

Foundation and Key Stage One RE Materials Creation

Work on the Biblical Creation Stories in RE for the both the Foundation Stage and Key Stage One will meet elements of the **Cambridgeshire Agreed Syllabus** strands on Natural World, Writings and People.

If it includes the work on Collective Worship, it will include part of the Worship strand, and the Harvest focus will meet some of the Festivals and Fasts strand. Some of the work could form part of the non-statutory topics on ~ Special Books, People to Remember and Harvest and Thanksgiving

From the **Cambridgeshire Footsteps Document**, the work will address each of the four characteristics for RE ~

- Special events, people, and places
- Making time for questions
- Encouraging children's capacity to wonder at and enjoy aspects of their experience
- Contributing to children's growing sense of themselves as individuals and as members of the communities to which they belong.

In the Norfolk Agreed Syllabus, these ideas may be used when exploring Strand 2: Understanding
Strand 4: Spiritual Development.

At Key Stage 1 it addresses the Study Unit B Religions and Everyday Life and is particularly relevant in Concept 2 Beliefs and Behaviour.

The materials may also be used with the **QCA Units**
Foundation ~

- RA What are Harvest Festivals?
- RC Who was Noah?

Key Stage 1 ~

- 2C Celebrations

I do need to confess to some reservations about the QCA material for the Reception and Key Stage 1 children. On the whole we have found the material to be more suited to older children, and the Units too full, especially for younger ones.

However, the important thing is that you select what suits your programme and your pupils, and that you thoroughly enjoy teaching RE. I really believe that part of our stewardship of this planet is to teach that same stewardship to our children.



Creation story

Aims:

- To know that the Christian story of Creation is contained in the Bible
- To become aware of the biblical idea of Stewardship
- To be able to take part in a response to the teaching about creation

Background:

There are many lovely books for small children about the Christian story of Creation. It is important to find one that is a fair reflection of the original, even if you then use something with a more unusual text, as I have done. I would recommend the Lion Children's Bible, and this is useful in showing the children that the Creation story comes at the beginning of a much longer book, which contains many stories of different kinds.

Starting point:

Say that you are going to read a Christian creation story, and use a child-friendly version of the Bible to do so. Talk about the children's own ideas, accepting lots of different ones, and encouraging the discussion by using "I wonder...?" questions.

You may like to sit in a circle and use a beautiful shell, so that the holder of the shell speaks and others must listen.

This not only encourages good PHSE, but also provides a natural object that you can link into your discussion.



Development:

Read the big book "In the Beginning" by Turner and Newton (or similar). Allow the book to inspire both your text and your illustrations without copying ~ we were blown away by the backgrounds and spent ages in producing beautiful designs of our own. Recall the order and pattern of Creation with the children, and divide them into groups according either to the number of days, or to groups of created items, and talk through ideas for representing those days or items in an appropriate way. The outline for each group could be shown on a huge piece of paper with the teacher as scribe, so that children could make suggestions for any of the sections, and appreciate an overall plan.

Response:

This could be done as

- a class book, with each group taking one page,

- a display, with each group producing one section of the larger picture,
- a poem and dance, with each group using words and movement to represent a created item (This works best if the children do not speak and move at the same time, unless they are simply echoing words spoken by a narrator)
- a poem with a piece of music, with each group choosing and using vocal sounds and un-tuned percussion to accompany their words. (Again, this works best if the children do not speak and play at the same time.)

The length of time that a response might take would initially be decided by the teacher, but it would be quite reasonable to use other lesson time as appropriate ~ Music, PE, Art, Design and Technology or Literacy. This is much easier to do in the Foundation curriculum than at Key Stage 1. It would be necessary to plan a series of lessons, probably over a half term. I have included a plan for doing a class book in this way on the following page, but bear in mind that the starting point is slightly different.



Follow-up:

It is important to allow time for the children to share their work. You can plan for them to share a class book with another class, so that other children can ask questions, and the answers can either be recorded or scribed by a Teacher's Assistant. For the music or dance, you could record the response and/or perform the finished piece to another class.

In all cases you can take photographs, which then enables the children to reflect upon the record of what they have done; and if you are making a display, the photographs and the children's scribed comments can be added to it. This makes the assessment of Attainment Target 2 much easier, because it provides reminders for the children about what they have produced and invites comments.

Reflection time:

Light a candle in the centre of your circle and play some quiet music as you read the Bible account of Creation with which you started. Ask the children for a quiet, simple response about what they think is important about caring for our world and why.

Resources: 'In the Beginning' by Steve Turner and Jill Newton, pub. Lion ISBN 0-7459-4431-0 is a big book that can provide a wonderful starting point. There are many pieces of music in various styles, or you could use just two minutes from the beginning of the Disney video called 'The Lion King.' For dance, try the TOP DANCE card called 'In the Beginning' for helpful ideas.

Making a class book, using the Christian Story of Creation

Outline	Details
Learning Objectives ~ <ul style="list-style-type: none"> • to be able to think about what makes a book special for a child • to be able to look at special books from different faiths • to be able to work together to discuss, agree upon and make part of the class special book • to begin to explore some aspect of religion through the book 	
Week 1: Special books, and special books from different faiths	Ask each child and adult who works in the classroom to bring in to school a book which is very special to them, and take it in turns to give very brief reasons. Show a Koran with the stand, a Torah, a variety of Bibles and some Hindu stories or poems. Talk about what the books look like, what they contain and how they are treated. Use "My Christian Faith" big book to show a lectern. Discuss what makes a book special to you, to your family and to a community. Explain that the class is going to make a special book to tell the Creation story from Christianity. Read a children's version of the story that has lots of illustrations, but do not allow the children to copy pictures.
Week 2: Planning our special book	Make a mock up of the big book using the correct number of pages and rough out the pages using postits. Each group needs to decide on background, picture figures and text, but not all at once! Make a start by allowing small groups to sponge print their page background (A3) in turn, and do extra sea and leaf pages, and pages for the covers. Use a variety of ready mix paint colours and card combs for texture, allow to dry and then press the pages flat.
Week 3: Planning the layout	Read the Creation story again and help groups to discuss what could go on to their page, and how it should be special eg a sun made and fastened with a brass paper fastener so that it can revolve. Items need to be robust, possibly laminated if they are to lift out. Fixing smaller pieces with whitetack works well provided that the background pages are covered with sticky back plastic. Discuss colourings and fastenings/ fixings of details. Children can copy pictures of animals on to card for you to cut out, then use them as templates for material for you to cut out again. The child can then glue the two pieces together and add details. Store items in large old envelopes showing the page number and group names.
Week 4: Writing the text	Use a literacy hour for each group to plan the text for their page, for the teacher to scribe, and an assistant (or some helpful post-key-stage-tests Year 6s) to word-process on the computer. The children working on that page can then add their own names. How should the text fit on the page? Should some letters/ words be treated differently eg as in Kipper's Blue Balloon book? Should we have illuminated letters, and if so should that be common to all pages? (Every child can make a bird, animal or fish, and collage a flower, so there should be lots to do.)
Week 5: Presentation of the book	(Make the book ready for the children using strong card sewn together.) Make sure that there are enough sponge-printed pages for the front and back, and allow children to make a mosaic frame using all the little bits from the cutting out of the leaves, waves, flowers etc. Children to work on their pages using the different elements of background, picture pieces and text, and to lay them out carefully for an adult to whitetack gently into position.
Week 6: I remember	(Add lettering for the title, authors, illustrators etc. The book is more robust if covered with sticky-back plastic over the background papers, and then the other pieces added. Be careful to plan fastenings which need to go inside the layers, like paper fasteners.) Present the book to another class, or in assembly. Members of each group to read out their own page and show how their illustrations illuminate the text. Members of other class to ask questions about why the children have made the book, and what makes it special. Note the responses.

St. Francis

Aims:

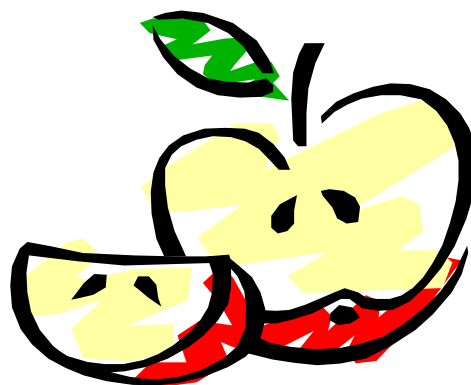
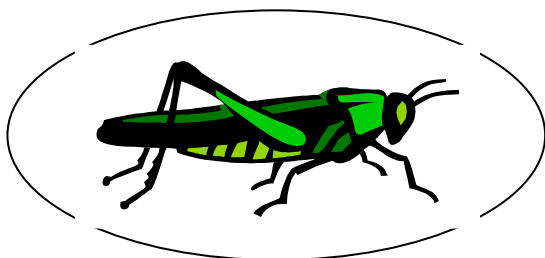
- To know that there was a special person called St. Francis
- To become aware of some of the details of St. Francis' life
- To be able to relate some of the ideas from St. Francis' life to their lives

Background:

St. Francis appears as one of the "People to remember" in the Cambridgeshire syllabus and as a "Key Figure" in the Norfolk one. He is remembered as a man who rebelled against the rich life of his own family, after a clear call from God to re-build the local church. The story particularly emphasises Francis' care and consideration for the natural world.

Starting point:

Set up tables around the room with different things to appreciate from nature ~ a snail, an apple, a plant in a pot, an unusual vegetable, stones, bark etc. Start by sitting in a circle with the children and making dough whilst you ask them about where the different ingredients come from. Leave the dough in a



covered bowl to rise and go on a nature walk to the conservation area and scented garden, using the senses to notice surroundings, and taking (legitimate!) cuttings and photographs. Turn over the old log to observe the minibeasts.

Development:

Read the story of St. Francis, using the big book, and allowing time for discussion of some important points ~ I wonder what St. Francis would have made of the ornate church built to commemorate him, when he worshipped in a simple cave?

Response: Return to the tables and use RE books to sketch something amazing from nature. Ask the children to write or dictate a caption for their work. In small groups, fashion a roll from dough and place it on the baking tray, ready to be cooked and eaten later. (Do just take care that the fat used in the bread is pure vegetable, otherwise your muslim children will not be able to eat it.)

Follow-up: Eat the bread together and talk about what you have learned today.

Resources:

Big book of St. Francis by Penelope Harnett, pub. Heinemann, ISBN 0-431-02509-6

Colours of Creation

Aims:

- To hear the story of Noah
- To know that Christians believe that God continues to care for his world
- To be able to experience some of the variety of natural resources

Background:

There are lots of child-friendly stories about Noah and the Flood. I think that it is important to read one to the children that is biblically accurate, even though you may wish to omit or modify some of the story. After the Flood, God made a covenant or promise to Noah, that He would never flood the earth again, and gave the rainbow as a sign of that covenant. Use this focus verse ~



“As long as the earth endures, seedtime and harvest, cold and heat, summer and winter, day and night will never cease.” Genesis 8:22

Starting point:

Read the story of Noah, preferably from a Bible, so that the children can see where the story comes from, and ending with the Bible verse above.

Development:

Talk about the story and what happened, and learn one of the many songs that re-tell the story in a vibrant way ~ e.g. The Lord said to Noah (Rise and shine) from Songs for Thinking People

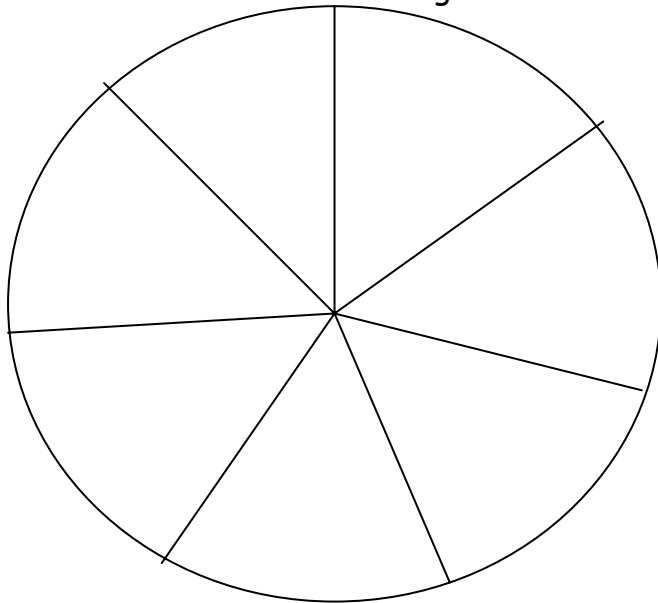
Read "Colours" by Shirley Hughes and think about the colours of the rainbow. List many things that are different colours, both natural and man-made, possibly extending by discussing how colours are sometimes associated with emotions without imposing the commonly held links on the children.

Response:

The making of rainbows using various sorts of prism e.g. by blowing bubbles which is brilliant fun. (Helpful hint ~ pour out about half the bubble mixture from each pot into a big jug, so that you have the means to re-fill after disasters!) You can also do the reverse and make spinners using coloured card. For small people it is



easier to push a crayon through to make a top than it is to use elastic or string.



Photocopy on to card. Each section of the colour wheel should be coloured in using the seven colours of the spectrum in order. Then push the point of an old pencil crayon through the middle and spin.

This is a lovely topic for making a display. Start by sponge-printing a huge rainbow for the top of the display (get carried away and add a different texture to each colour!) and add sheets with the children's responses to the colours. If you do manage the colour-matching from your nature walk, samples of these can be added to the display, perhaps on the table in front.

Red is strawberries,
jelly, cherries and
robins, roses and post-



Follow-up:

A colour-matching walk is a wonderful way to link into the colours in the natural world around, and is one that is popular on nature reserves, like the RSPB site at Fowlmere, near Cambridge. You provide each child with coloured cards (colours may be the same or different for each child) and the children seek to match their card to a natural item on their walk. They are not allowed to pick anything, but must simply show their match to an adult. You could bring a judicious selection back for your table ~ perhaps a daisy, some cut leaves or an empty snail shell, and this gives the opportunity to explain the reasons why picking is not generally an option.

Resources:

Colours by Shirley Hughes, pub. Walker ISBN 0-7445-0924-6

Noah's Big Boat, pub. Kevin Mayhew ISBN 0-86209-359-7

A First Bible Storybook by Hoffman and Downing, pub. Dorling Kindersley ISBN 0-7513-5480-5

Harvest Fruit

Aims:

- To hear some Bible verses about Creation and the gift of trees and plants
- To be able to think about the way in which trees are fundamental to the health of the planet
- To begin to understand that all trees and plants produce fruit and seed

Background:

In Genesis 1:11 and 12, the Bible tells us that God made all sorts of trees and plants. In Genesis 2:8 and 9 we are told that in the middle of the Garden of Eden, he planted the Tree of Life, which bore fruit, although we do not know of what kind. Many young children know about the centrality of trees to the health of the planet, and they are always fascinated by the cycle of seed-plant-flower-fruit-seed. In this unit, we are looking fruits and harvest.

(Pocket warning ~ this lesson is great fun but can come expensive!)

Starting point:

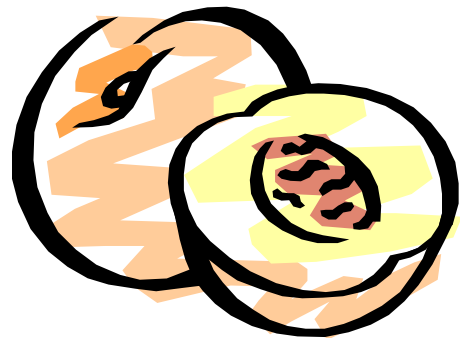
Start with a present! This Bible verse shows that the vegetation on our planet is a gift from God.

Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for

Talk about how we feel about presents, how we use them, and how that relationship might make us treat our environment differently.

Development:

Find out what the children already know about trees, and look together at the connection between one tree, its blossom, its fruit and the seed. Take in a selection of as many different fruits as you can. Ask the children if they know what will be inside each fruit and then cut it open and show them the seed. Keep the two halves of each fruit for activities later.



Discuss favourite fruits and talk about taste. Take this up in a maths lesson, and make a pictogram of favourite fruits.

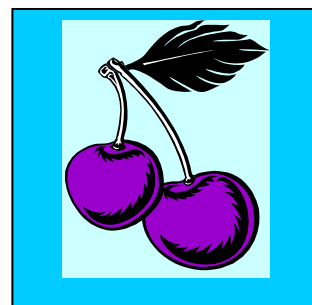
There are lots of lovely activities you can do, but here are some of our favourites (You'll need another adult!) ~

- Provide craypas and encourage the children to make observational drawings from one half of a piece of fruit. Do not let the children touch the fruit. Keep the outlines fairly large and then cut them out to be mounted later.
- From the cut halves make fruit kebabs to be eaten at the end of the lesson (Health warning ~ there are some children who are allergic to different fruits and if you do handle and taste them, the children may not know whether they will react. Advertise this lesson in advance to parents, and if you are doubtful about anyone, don't let them taste.)
- With the other half of the fruit, make prints using a range of colours that are fairly close e.g. a range of reds, oranges, and yellows. These can also be cut out when dry.

Response:

- Use the printed fruits to decorate a display tree, and add captions (literacy objective) to explain the life cycle of a tree and the importance of trees in our world.
- Add photographs of the fruit kebabs being eaten.
- Or use the printed fruits to stick into RE books and ask the children to write or dictate a caption as appropriate.
- As an extension activity, you could ask the children to say what sort of fruit they think represents them, as in "If I were a _____, I should be _____"

- Use the observational drawings to produce a "Harvest Patchwork" by mounting each on a square piece of coloured sugar paper, and then building them together into a display with a Bible verse underneath.



The heavens declare the glory of God, and the skies proclaim the work of his hands. Psalm 19: 1

- For further extension work, look up the country of origin of some of your fruit on an inflatable globe.

Resources:

A Bible and a variety of nature books, e.g. Look at Plants by Steve Pollock pub. BBC ISBN 0-563-464-05-4

Psalms and songs

Aims:

- To be able to learn a song about the wonders of Creation
- To discover that there are songs, called Psalms, in the Bible
- To begin to think about how writers and musicians use their gifts to praise God

Background:

There are lots of songs in the Bible, and it is helpful if the children can see that the Psalms (the pop-songs of the day) come from about the middle of the Bible. They were written both as a way of communicating with God, and telling people about God and his relationship with his people. There are different sorts of Psalm, but all acknowledge God's hand in Creation, and his concern with everything that he made ~ even though it doesn't always seem like that to the psalmist!

Starting point:

Start with a song that the children already know, probably from *Come and Praise*, that shows what the song-writer thinks about God, and write some of the words or phrases on the board. It is helpful if you can use songs based on Bible verses, particularly from Psalms.

- *The Lord, the Lord* (108) is an easy starter, from Psalm 23
- *Morning has broken* (1) which is based on Genesis 1, is particularly well-known
- *Thank you, Lord* (29 in *Come and Praise Beginning*) is a lovely song about Creation, with the pattern similar to Psalm 136

- *Who made the morning stars?* (33)
- *Wiggly waggly song* (34)
- *And God said* (35)
- *He's got the whole world* (36)

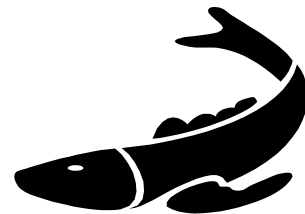
are all good songs to try from *Come and Praise Beginning*, reflecting the song-writer's praise to God for all he has made.

Development:

Take the words of one song and look at the pattern of the words.

Thank you, Lord (29) by David Burden has a refrain that is easy to learn ~

"Praise you, Lord, for Creation"; and this is very important if you are learning the words and music of songs by ear.



Now look at some of the things the writer mentions and see if you can find them in a Creation storybook ~ the fish that swim, the birds that sing...

Response:

Choose a song that the children thoroughly enjoy, and add some untuned percussion to it. Discuss what sort of instrument would go best with each part of the song, and decide when they should be played. You may decide, for example, that one sort of instrument plays only the refrain.

Allocate instruments and make sure that there is a strong group of singers, as small children rarely manage to sing and play at the same time. Therefore it will be necessary for Group A to play, whilst B and C sing, then to move on and let another group play.

Extension:

It is quite possible to use the same format to learn some harvest songs, and the following are lovely songs at the right level, that lend themselves either to a musical accompaniment, or to actions.

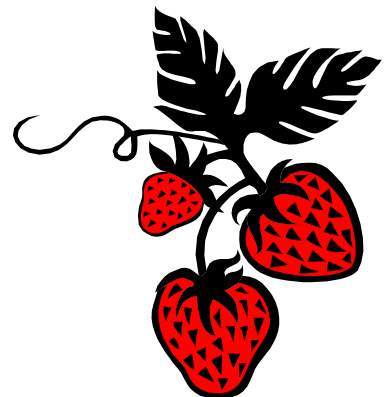
Again, you can work with three groups, one group singing, one doing actions and one playing, but it does tend to get a bit mixed up!



- The farmer comes to scatter the seed (56) from *Someone's Singing Lord*
- See the farmer plough the field (60) from *Come and Praise Beginning*
- I can see cherries and
- Paint box from *Harlequin*

Although these songs do reflect a very traditional pattern of farming that we no longer usually see in the UK, in some poorer parts of the world almost all the tasks are done by hand.

The songs therefore provide a way in to some very helpful understanding about the pattern of plant growth, which can be a revelation to the modern child.



Resources:

Someone's singing Lord, pub. A and C Black 0-7136-1355-6

Come and Praise Beginning, pub. BBC 0-563-37476-4

Harlequin, pub. A and C Black 0-7136-2155-9

The Complete Come and Praise, pub. BBC 0-563-345810

Sunflowers

Aims:

- To hear about the Christian belief that people are God's stewards of the earth, and of all he created
- To begin to relate this teaching to the way in which we behave

Background:

This unit reflects the Christian concept of Stewardship. Even young children can begin to understand that they have a part to play in looking after their surroundings especially if there are items in the classroom for which they are responsible, like tidying up the crayons, or feeding the goldfish.

Starting point:

Use a verse from the Bible to illustrate the basis of the belief.

The earth is the Lord's and everything in it the world and all who

Now go on a nature walk! This is a wonderful start for your discussion, which will not only bring some appreciation of the environment, but also often show how we abuse the world with litter, exhaust fumes, and the need to re-cycle, or even re-use. Take some secateurs, and take some legitimate cuttings back to the classroom for observational drawing.

(If a walk, even around the school grounds is impossible, bring in as many different pots of growing plants as you can cope with, and encourage lots of observation. One excellent idea is to uproot one plant that you are prepared to sacrifice and wash the roots so that the children can really see what they look like. A bulb growing in a clear jar is equally useful, but lacks surprise.)

Development:

Back in the classroom, give time and space for discussion about what the children think about what they have experienced. Talk about who owns natural things ~ if a tree is in the school grounds, does it belong to the whole school, or only the teachers? Who owns the raindrops? Who owns the sky?

Ask the children who is allowed to use the natural things that they have seen, and make a big list, as in the Folens activity below.



Picture	Who owns it?	Who can use it?
---------	--------------	-----------------

Air	Everybody	Everybody
Sheep	A farmer	The farmer
Water	Water authority	People living nearby who pay for it*

*This could provide some interesting discussion! Do the water authorities own only the water that comes out of taps, or do they own the puddles too?

Response:

On the art table, make handprints, with the children painting their palms and printing sunflowers, using fingertips for the seeds. Once these are dry, they can be cut out and made into sunflowers for a large display. Cut out the leaves in advance, and write down the children's ideas for caring for their immediate and wider environments, and mount them on the leaves.

Follow-up:

It is important to relate the care of the environment back to the children and the way in which we all behave. Brainstorm some positive things to do, like collecting the waste paper from the classroom, and putting it in a special box for re-cycling.

Plant bulbs in the school ground for everyone to enjoy and appreciate. If you are super-organised and took photographs of your walk, you could add these to the display; alternatively, add some lovely prints of nature, and finish the display with the verse from the Bible with which you started the unit.



Reflection time:

Sit with the class on the floor in a circle, and give time to reflect upon what we have learnt. Put a vase of flowers in the centre with a lighted candle, and use a stilling exercise to take the children back on the nature walk in their imaginations. (You will need to have taken notes after the first time!) What did they see, hear, touch and smell? What was precious to them and what was fragile? What did they notice that had been spoilt, and what was wonderful? Recording the exercise at the time is useful, but don't forget to allow for thought and response, which may come later.

Resources:

Find out about plants by Steve Pollock, pub. BBC ISBN 0-563-464-05-4

Sunflowers

Aims:

- To hear about the Christian belief that people are God's stewards of the earth, and of all he created
- To begin to relate this teaching to the way in which we behave

Background:

This unit reflects the Christian concept of Stewardship. Even young children can begin to understand that they have a part to play in looking after their surroundings especially if there are items in the classroom for which they are responsible, like tidying up the crayons, or feeding the goldfish.

Starting point:

Use a verse from the Bible to illustrate the basis of the belief.

The earth is the Lord's and everything in it the world and all who

Now go on a nature walk! This is a wonderful start for your discussion, which will not only bring some appreciation of the environment, but also often show how we abuse the world with litter, exhaust fumes, and the need to re-cycle, or even re-use. Take some secateurs, and take some legitimate cuttings back to the classroom for observational drawing.

(If a walk, even around the school grounds is impossible, bring in as many different pots of growing plants as you can cope with, and encourage lots of observation. One excellent idea is to uproot one plant that you are prepared to sacrifice and wash the roots so that the children can really see what they look like. A bulb growing in a clear jar is equally useful, but lacks surprise.)

Development:

Back in the classroom, give time and space for discussion about what the children think about what they have experienced. Talk about who owns natural things ~ if a tree is in the school grounds, does it belong to the whole school, or only the teachers? Who owns the raindrops? Who owns the sky?

Ask the children who is allowed to use the natural things that they have seen, and make a big list, as in the Folens activity below.



Picture	Who owns it?	Who can use it?
---------	--------------	-----------------

Air	Everybody	Everybody
Sheep	A farmer	The farmer
Water	Water authority	People living nearby who pay for it*

*This could provide some interesting discussion! Do the water authorities own only the water that comes out of taps, or do they own the puddles too?

Response:

On the art table, make handprints, with the children painting their palms and printing sunflowers, using fingertips for the seeds. Once these are dry, they can be cut out and made into sunflowers for a large display. Cut out the leaves in advance, and write down the children's ideas for caring for their immediate and wider environments, and mount them on the leaves.

Follow-up:

It is important to relate the care of the environment back to the children and the way in which we all behave. Brainstorm some positive things to do, like collecting the waste paper from the classroom, and putting it in a special box for re-cycling.

Plant bulbs in the school ground for everyone to enjoy and appreciate. If you are super-organised and took photographs of your walk, you could add these to the display; alternatively, add some lovely prints of nature, and finish the display with the verse from the Bible with which you started the unit.



Reflection time:

Sit with the class on the floor in a circle, and give time to reflect upon what we have learnt. Put a vase of flowers in the centre with a lighted candle, and use a stilling exercise to take the children back on the nature walk in their imaginations. (You will need to have taken notes after the first time!) What did they see, hear, touch and smell? What was precious to them and what was fragile? What did they notice that had been spoilt, and what was wonderful? Recording the exercise at the time is useful, but don't forget to allow for thought and response, which may come later.

Resources:

Find out about plants by Steve Pollock, pub. BBC ISBN 0-563-464-05-4

Biblical bugs!

Aims:

- To know that Christians believe that God made the creatures in the world
- To be able to study the detail of minibeasts and to ask questions
- To understand that even tiny beasts have a part to play in nature

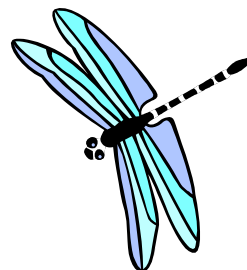
Background:

All small children are absolutely fascinated by minibeasts in general and pond life in particular. The problem is usually keeping them out of ponds, and enabling them to handle tiny creatures sufficiently gently. It is another opportunity to provide those important links that illustrate the interdependence of living creatures and the environment.

Note: If you do decide to include the tank that is shown in the Dorling Kindersley book (which is absolutely excellent, and well worth the investment) it will take a while to prepare, but we have used it in our classroom to great effect. The only problem is that the tank needs to be out of direct sunlight and kept reasonably cool, so preparing it over summer half term and using it during Summer B would be the best solution, otherwise the room tends to be too warm. It is also the right time to see a huge variety of plants and bugs.

Starting point:

If you are able to link this unit with your science topic, you may then be able to arrange a trip out that includes pond dipping. If not, a nature walk is a good starting point, but there are some really good books (below) and tank activities that you can do if this is not practical.



Development:

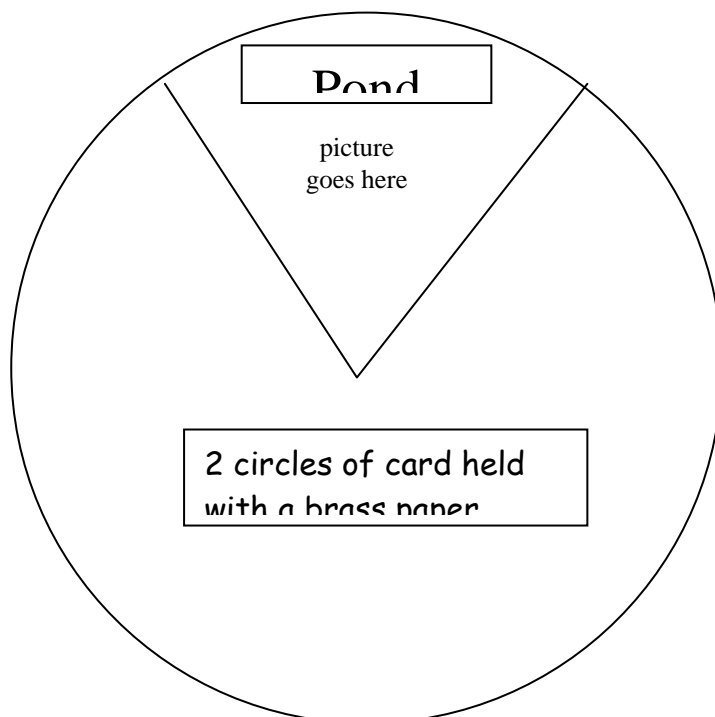
- Ask the children what they ate for breakfast today and groan over those who had none. Ask why we need to eat (properly!) and make a quick list on the whiteboard of where our food is sourced. Now go on to ask about pets and wild creatures, and build up food chain, showing how plants provide food for insects etc.
- Show a little clip of the Disney film "A bug's life" where the ants are harvesting their food and storing it against the winter months.
- Use the big book "Life in a pond" to show the beauty of tiny creatures.



Give time for the children to exclaim over the wonder of tiny bugs, and try to answer the "yuks" with encouragement really to observe closely and to develop more understanding.

Response:

Use the pond life tank in the classroom and allow the children to dip in and extract a water sample to study. Using magnifying glasses helps enormously and the children can then complete the wheel shown below, individually if they are year 1 or 2, and as a group with an adult if they are reception age.



Divide the circles into sections, and ask the children to match the word written around the perimeter by making a drawing in pencil. Once they have seen the relevant item (bug/ eggs/ plant etc)



Follow-up:

Sit in a circle and put something in the centre to remind you about this unit, perhaps an empty snail's shell or a flowering plant, together with your candle. Think about the way in which the creatures on the planet all depend on one another and upon their special environment.

Ask the children to think of words that describe God's creation ~

e.g. "When God made a dragonfly, he made delicate wings and beautiful colours...

"When God made a snail, he twisted the shell to make it into a spiral and stripes..."

...and he painted

Resources:

Life in a pond by Lisa Trumbauer, pub. Newbridge ISBN 1-56784-314-X

Aims:

- To begin to learn about the interdependence of the natural world
- To be able to think about how what I do may affect how others live
- To know that Christians think that the way we treat our environment is important

Background:

This book provides an excellent bridge between RE and science, and enables children to concentrate on the way in which they can act positively to share resources and use them wisely for the benefit of the whole world, as well as their immediate environment.

Starting point:

Read the story, Five Little Fiends

Development:

Encourage the children to talk about the way in which the different parts of our world depend on one another, by asking
"I wonder what the world would be like if...?"
"What do you think would happen, if...?"
"How would you feel, if...?"



Response:

In the hall, warm the children up for dance, and work on five large gestures which represent the five characters ~ sun, moon, water, air (wind) and earth. As you work on them as a class, take the children's variations and use them, encouraging them to extend your ideas.

Ask the children to sit in circles of five and decide who will take which role ~ they can always try out another role the next time! Now on their own, each child has to choose a movement to represent that character, either using a gesture that you have already shared, or developing one of their own.

(If this proves really difficult, put in an interim stage of gathering all the suns together etc. to work on their own gestures.)

Now ask the children to work as a five to work together using their gestures to show interdependence ~ the moon opening and closing according to the movements of the water, and so on.

You can go on to add words, a narration, further gestures as you wish, and do take photographs that will illustrate the dance for your display.

Follow-up:

Create a display to link science work with the RE by showing how all the plants and creatures on the planet depend upon the inter-relationship of these elements.

Allow time for the children to look at the display and to respond with thoughts and ideas. You might like to have an ideas post-box, which would allow the children to write very briefly about what they could do to make the relationship better. This does need to be at the right level, e.g. If I put my litter carefully in the bin, then it cannot hurt a little creature **not** I will refuse to let Daddy use the car under any circumstances for ever and ever!

Lead an assembly:

The work that you will have done in this unit, particularly if linked to a science topic, would give an excellent basis for an assembly.

- Song: Come and praise the Lord our King (from Come and Praise) with verses suggested by the children and transferred to oht.
- Story: The Five Little Fiends
- Dance: Children perform their gesture dance, perhaps accompanied by narration, percussion, music or voice.
- A number of children bring artwork to show and others read out the captions. (If this is with Reception only, it may be better for you to hold up a piece of work and ask the creators to tell you about it!)
- Read a class prayer with the children, which they have helped to write, reflecting the elements of the dance.

e.g. Thank you, God, for water.
Water is wet and runny,
Water is good to drink,
Water is fun at bath-time,
Thank you for water.



Resources:

Five Little Fiends by Sarah Dyer, pub. Bloomsbury Children's Books
ISBN 0-7475-5229-0

The Complete Come and Praise Book, pub. BBC ISBN0-563-345810

Poetry for the World Around

Please note: Although I have used this material with a Year 1/2 class, it would work better with Year 2 alone, because it is so word-based.

Aims:

- To know that there are some poems in the Bible
- To be able to listen to some poems about the Natural World
- To be able to contribute to a group or class poem

Background:

There is a wealth of poetry in different parts of the Bible, and lots of Nature poems that you will already know. The Psalms are the most obvious source of poetry, but there is poetic language in many of the Bible books.

The Psalm that I have chosen can be used as a stimulus for discussion, for art, for music and for poetry. I have given references below so that you may choose a variety of other passages if you wish.

Psalm 8

Psalm 19

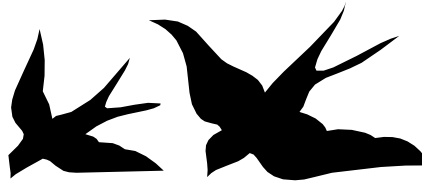
Psalm 23

Psalm 24

Verses from Psalm 46

Psalm 139

Psalm 150



Development:

Start by reading Psalm 1 verse 3 to the children, and look at the language together. What sort of person could write about God like that? How does the writer show us that he is a poet? What words, phrases or ideas does the writer use that might help us to understand more about God? Could you think of small illustrations to use around the edge of the page that would show images from the Psalm?

Once the children are happy with the idea of using art to illustrate images from the text (and some will not manage this idea, but could be encouraged to think of colours which would enhance a simple border design) share a variety of poetry with them.

It is always good to include poetry from people of different ages (including children)



as well as from different times and cultures. If you start by printing some of these out and making a display, you can leave planned gaps in it for the children's responses.

I would strongly recommend "Glimpses of Heaven" by Lois Rock (in fact I would recommend absolutely anything by Lois Rock!) and have quoted her poem 'The Good Earth' below.

"Whispering in God's Ear" is another excellent book of poetry collected by Alan Macdonald, and I have included an extract below from 'The Naming of the Animals' by Steve Turner that is just right for small people.

I am sure you will want to add many more ideas of your own ~ do e-mail them to the Diocesan Office and we can share them around.

Response:

There are lots of possibilities, and it depends upon how well the unit takes off as to how long you may wish to allocate. If the children are really interested, and you are able to include literacy and art time, you might produce work for a lovely display that could become the backdrop for a harvest service.

As far as the group poem is concerned, using the pattern of Psalm 136 is very encouraging. In this Psalm, every other line provides a refrain ~

His love endures for ever

and this would be an excellent template for the children's work, enabling them to focus on the descriptive use of language without worrying about structure.

Using a combination of group poetry, artwork, printed poems and observational drawing gives an interesting and varied display, and also makes it easier to include good work from children who find writing difficult.

And if some of your children can word-process their work, you can also tick off some of your IT objectives!



Follow-up:

Take time to walk out together to a quiet place in the school grounds and read some of your poetry to each other. Make sure you arrange the weather (warm and sunny) and the other classes (not there) so that you can follow this up with a stilling exercise, reflecting upon all the beauty that God has made.

Resources:

Use the New International or Good News Bible for quotations

Glimpses of Heaven by Lois Rock, pub. Lion ISBN 0-7459-3632-6

Whispering in God's Ear by Alan Macdonald, pub. Lion ISBN 0-7459-2657-6

From Psalm 1 verse 3

Down by the river

is a good place for trees
if the water flows near them
they never grow dry.
Their leaves are not withered
they stay green and alive;
and each year their branches
are covered with fruit.

The person who trusts God
is like a tree by the river.
God will look after him;
God will protect him
~ like a tree by the river
he will grow strong.

Illustrated by _____

The Good Earth by Lois Rock

Here is cold, hard rock:

a strong foundation for the world.
Then the fiery sun warms it,

and the salt sea, the gentle rain

and the rushing wind
send it splitting, cracking, tumbling, crumbling
to make good earth.

These kind elements -
fire, water, air and earth
cradle the seeds
of all life.

The Naming of the Animals by Steve Turner

What would you call this animal, Adam?

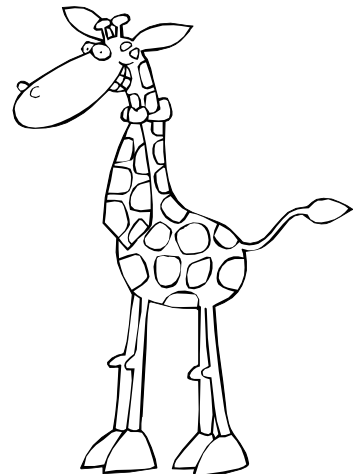
He's proud and he prowls and he roars
He's stronger than anyone else I made
His coat is the colour of straw.

What would you call this animal, Adam?

Her neck stretches up to the trees

She has four terribly spindly legs
And four very knobby knees.

What would you call this animal, Adam?
With a tube instead of a nose
His ears are like clothes on a washing line
And he hurrumphs wherever he goes...



A Creation Action Plan

Aims:

- To be able to take part in practical activities that support the teaching from these units of work
- To be able to talk about work done and to reflect upon the outcomes
- To be able to keep a record of work done, in order to build upon the work in an on-going cycle.

Background:

You will already be doing much in your Foundation/ Key Stage 1 classroom that is suggested below. Do be selective ~ it is important not to be overwhelmed with even more things to do, even if they sound good. I would aim to choose only one or two activities, and make sure they are completed.

Do solicit some parental help if you can; some of the tasks are not suitable for the whole class at once, and small groups are a better option. I have also included some tasks to be done at home; most parents are very happy to help children with this sort of undertaking and it may encourage them to become more involved.

If you can keep the record, that will really encourage you to carry on.

Starting point:

Read 'Five Little Fiends' by Sarah Dyer (or 'Mine' by Hiawyn Oram and Mary Rees if you did Unit 8) and talk about the impact of our actions on others, especially when we refuse to share what we have.

Development:

Below I have listed activities directly from each of the Units, and some that could be extra or extension work if you wish.

No	Unit	Activity	Extension
1	Creation Story	Use your book, poem, dance or display to teach another class about Creation.	Plant a bulb in a pot and look after it until you can give it away as a present
2	St. Francis	Share what you have by making 2 bread rolls each and giving one away to a person who is special to you.	Ask your carer to help you to make popcorn with your friend so that you can share your delight at the surprise.
3	Colours of Creation	Use your colour-matching walk to identify any missing colours and plant some seeds for next year.	Find tiny trees that have self-seeded and ask a grown up to help you dig them up, pot them up and re-plant them in a more suitable environment.

4	Harvest Fruit	Ask your carer if you can help to make fruit kebabs at home for tea.	Ask your carer if you can bring some fruit to school as part of a packed lunch/ snack and find out why it is important to eat healthily.
5	Psalms and songs	Sing your songs in a harvest service to praise God for all he provides.	Plant vegetable seeds* in pots or trays, look after them and harvest them.
6	Sunflowers	Plant spring bulbs in the school grounds around trees.	Make regular nature walks (with an adult) part of your life so that you can carry on appreciating the natural world.
7	Biblical bugs!	A (raised) school pond could be considered as the best way to support insects and therefore birds in your locality.	Put on disposable gloves and collect litter on a regular basis to prevent it from harming wildlife.
8	Five Little Fiends	Share your assembly to raise awareness of our responsibilities to look after our world.	Label a cardboard box in your classroom for scrap paper, so that it can be either re-used or re-cycled.
9	Poetry for the world around	Take time out to sit and think and appreciate all that is around you.	Say "thank you" to the Caretaker for all the clearing up that s/he does.
10	Action plan	Keep a record of your activity by taking photographs and writing captions.	Make simple little A5 books so that the children can keep their own record.

*This really depends on the age and interest of the children. For tinies it is safer to start with cress seeds ~ and you can sprinkle these to make the words 'harvest festival' (or similar) with each child planting one large letter. But do keep an eye on them; one year we lost the letter 'v'!



Follow-up:

Some kind of record is excellent, whether you keep it as a scrapbook, a diary, a photographic record or a folder of information. It makes it more likely that you will carry on as a school, especially if a key member of staff leaves.

Resources:

Five Little Fiends by Sarah Dyer, pub, Bloomsbury ISBN 0-7475-5229-0
 Mine by Hiawyn Oram and Mary Rees, pub. Lincoln ISBN 0-7112-0682-1