

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 1		SUBJECT: RE – How did the world begin?	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 07.10.24
<p>LO: To show respect when talking about big ideas.</p> <p>Success Criteria: I can listen to the ideas of others. I can explain why I think something is true or not. I can discuss believing or not believing things that have no proof.</p> <p>Main Event: Children will explain why the do or do not believe the sentences presented to them. Each sentence will be discussed and the children will decide whether each sentence is true, sometimes true or if they believe it without proof.</p> <p>Support: Children could use gestures to represent whether they agree or disagree with the statements, for example, raise their hand or give a thumbs-up for “yes” and lower their hand or give a thumbs-down for “no”; could use a recording device to record any questions they have (see Wrapping up).</p> <p>Challenge: Children could come up with their own statements to discuss, ensuring that some have proof and others do not; could explain how some of the statements might only be true sometimes.</p>	<p>LO: To understand what creation means in relation to the natural world.</p> <p>Success Criteria: I can identify things which are made by humans and natural. I can use adjectives to describe a creator. I can explain my ideas through talking or writing. I can talk about where my ideas come from.</p> <p>Main Event: Children will learn that ‘create’ means to make something new. Children will draw a picture of something that they have created and to add words or faces around their pictures to show how they felt about their creation.</p> <p>Support: Children could draw a picture of something they have created in school that they can look at as a reminder; could use a recording device to record how they felt about their creation.</p> <p>Challenge: Children could demonstrate empathy by drawing something they have seen which was created by someone else; could record how they think that person might have felt about their creation.</p>	<p>LO: To know that some people believe God created the world as described in Genesis.</p> <p>Success Criteria: I can retell a creation story in my own words. I can say what a creation story shows about what a creator is like. I can say what some Jewish and Christian people believe about creation.</p> <p>Main Event: Retell the creation story and emphasise the events of each day. Encourage the children to join in with key phrases at the end of each day. Children will decorate numbers using colouring pencils to show what happened on each day.</p> <p>Support: Children could draw pictures on a whiteboard when the story is being told to refer to when completing the <i>Activity: Number outlines for numbers 1–7</i>; could refer to the <i>Presentation: Jewish and Christian creation story</i> to help them remember what was created on each day.</p> <p>Challenge: Could write words or phrases with each number outline to use when retelling the story; should explain what the story shows many Christian and Jewish people believe about God as a creator.</p>	<p>LO: To recognise that there are different creation stories to explain how the world began.</p> <p>Success Criteria: I can correctly order the key events of a Hindu creation story. I can say how the story is similar to other creation stories. I can say how the story is different from other creation stories.</p> <p>Main Event: Children will arrange their pictures in the correct order. Children will discuss the story and compare ideas.</p> <p>Support: Could draw pictures on a whiteboard when the story is being told to refer to when completing the <i>Activity: A Hindu creation story</i>; could use the <i>Presentation: A Hindu creation story</i> or the link: A Hindu creation story to recap the story as they work.</p> <p>Challenge: Could retell the story using writing or voice recording on a device; should explain the similarities and differences between the Hindu creation story and the Jewish and Christian creation story.</p>	<p>LO: To express ideas about what a creator might be like.</p> <p>Success Criteria: I can explain that stories help some believers to understand what God might be like. I can say what a story might show about God. I can use adjectives to describe a creator.</p> <p>Main Event: Children need to be reminded that no one knows how the world was created and that everyone has different beliefs. Children will choose words that they think describe what God is like in the creation stories and stick them on their activity sheet.</p> <p>Support: Children could re-visit the <i>Presentation: A Hindu creation story</i> from Lesson 3 before the Recap and recall; could be provided with a selection of the words from the <i>Activity: Word list</i>, pre-cut, to choose from.</p> <p>Challenge: Children complete the activity without using the word list and explain their choices to the class; could add three of their own words; could rank the words they choose from most to least important.</p>	<p>LO: To explore and express ideas about creation.</p> <p>Success Criteria: I can use art to show how I think the world began. I can explain my ideas through talking or writing. I can discuss where my ideas come from.</p> <p>Main Event: Children will use the art resources to create a piece or artwork which shows how they think the world began. Children may choose to express their ideas in different ways. Remind the children that there are many stories about how the world began with no certain answer.</p> <p>Support: Children could use the Knowledge organiser during the Recap and recall; could be prompted to consider what has been created naturally, who or what makes natural things and where natural things come from.</p> <p>Challenge: Children should explain and justify their artwork ideas (either verbally, written or scribed by an adult); could discuss why the artwork created by the class will be varied; could compare their artwork to another piece which shows a different idea about the creation of the world.</p>

