gave these marbles to us as a present; he played with them when he was a boy. We love playing with them too but we always try to keep them safe because they were precious to Grandad. Please could you keep them safe for us today?

Invite the children to help look after one of the special beads / marbles for a day. How will they take care of it, keep it safe, look after it, treasure it?

Follow up – at the end of the day:

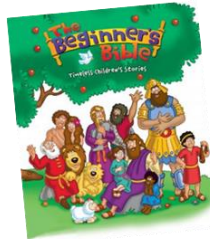

Collect the beads / marbles back. How did they keep them safe?

Tom and Tessa have sent a little note:

Thank you for looking after our things. Grandad would be pleased too. He always says that taking care of things is important. In fact, he says that God

Think carefully about health and safety if using marbles / beads.

Tuff Spot – large flat plastic tray which can be filled with water, gloop, sand, etc, for creating small worlds, art, investigating materials, etc.

	<p>made us caretakers for the whole world; we should look after our wonderful world as if it was an amazing treasure.</p> <p>Finish the '<u>Wonderful Earth</u>' book. Have people taken care of the world properly?</p> <p>What does the Bible say about God creating the world? (Link back to the unit: <i>Why is the word 'God' so important to Christians?</i>)</p> <p>Gather children (in small groups) around an empty Tuff Spot. Can you remember who Tom and Tessa say created the world? Does it make you wonder <i>how</i> God created it? Ask two children to create a world in the Tuff Spot but do not give them any resources. Wait for a response! We cannot do it – it is impossible!</p> <p>Christians say God is different; he created the world from nothing – that makes God unique. None of us can create something from nothing BUT we are made a bit like God because we can make things when we have the stuff to do it.</p> <p>Retell the Creation Story using the Tuff Spot together. A children's Bible Story book will be helpful e.g. <i>The Beginner's Bible</i>. Bring useful things to the Tuff Spot for retelling the story and creating their own 'small world'.</p>	<p><i>Suitable Bibles story books are listed in the <u>Resources</u>.</i></p> 
<p>ENQUIRE into the Christian idea of humans being called to be caretakers in the world God made</p>	<p><i>Teacher's note:</i> Careful organisation with the School Caretaker is required here and attention to health and safety. Links with a school 'eco' team might also be initiated after this lesson.</p> <p>Whose job is it to take care of things?</p> <p>Come back in after play to a carpet area covered in mess. What has happened? Why do we need it to be clean and tidy? Whose job is it to clear up? Whose job is it to take care of the school?</p> <p>Insist on calling the School Caretaker. Is it the caretaker's responsibility to clear up the mess on the carpet?</p> <p>Talk to the school caretaker about his / her job. Go on a trip to see what has to be looked after in the school and what work has to be done.</p> <p>Come back to the mess in the classroom and set about clearing it up together.</p> 	<p><i>This work links to EXPLORE: Christian Living – a challenge to work as a class /whole school – even the local community too – and really tackle things you notice that need sorting out.</i></p>

***Rd** I can talk about when I have looked after or cared for someone or something myself*

***1f** I can talk about what I think is my responsibility to look after in the world and why*



Follow up - Take photos of parts of the classroom / school / outside area which need a tidy up or mending e.g. litter, broken fences, dirty marks.

Can we be caretakers and put any of these things right? Make a lift the flap book / display in the style of 'Wonderful Earth' but the other way around i.e. use a photo of something that needs looking after as the top of the flap, with pictures of the tidied / mended item underneath.

How can we take care of the world? Whose job is it to look after the whole world?

Tom and Tessa have brought some things to show you. Have a look first and then read their note.

Unpack Tom and Tessa's gardening things and identify rake, watering can, gloves, seeds etc. Where do you think Tom and Tessa use these?



Hello everyone. Tom and Tessa here. We love helping Grandad in the garden. We love helping to pot plants and plants seed for flowers and vegetables. We love filling the bird-bath and watering tomatoes. We like picking strawberries and eating them too.

We think Grandad is a good gardener; he looks after his garden well. And he likes us to help too.

Grandad says: We can't look after everything in God's world, but we can look after some of it. God has given the world to all its people to look after; we have to work together to care for all the land and animals and plants.

Talk about any experiences of caring for plants or gardens. What is Grandad's answer to looking after the whole world?



Follow up: Plant seeds / bulbs with care and plan how to look after them. This could be done locally in someone's well-kept garden or with help from KS2 gardeners in the school garden.

You could also chat to parents who are gardeners and maybe try some fresh garden fruit and vegetables from a local / school garden

	<div data-bbox="510 188 853 451" data-label="Image"> </div> <div data-bbox="871 180 1561 250" data-label="Section-Header"> <p>Encounter with Judaism: How do some Jewish children help to care for the world?</p> </div> <div data-bbox="871 264 1576 442" data-label="Text"> <p><i>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 <u>after</u> this point in the unit where comparison with what has been learnt so far works well.</i></p> </div> <div data-bbox="1612 185 1731 438" data-label="Image"> </div> <p>Towards the end of the unit, you will find information for a possible lesson on Tu B'shevat, the birthday of the trees, when many Jewish families, schools and youth groups plant trees.</p> <p>You could explain that Tom and Tessa have some friends who are Jewish. In KS1 children meet Zoe, a Jewish girl. You could use her to introduce Tu B'shevat.</p>	
<p>EXPLORE how Christians learn about their role of caring for the world in (i) Biblical Narrative</p> <p><i>1a I can remember the story of the naming of the animals and know it is special to Christians</i></p> <p><i>1e I can ask why a</i></p>	<p><i>Teacher's note: Tom and Tessa learn about God from the Bible at their church and at home. Christians believe God is behind all there is in the world; he is the creator and giver of life. God loves the world he has made and has put humans in charge of caring for his creation; it is a big responsibility.</i></p> <p>What do Tom and Tessa learn about caring for the world in the stories and words of the Bible?</p> <p>Unpack Tom and Tessa's box / bag. What have they brought to show you today?</p> <div data-bbox="519 1046 1693 1153" data-label="Text"> <p>Hello everyone. Tom and Tessa here! We got lovely magnifying glasses for our birthday. We have been using them to find and identify bugs in Grandad's garden. Our teacher calls them mini-beasts.</p> </div> <div data-bbox="519 1168 1603 1241" data-label="Text"> <p>Have a look at our bug books, our special collecting 'box' and magnifying glasses. Can you name some bugs you think we found?</p> </div> <div data-bbox="519 1256 1718 1396" data-label="Text"> <p>We have to handle the bugs carefully. Grandad said, 'Be careful with those bugs because they are part of God's world too, just like you.' Then he sat us under a tree and told us a wonderful story of how God had asked the first human, Adam, to name all the animals.</p> </div> <div data-bbox="1514 786 1747 1042" data-label="Image"> </div>	<p>Check out the story of God creating the animals and of Adam naming them so you can tell it properly. It is in the Bible (Genesis 1 v.20-25; and 2 v.19-20). You can use a real Bible or find the passages on https://www.biblegateway.com/</p>

story is told, including the story of Adam naming the animals, and what I learn from it



Follow up: Look at a picture of Adam naming animals and see if you can name the animals in the picture – easy to find on the internet.

OR Learn a bug song from Out of the Ark's Mini-Beasts song book e.g. *Please don't squish me.*

OR Hunt some mini-beasts as a class, making sure you are really careful, and maybe naming a few!



EXPLORE how Christians respond to the role of caring for the world in (ii) Christian Community

Rc I can recognise why a song / prayer about God's world is important to Christians

1b I can use the right words (e.g. God, Christian, church,

Teacher's note: In churches, Christians talk about God a lot. They say and sing words of praise and worship to God who has made all things. They say together the creed: I believe in one God, the maker of heaven and earth. 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.

You could use 'Puddles and the St Francis Service' as an alternative to this lesson. See Resources.

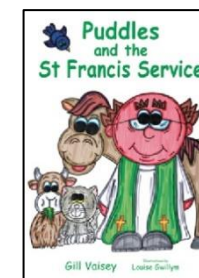
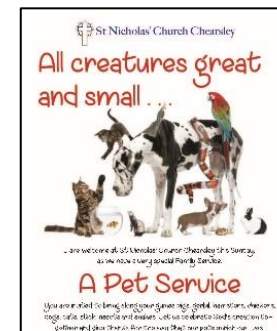


How do people in church celebrate God's wonderful world?

Open Tom and Tessa's bag and find some percussion instruments. What might Tom and Tessa need these for? There are two notes today:

Hi all of you! Tessa here! At our church, we are getting ready for a special service for Animal Welfare Sunday (or a Pet Service / St Francis Day service). A 'service' is when all the Christians at church get together usually on Sunday to sing and pray to God and learn from the Bible together.



This special service will praise God for our wonderful world. Our children's group are going to teach everyone at church some actions to a song. First we have to choose our song and then we have to work out some actions. Please can you help?



<http://www.aswa.org.uk/>

Find out about the Anglican Society for the Welfare of Animals so you can explain some of its beliefs. The website has children's activities / crafts.

You could try the story of St Cuthbert and the otters – good

<p>creator) to talk about a service for Animal Welfare Sunday</p> <p>1c I can suggest why a Bible text (Creation story or Psalm 104) helps a Christian care for the world</p>	<p>Talk briefly about Animal Welfare Sunday or about what a Pet Service might be! You will find lots of pictures of animal blessing services on the internet! Then read the next note.</p> <p>Hi everyone! Tom here! The vicar has asked us to help with a new banner to carry down the aisle at the start of the service. There are words from the Bible on it.</p> <p>It says "Lord, you have made so many things! How wisely you made them all! The earth is filled with your creatures." We have to paint some animals to go on the banner. Please can you help?</p> <p>You have two challenges.</p> <ul style="list-style-type: none"> • Watch / clap / hum along to two songs and choose one for Tom and Tessa. Then work out some actions or some ways to use the percussion. <i>There are songs listed in the <u>Resources</u> which would be suitable and come from Christian sources.</i> • Create a large banner. Add the words and paint animals to stick on it. <div data-bbox="510 834 640 1038">  </div> <p><u>Follow up:</u> Why not create an 'assembly' with your song, banner and some facts about animal welfare?</p> <p>Present it to the whole school in the hall or even to an invited audience in a local church e.g. your <u>Open the Book Team</u> if you have one, and ask what the church members think!</p> <div data-bbox="1370 292 1702 555">  </div>	<p><i>pictures on the internet too.</i></p> <p><i>The banner words come from the book of Psalms in the Bible: Psalm 104 v.24.</i></p> <p><i>Open the Book team? See <u>Resources</u> if you do not know about these.</i></p>
<p>EXPLORE how Christians respond to the role of caring for the world in (iii) Christian Living</p>	<p><i>Teacher's Note:</i> Working together with other Christians to serve the community is an important part of Christian faith. Like many people, Christians are sad when the environment and communities are not as they might be. Christian children are often taught from the Bible that they must treasure the world God made and they are encouraged to work with others to make the world the way God would want it to be.</p> <p>How are Christians taught to look after the environment and what do they get involved in doing?</p> <p>Hold a classroom tidy-time as children come in to class. Give out jobs so everyone is</p>	<p><i>Find out about Umuganda here: http://www.allaboutumuganda.com/umuganda.html</i></p> <p><i>Have pictures of Rwandans doing Umuganda if</i></p>

Rb I can recognise something a Christian does because they believe God wants them to care for the world

1d I can talk about how my family, my class or people in my religion, have tried to care for our world

involved. After 3-5 minutes call everyone together and unpack a box with bin liners, rubbish 'tongs', garden or plastic gloves.



Tom and Tessa are off to do something with their church friends – what do you think it is?

Hi everyone! Tom and Tessa here! Our vicar went to visit a church in Rwanda in Africa. There the whole community get together one Saturday a month to take care of the local area and fix problems. This is Umuganda – it means 'give something back' or 'work together to help'.

Now at our church, we get together every month for a community project like helping people with their gardens, planting bulbs or tidying up rubbish.

Sometimes we weed the churchyard or do litter-picking. We think God must be pleased to see us taking care of his world. This week we are putting up special places to encourage birds and wild animals, and there is a competition to write 'beasty bug prayers' for the church magazine.

Read Tom and Tessa's prayer and maybe write one too!

Thank you, God,
for spotty ladybirds, dangly spiders, bees in trees,
and creepy crawlies that live on leaves. Amen.

What sort of special places do you think Tom and Tessa made for their church yard? What else would you tell them to make? Look at pictures / visit your own nature area in the school grounds to find out about this.



Follow up: Continue to be involved in clearing and tidying in school – think about something that needs doing and write a letter to the school council together to ask them to do something – offer to help too!



Talk to a local church about whether they do anything special to 'treasure God's earth'. Visit a churchyard, have a look around. What could be done? Could you help them with ideas?

possible.

The Church of England has Five Marks of Mission i.e. 5 things that Christians should be doing. The fifth is 'treasuring the earth' and working for eco-justice.

Some churches are now eco-congregations. Find out how some involve their children in this. The idea of Beasty Bugs prayers came from a Christian eco organisation.

Examples of 'green' or Wonderful World Messy Churches can be found on church websites e.g. St Hildeburgh's, Hoylake, and it is worth trying 'pinterest' and 'images'.

	<p>An alternative: Tom and Tessa love Messy Church. They have been to Christmas Messy Church and Harvest Messy Church and Easter Messy Church!</p> <p>They decided to ask the vicar to do a Messy Church afternoon about caring for God's world.' The vicar said, 'Great idea. Will you help me plan it?'</p>  <p>See if you can find out about some things the children might do at a church event like this e.g. by reading church reports about a 'What a Wonderful World Messy Church' on the internet and looking at pictures. Use this information to plan something similar if you wish.</p> <p>Maybe you can arrange with a local church to set up a 'Wonderful World' Messy Church for the children to explore what it might be like.</p> 	
<p>EVALUATE</p> <p>children's learning during teacher-led sessions and in relevant aspects of enhanced provision</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</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 	<p>See 'Assessing RE in your school' p.19 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>

	curriculum.	
<p>EXPRESS your RE learning so it can be shared with others</p>	<p>Teacher's note: 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.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Hold a class assembly to share some of the learning you have done. <ul style="list-style-type: none"> ✓ Display the class banner (if made for EXPLORE: Church), and share the big question 'How can we care for our wonderful world?' ✓ Use the 'Wonderful Earth' book, if appropriate. ✓ Display some examples of things from the natural environment that the class thinks are wonderful. ✓ Explain to the school that we all need to be caretakers of the world. ✓ Say that Christians think the world is like a treasure which God has created and we are responsible for looking after. ✓ Share a song or story that comes from the Christian community. ✓ Put out a big TREASURE box for children in the school to add their pictures and words about things they think are like 'treasure' in the world. ✓ <u>Follow up</u> – Have a look at what they place in the box. Plan a follow-up 'thank you' assembly with the help of some KS2 children to thank God for all the 'treasures' in the world. • Invite a visitor e.g. governor, to hear you discuss what you have learnt about our wonderful world, what Christians say about the world and what we have done in response to our findings. 	<p>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</p> <p>See notes on 'Scrapbooking' on the Emmanuel Project flash-drive.</p>



- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Create an art gallery of photos and paintings of wonderful things in the world around you. You could use Psalm 104 as a source of ideas for the gallery and use verses from the psalm to label the work. • Try running your own Wonderful World Messy Church event for the adults at a local church! Or for your parents, in school, with art and craft and a Bible story and some food! | |
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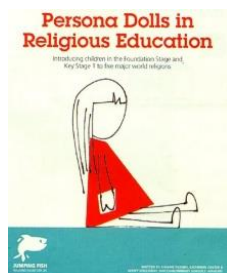
Resources and ideas for continuous / enhanced provision:

Outside Area	Magnifying glasses and cameras for scavenger hunts for natural objects Matching paint palette colour cards to your environment Planting/caring for seeds / plants / bulbs
Construction	Minibeast hunts and making minibeast homes Construction of homes for pets
Book area	National Geographic/ nature / gardening magazines and non-fiction books re animals, nature etc Creation story books and children's picture Bibles – could be kept in Tom and Tessa's bag in the Book area
Listening corner	Out of the Ark CD's – Animals, Mini-beasts, Eddie the Penguin saves the world Christian songs re animals and creation – see resource list Classical - Vivaldi's Four Seasons, Saint-Saens - Carnival of the Animals
Writing / mark-making	Paper in different natural shapes e.g. world, flowers, trees, animals Posters of pets and how to care for them Invitation to pet service
ICT / technology	Cameras for photographing beautiful things in nature and untidy areas needing attention IPads / Story Maker – record children singing one of the Christian songs with their own actions
Sand/ water / malleable	Playdough - creating creatures / worlds Wet sand - creating own landscape and adding animals Water – adding water animals
Music / role play	Make your own instruments to make environmental sounds and create own compositions Flower shop/garden centre / pet shop / mini-beast exploration centre
Creative area	Junk modelling / recycling to create giant animals Observational drawing / painting – possibly of natural objects in the Tuff Spot Collage a specific environment e.g. a meadow or a forest or the sea
Investigative area	Natural objects and magnifying glasses Microscopes
Small world	Making small worlds imaginative and real Tuff Spot world with creation story for retelling and role play
Reflective Area	Awe and wonder objects / pictures to focus on (from Tom and Tessa's treasure box) Adding their own objects and pictures

Alternative Resources for 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 and the Jewish child could introduce the tree-planting festival.

Finding out about 'Messy Church'

<http://www.messychurch.org.uk/>

Messy Church is an international movement. It promotes and resources family-based activity times in churches. Children and their adults join in craft and other activities based on a Biblical theme or story. They then share a short worship-time with songs and a prayer and eat together.



It would be possible to look at the whole of this unit through the planning of a Messy Church-type event together, especially if a local church already runs a group.

Children could help with the ideas and try the activities, just like Tom and Tessa. They could hear what Tom and Tessa would do in the worship-time and listen to a Christian song. (see **Explore: Christian Living**)



Other faiths: Jewish 'Birthday of Trees'

How do Jewish people care for our wonderful world?

- Tom and Tessa know the Creation story from the Bible. It is shared with Jewish people.
- Go outside and look at trees. They are an important part of our environment. According to the Creation story, seed bearing plants and fruit trees were put on Earth before other living things (Genesis 1:11-12). In other words, the first thing God did once He had firm land was plant trees!
- Every year Jewish children celebrate a special 'birthday' of the trees by planting new trees. Look at pictures of children planting trees. Maybe interview your Jewish 'persona doll' about this and try planting a tree or an acorn or other seed.
- Sing a Tu B'shevat song: search for one online
- At **Tu B'shevat** Jewish children eat fruit. Why? Sometimes they eat seven, or even 15 kinds of fruit, and often a new fruit they haven't eaten this year. What fruits would you eat?
- Trees take a long time to grow and act as a reminder that God was there, is there and will be there for our children's children too. Find an old local tree and see if there is a grandparent who swung on it, climbed it etc when they were children.
- Make collage trees and talk about what Jewish people believe.



For background: www.myjewishlearning.com/.

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 the different things created by God in the Bible story of Creation	Rb I can recognize something a Christian does because they believe God wants them to care for the world	Rc I can recognise why a song / prayer about God's world is important to Christians	Rd I can talk about when I have looked after or cared for someone or something myself	Re I can talk about something interesting or wonderful in the Creation story or in the world around me	Rf I can talk about what I think is special or wonderful in the natural world
Y1	1a I can remember the story of the naming of the animals and know it is special to Christians	1b I can use the right words (e.g. God, Christian, church, creator) to talk about a service for Animal Welfare Sunday	1c I can suggest why a Bible text (Creation story or Psalm 104 v.24) helps a Christian care for the world	1d I can talk about how my family, my class or people in my religion, have tried to care for our world	1e I can ask why a story is told, including the story of Adam naming the animals, and what I learn from it	1f I can talk about what I think is my responsibility to look after in the world 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 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 use persona dolls or suitable photos of children to create similar characters. The names 'Tom' and 'Tessa' are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they bring in a bag containing Christian artefacts or books! Here are suggestions for this unit:

- Treasure chest
- Marbles / coloured pebbles or beads
- Children's story Bible
- recording of a favourite 'creation' or animal' song, maybe the 'Mr Cow' CD



Some recommended Bible resources:

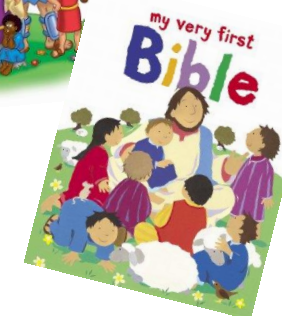
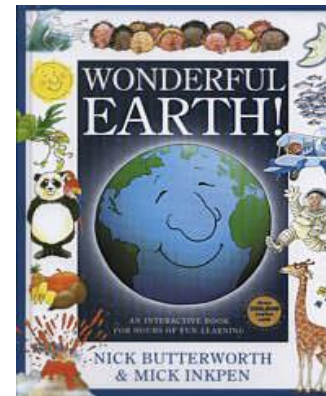
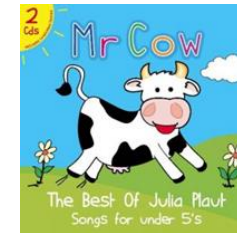
- The Beginner's Bible (Zondervan)
- The Big Bible Story book (Scripture Union)
- My Very First Bible – Lion Hudson (also available as 10 separate story books)

Story books

- Wonderful Earth! - Nick Butterworth (Hunt)

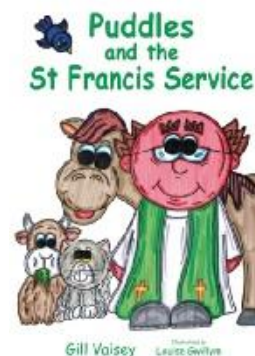
Songs / Music from the Christian community (mostly on i-tunes)

- The Earth is the Lord's - Graham Kendrick
<http://www.higherpraise.com/lyrics/love/love853432.htm#undefined>
- He's got the whole world in his hands
- From the tiny ant
- Our God is a great big God
- Wiggly waggly worm – Paul Field
- Lovely jubbly – Doug Horley
- Julia Plaut's Mr Cow CDs, ideal for all the EYFS units, from: <http://www.eden.co.uk/shop/>



Help from the RE Community

- **Opening up Christianity** – section on creation / caring for 4-5's RE Today Services booklet
- **Firm Foundations** - Exploring Christianity at Foundation Level Book 1- Creation and Harvest – Where does food come from? / Why do Christians celebrate harvest? / Why is it important to say thank you? (book and CD-rom available from Religious and Moral Education Press – RMEP)
- <http://www.booksatpress.co.uk/religiouseducation.html> (Puddles and the St Francis Service)



Help from the Christian Community

If you have an 'Open the Book' Team who visit school for assemblies, ask them to come and perform the Creation story especially for the Early Years so they can all enjoy joining in. Some teams have a beautiful banner for this story. If yours does not, maybe the children could help them make one.

Church yards are often valuable places for mini-beast and wild flower hunts. Some churches excel in flower decoration. Some churches support Christian environmental organisations e.g. A Rocha. Some may be able to help with excursions to places of natural beauty or interest.

The Church of England is committed to 5 'Marks of Mission' – the fifth is to TREASURE the earth. Ask what your local church is doing for this.

Examples from other religions

Many religions teach that God created the world and all life; living things are thus valuable and should be protected. Even those who have no belief in a divine being would argue for the need to preserve the planet and all its life-forms.

You might like to hear a Muslim story on caring for creation; there are a number of stories about Muhammad's care for animals. You may have used Gill Vaisey's 'The Tiny Ants' (from books@press) in the 'Nativity' unit and could revisit that.

Initial ideas for this unit were worked on by Beth Williams (St Edmundsbury CEVA Primary) and Sue Morris (Risby CEVC Primary) at the Emmanuel Project days at Belsey Bridge Conf. Centre and updated by Helen Matter in 2019, with some advice from Kate Hayward-Brackenbury (St Mary's CE Primary, Woodbridge). Thank you for your hard work!