**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 1**

|  |  |  |  |
| --- | --- | --- | --- |
| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 1.1God’s Great Plan | **Talk about a beautiful part of creation and say why they think it is beautiful.**Links to learning objective:‘Be aware of the beauty of God’s world and explore and respond to the wonders of creation e.g. the seasons’ (old TB pp. 8-10; new TB pp. 10-12). **Talk about their favourite part of creation and say why it’s their favourite**Links to learning objectives:‘Hear about the story of Creation from Genesis and talk about its meaning’ (old TB pp. 11-13)‘Hear about the story of Creation from Genesis. Reflect on its meaning.’ (new TB pp. 13-15) | Use the Introductory Activity (old TB p. 8 and new TB p. 10) ‘*Children and teacher bring in something they have made to put on the display table. Talk about how and why we make things; how we feel about them and why we wanted to make them beautiful’*’ or a version of the activity. Emphasise what is ***beautiful*** and how it makes us feel and that when we make things we are its ***creator***.Use the Big Book or give opportunities for the pupils to look at some beautiful images of the natural world – use the ‘Questions to ask about Big Book Picture’ with the photographs as well. After the question, ‘Why do you think God made the world such a beautiful place?’ ask pupils following a view of all the images, ‘What might God who created these things be like?’ E.g. amazing, big, strong, full of ideas, clever, happy, generous etc.Complete activity 1 using the adapted version of Psalm 104 and listening to, at least, the first 4 minutes of Beethoven’s Symphony no. 6 see <https://www.youtube.com/watch?v=9ORsinmqm0M>Encourage pupils to set this psalm to dance or movement using the music. Pupils can be put into groups to interpret the different aspects of the things created. Activity 2 (old TB p. 10 and new TB p. 12) will provide evidence of the expectation: ‘*Children choose their favourite beautiful things, one large one small beautiful thing, from the Big Book Picture or photographs and draw them. Children can say why they chose them using a sentence starter ‘I chose the … because …*’In the reflective Circle Time on ‘Thank You’ in activity 3 (old TB p. 10, new TB p. 12) bring the pictures pupils have drawn and encourage pupils to say thank you to God for a beautiful part of creation. Ask pupils to listen to the song ***Music Maker*** by Fischy Music. This song is on *Spotify* or can be found at:<https://www.youtube.com/watch?v=_eaITfwENEU&list=PL3Sjfm7xJj0PZca-sPhzOnO2-WP23Aq7v&index=18>This expectation is linked to listening to and working with the story of creation from Genesis 1. So pupils can talk about a particular action of God, a particular creature or a particular day. Talking partners can say what they like to each other and say why. To say why is an additional skill and could elicit basic replies like ‘because I like (whatever it is) or how it makes them feel, to deeper reasons based on a pupil’s knowledge and experience. | What can you see in the picture/photograph?Have you ever seen [some of the images of the natural world] yourself?Which part of the picture/photograph do you think is the most beautiful? Why?Why do you think God made the world such a beautiful place?What might God who created these things be like?Close your eyes, can you think of the most beautiful thing you have ever seen?Would you rather be… or …? ‘Why?Which day is best? Why?What’s your favourite thing God created?Why? |
| 1.1God’s Great Plan | **Wonder about living in God’s amazing world using ‘why’ and ‘how’ questions.**Links to learning objectives:‘Be aware of the beauty of God’s world and explore and respond to the wonders of creation e.g. the seasons’ (old TB pp. 8-10; new TB pp. 10-12). ‘Hear about the story of Creation from Genesis and talk about its meaning’ (old TB pp. 11-13)‘Hear about the story of Creation from Genesis. Reflect on its meaning.’ (new TB pp. 13-15) | This expectation can be met in any part of the unit where pupils are given opportunities to talk about God’s world or record their ideas. Pupils could have drawn or made something and then asked to complete a ‘why’ or ‘how’ question starter next to it. There is an opportunity to gather evidence for the ‘why’ questions after the Circle Time. Activity 4 (old TB p. 10 and new TB p. 12) encourages the use of sentence starters like ‘I wonder why….’ After working with the creation story from Genesis 1 pupils can be encouraged to ask ‘How’ type questions of God and the things God created; e.g. pupils might use a question starter like, ‘How did you make the …?’  | ‘I wonder why ….’Ask the person who knows everything (God) some ‘How’ questions about what was made. |
| 1.1God’s Great Plan | **Recognise the story of creation from Genesis 1:1-2:3.****Know that it is the beginning of the Bible** Links to learning objectives:‘Hear about the story of Creation from Genesis and talk about its meaning’ (old TB pp. 11-13)‘Hear about the story of Creation from Genesis. Reflect on its meaning.’ (new TB pp. 13-15) | Recognition of stories can be visual – from being shown a picture – but is principally from hearing stories read and working with a story. In order to recognise the story of creation pupils will have heard the story during the lessons and be able to do one of the following: identify it – that could mean naming it, even pointing to it. It could be a labelling activity. Recognition shows knowledge by recalling that knowledge.Having the use of a Bible and having a few bibles in the classroom for children to hold – feel the weight and explore – is needed rather than a *God’s Story* or a bible story book from a publisher like Lion. Pupils need to be shown and taught that the story is found at the beginning of the Bible. It is open to teachers to ask pupils why it’s a good place for the story to be found. | What can you see in the picture?What happens? Can you remember…? What happens next?How many days are there?What happens on day …?What does the story tell us about God?Where would you find the story of creation?Why is it the first story? |
| 1.1God’s Great Plan | **Begin to retell (sequence), in any form, the story of the seven day creation.**Links to learning objectives:‘Hear about the story of Creation from Genesis and talk about its meaning’ (old TB pp. 11-13)‘Hear about the story of Creation from Genesis. Reflect on its meaning.’ (new TB pp. 13-15) | To sequence the story of creation, in any form, means that pupils could use different media to create the seven day story – this could be individually or individual days being brought together to form a sequence. There is also the possibility of matching individual days to their title i.e. a picture to a day. To meet this expectation pupils will be able to use a sequence or their created sequence to tell the teacher what happens in a very simple way.Pupils in small groups can compose a particular day of creation using Play Doh, Lego, paints or even clay. The teacher provides numerals (or positional numerals 1st, 2nd etc.) for pupils to sequence the story using the creative media. The teacher can provide – or pupils can draw and paint - simple pictures for each day and pupils can sequence them. See the Creation Story Power point.Steve Turner’s retelling of the creation story *In the Beginning* is a good bookto use with pupils. It is structured with rhythm and repetition to aid the retelling. The key words on each day can be used as a vehicle to retell the story in a simple sequence.In the Beginning: Amazon.co.uk: Turner, Steve, Newton, Jill: BooksPupils could think up some key words for each day. Pupils could draw them and order them to practise retelling the story.The teacher can set up an area for the continuous retelling of the story using ideas like a story sack, small world figures, pictures and day titles to sequence.  | Can you put the story in the right order?What happened on this day? What did God do?Can you tell me something else that happened in the story of God creating the world?  |
| 1.1God’s Great Plan | **Say what the story tells Christians about God and the world**Links to learning objectives:‘Hear about the story of Creation from Genesis and talk about its meaning’ (old TB pp. 11-13)‘Hear about the story of Creation from Genesis. Reflect on its meaning.’ (new TB pp. 13-15)‘Be aware that we have a responsibility to look after God’s world. Think of what we can do not to spoil the world.’ (old TB pp. 16-18 and new TB pp.19-21) | ***About God***: *some of the following*-God is the Creator, He created the world and everything in it: ‘*All things bright and beautiful*…’- God keeps the world going – ‘*He’s got the whole world in His hands*…’- God is really powerful- God is amazing!- He made one day ***a day of rest***, *a day to thank God for His creation* – ask pupils to come up with some ‘Thank you and praising sentences: ‘Creator God, thank you for…’ ‘God you are amazing because…’ Pupils could design creation thank you cards incorporating their favourite thing about creation. Use ‘The Wonders I See’ song by Bernadette Farrell on CD ‘Share the Light’ as part of a ‘Thank you God for creation’ liturgy. <https://www.youtube.com/watch?v=3ydaU34XgxA>Encourage the link with pupils between being thankful and grace before and after meals. We are encouraged to say thank you and please every day why is that? In the same way we say grace before and after meals every day at school, why, what difference does it make, what does it remind us of and how about what we do with the food on our plates?Bring in a punnet of fresh juicy seedless grapes. Talk with pupils about how the fruit grew and got to the supermarket. Talk about light, water, to bud, flower, pollination by bees, fruit growing, harvesting, transporting. So when pupils eat one, how should they eat it? Quickly without a thought? Or slowly, touching, feeling, tasting (savouring it) – aware of all the sensations, appreciating how wonderful it is. Ask pupils to hold the grape, to stroke it, to sniff it. Pupils now put it in their mouths and feel their teeth and tongue on it before biting – feel the juice spurt. What words can pupils use to describe this experience? Now compare with how they usually eat without noticing. Make a simple group card thanking someone for their food like a dinner supervisor or cook in the school kitchen. Present them a card at lunchtime. Make cards for farmers, shopkeepers and God and place them on your prayer table or RE display. Teachers could extend the learning because Christians show they are thankful for God’s gift of creation at Harvest and by being generous to those who have less: use Matthew 10: 8 ‘Freely, you have received, freely, give.’***The World***- We have to look after God’s world | What does this day tell us about God?What does this story tell us about God?What did God think about what He made?On which day did God not make anything? What did he do on this day? What does making it holy mean?Which day is a bit different than the others? Why is it different?Why is it important to say thank you to God?How do we treat other people’s things? How should we treat God’s world?Why do you think God made us? |
| 1.1God’s Great Plan | **Give at least two examples how they are able to look after God’s world**Links to learning objective:‘Be aware that we have a responsibility to look after God’s world. Think of what we can do not to spoil the world.’ (old TB pp. 16-18 and new TB pp.19-21) | The pupils apply their knowledge that they are asked to look after God’s world by giving two examples. They can tell the teacher orally or draw pictures or write a sentence. The two ideas could include showing care for a creature (their pet) or a part of creation; or helping to conserve the earth by not wasting food/water, tidying up or through recycling etc.Give each table group a pot plant at the beginning of the unit of work that they have to look after and have one that is left to wilt. Or bring in two pot plants, one that is looked after and one that is just left to wilt. When you have reached this point of the unit talk with pupils about the effect of looking after the pot plants. How easy is it to harm – how easy is it to put right again?Pupils draw something they treasure and look after. How would they feel if it was damaged or broken? Why does a creator of something want their creation looked after? Use the Big Book picture page 5/6 or show some images of a spoilt environment. How would God feel about litter and vandalism? What might make God happy about the world and what might make God sad? Use EYFS DVD-CD images for ‘Looking after God’s World’ as a stimulus for ideas about what pupils can give as examples of caring for God’s world.There is a sequence of work in *Opening Up Christianity* by RE Today pp. 6-9 on caring for living things that provides some ideas and will appeal to any school that has school or class animals which they look after. Opening up Christianity 9781905893485 - RE Today<https://shop.retoday.org.uk/9781905893485> | How do you show you care?What do you do to show you care for God’s creation? |
| 1.1God’s Great Plan | **Recognise the story of Noah’s Ark**Links to learning objective: ‘Hear an appropriate part of the story of Noah and the Flood and respond to its promise and hope’ (old TB, pp. 19-21 and new TB, pp. 22-25). | Recognition of stories can be visual – from being shown a picture – but is principally from hearing stories read and working with a story. In order to recognise the story of creation pupils will have heard the story during the lessons and be able to do one of the following: identify it – that could mean naming it, even pointing to it. It could be a labelling activity. Recognition shows knowledge by recalling that knowledge. Principally pupils can draw a picture or make an ark and tell the teacher that it is the story of Noah’s ArkThere is a sequence of activities on Noah’s Ark provided for home learning from RE Today here: <https://www.natre.org.uk/uploads/Free%20Resources/1%205-7%20RE%20Today%20and%20NATRE%20home%20learning%20The%20Story%20of%20Noah.pdf> |  |
| 1.1God’s Great Plan | **Ask and respond to questions about the feelings of Noah and their own feelings.**Links to learning objective: ‘Hear an appropriate part of the story of Noah and the Flood and respond to its promise and hope’ (old TB, pp. 19-21 and new TB, pp. 22-25). | The TB (old p. 21 and new p. 24) has good questions that can be used about the story to meet this expectation. Pupils who are able to ask their own question about the story of Noah can be given an opportunity when the teacher reads the story or pupils can be given the task after hearing the story and working with the story to come up with a question for Noah or about the story. It is important to teach pupils that the rainbow is a sign of hope and a sign of God’s faithfulness – we can trust God because he keeps his promises.  | How did Noah feel when God told him there was going to be a flood?Why do you think Noah did what God told him to do?What did God tell Noah to do when he saw a rainbow?What will you think of next time you see a rainbow? |