

UNIT A – YEAR 5

CREATION

ABOUT THE UNIT

This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.

WHERE THE UNIT FITS IN

This unit will build on references to creation from Key Stage 1 and Year 4.

PRIOR LEARNING

It would be useful if the children have:

- some knowledge of the creation story.

SKILLS

Comparing texts, research skills, discussion skills, thinking skills, art skills, poetry and song writing, reference skills, interpreting skills.

VOCABULARY

Bible, Old Testament, Genesis, inspired, creation, image, likeness, canticle, Beatitude, talents, dignity.

ASSESSMENT

At the end of this unit:

Most children will know that there are two stories of Creation in the Book of Genesis. Understand what being made in the image and likeness of God means and the responsibility to use our God given talents. Know some reasons for praising God the creator of the world.

Less able children will know and recall elements of the creation stories. They will recognise some God given talents and be able to explain reasons for praising God the creator.

More able children will be able to compare the two stories of Creation from the Book of Genesis. They will understand the need to acknowledge and respect the image and likeness of God in others and how the teaching of Jesus in the Beatitudes is a challenge to do this. Understand how the story of creation is a way of explaining the reality of God as creator rather than just an historic rendering of the act of creation.

A.T.1

A.T.2

4a

4a

4b

4b

4c

4c

3a

3a

3d

5a

5a

5c

5c.

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>R3 Hear about and explore the Bible.</p> <p>L1 Human gifts and qualities and the physical world, as gifts and signs of God's love.</p> <p>L3 The joys and challenges of human community.</p>	<ul style="list-style-type: none"> • Explain to the children that for thousands of years people from every nation and culture have been telling and writing stories about the creation of the world. • Children to work in groups to explore some creation myths. • Children to identify any common features from these myths. • Produce the results in tabular/chart format of their own choosing (Design on a computer software package). • During Year 5 children will learn some important Bible referencing skills. Revise previous learning in Year 4 about the Bible being a library of books and the basic structure of the Bible. • Explain to the children the numbering of chapters and verses and how they can tell which is a chapter and which is a verse. Provide some examples for the children to find. • Children to find the two stories of the creation of human beings in the Book of Genesis. • Compare and contrast both stories. • Create a table with two columns to record their findings. • Children to write a brief summary of what the two stories tell us about God and what they tell us about human beings. • Explore with the children the idea of stories not being factually true, but actually revealing something that is an underlying truth. Reflect on fables and myths as examples of this. • Explain to the children that the stories of creation were written by the Jewish people to express their belief that God had created everything in the world that was good and that human beings were created in God's image and likeness. This is more than a factual account of how the world was made. • Explain to the children that Christians believe that the Scriptures are the "inspired" Word of God. • Children to find out the meaning of the word "inspired". Have they ever felt inspired to do something? • Explain to the children that God inspired people to write these words to reveal important truths about creation. • Consider with the children the order and perfection of creation. What do the words "image and likeness" mean? • Provide some opportunities for observational drawing of themselves or each other. • Explore with the children the concept of "dignity". If human beings are made in the image and likeness of God, then what does this demand of us? • Consider exploring issues of racism and prejudice, helping children to see that these are inappropriate if we are to recognise God's image and likeness in people from all nations and cultures. • Brainstorm with the children opportunities they have to respect and recognise the image and likeness of God in others. 	<p>R3 Of how to find their way round the Bible.</p> <ul style="list-style-type: none"> • Know that there are two stories of Creation in the Book of Genesis. • Understand that Creation stories are simply a way of teaching that God created the world and everything in it rather than a factual account of how Creation took place. • Know that every human being is made in God's image and likeness. • Understand that every human being is called to respect and care for the human family of the world. • Understand why the Creation story has an important message for the people of today. <p>L1 That every human person is made in the image of God and is called to reflect God's love; of the new life and new creation that is God the Father's gift in Jesus; that the natural world is God's gift to all people.</p> <p>L3 That individuals and communities must make choices about attitudes to human strengths and weaknesses; of the joys and challenges relationships bring; of the nature of community life.</p>	<p>Science/PSHE work could be part of the focus for this unit.</p> <p>Use art as a means to support learning about this creation topic.</p> <p>This unit presents opportunities for pupils to affirm their peers by focussing on the positive. These comments could be displayed in the room.</p>

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
<p>L1 Human gifts and qualities and the physical world, as gifts and signs of God's love.</p> <p>L2 How such gifts may be used, neglected or abused.</p> <p>C3 A variety of prayers and prayer forms.</p> <p>L5 How love of God is shown in obedience to God's commandments.</p> <p>C7 God's call to individuals and their different responses.</p>	<ul style="list-style-type: none"> • Children to identify their own gifts and talents. In what ways have these grown and developed since Nursery or Reception? What can they do now that they couldn't do some time ago? • Revisit the stories of creation from the Old Testament. What do they tell us about the roles and responsibilities of human beings in the world? What is God asking his people to do? • Explore with the children the ideas that talents and gifts are not to lie dormant. They are to be used actively for the good of others. • Children to think about being in Year 5 and what they can do now to show to others that they are using their gifts and talents. • Children to write a simple poem addressed to God the Creator about using their gifts and talents in the service of other people. • Create some real life scenarios for the children to consider where they can use their gifts and talents in the service of other people. • Write a promise to use your gifts/talents to help someone on the back of a post it note with own name on front. Stick on to PROMISES display. When children have carried out promise, remove post-it note – fold it – add to basket in prayer corner. • Emphasise to the children Christian responsibility to use gifts and talents and to care for God's creation. • Revise the story of St. Francis of Assisi and the love and respect he showed for the creation of God. • Read a version of St. Francis' Cantic of Creation. • Highlight parts of the text where St. Francis praises God for the world he has made. • What does the Cantic teach us about the way St. Francis looked on creation? • Children to create their own version of the Cantic of Creation. • Jesus taught his disciples to use their gifts and talents at the service of other people. • Explore some of the teaching of Jesus to his disciples about being the light of the world and the salt of the earth. • What do you think Jesus was asking his disciples to do? • Another important form of teaching from Jesus about using gifts and talents at 	<p>L1 That every human person is made in the image of God and is called to reflect God's love; of the new life and new creation that is God the Father's gift in Jesus; that the natural world is God's gift to all people.</p> <ul style="list-style-type: none"> • Identify ways in which they can use their God given gifts and talents in the service of other people. <p>L2 Of what nourishes and what damages human relationships and relationship with God; of the need for sorrow and forgiveness; that everyone is called to cherish and conserve creation.</p> <p>C3 Increase variety of forms of prayer.</p> <ul style="list-style-type: none"> • Know the story of St. Francis of Assisi. • Hear the words of the Cantic of Creation. • Be able to write a simple version of the Cantic. <p>L5 That Jesus reveals the love and mercy of God his Father for every single person; that the Commandments are guides in loving God; that worship and obedience are responses to God's love; of Christian values of justice, compassion, truthfulness and respect.</p>	

PROGRAMME OF STUDY	TEACHING STRATEGIES	LEARNING OUTCOMES	FURTHER DEVELOPMENT
	<p>the service of other people was found in the Beatitudes.</p> <ul style="list-style-type: none"> • Share the version of the Beatitudes in Matthew and Luke's Gospel with the children. • In groups, children to decide what gifts and talents are needed to live out some of these Beatitudes (e.g. The quality of a peacemaker, the quality of somebody who tries to bring justice). • Children to create some prayers asking God to use their gifts and talents at the service of other human beings. <ul style="list-style-type: none"> • In groups research variety of nature, e.g. flowers, trees, fish, birds, etc. • Children to recognise the importance of relating to other people of different colour, language, race and creed. • Hold a celebration liturgy to conclude the topic. Focus on the diversity of people and creation but also the common idea of God as the Creator. 	<p>C7 Of Christian responsibility for the sign we give and the Church's mission.</p> <ul style="list-style-type: none"> • Know the Beatitudes of Jesus. • Understand that they provide a guide for living as a disciple of Christ. • Be able to reflect upon using gifts and talents, to live out the Beatitudes. 	

RELATED SCRIPTURE

Genesis 1: 1-31

Genesis 2: 5-24

Psalm 103 (104) – Psalm in praise of God the Creator

Mt. 5: 1-12

Lk. 6: 20-23 – The Beatitudes of Jesus

COLLECTIVE WORSHIP

- Learn a sung version of the Canticle of Creation.
- Use some creation prayers as part of class prayer.
- Have a class liturgy to give thanks for the positive qualities found in each other and an opportunity to praise God the Creator.
- The Beatitudes of Jesus could be used to form an examination of conscience.

OTHER LINKS

P.S.H.E. and Circle time: Valuing and treating others with respect. Putting the Beatitudes of Jesus into daily living.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?