

<p>Year R SUMMER 2</p>	<p><u>Theme/Unit: Why is the word God so important to Christians?</u> (To be used alongside the Understanding Christianity booklet with particular reference to the essential information).</p>	<p>EYFS ENHANCED CLASSROOM PROVISION IDEAS ON PG 2/3 CHURCH ASSEMBLY?</p>
<p><u>Learning Objectives/Intended Learning Outcomes.</u> <u>Children will know that:</u></p> <p>The word God is a name.</p> <p>Christians believe that God is the creator of the universe.</p> <p><u>Assessment Opportunities.</u></p> <p>Pupils will know that:</p> <p>Christians believe that God made our wonderful world and so we should look after it.</p>	<p>KEY CONCEPT: AN IMPORTANT WORD</p> <p><u>Sequence of activities over several lessons:</u> <u>Step 1 What ? (Enquire)</u> Instead of using the characters of Tom and Tessa as featured in the booklets use some characters that the children in the class really like and can equate to eg Marshmallow and Cocoa or 2 of the faith bears. The 2 bears have a treasure box or bag with jelly in, a jelly fish, a Bible and some books. One loves jelly and one loves jellyfish. Explore the jellyfish and pictures of it with descriptive words. Wonder at the difference between the jelly we eat and jellyfish. Focus on the idea of LIFE. Find out more about jellyfish using words like dangerous and sting. <u>Step 2 What do Christians believe the Creation story is all about? (Contextualize- UNDERSTANDING THE TEXT)</u> Read the Creation story and think about on what day God created jellyfish. Make jelly. Make jellyfish paintings and puppets. Create jellyfish with playdough and collage. Was it easy to create this jellyfish? Is it alive now? Talk about the fact that Christians believe that God is the giver of life giving life to even the jellyfish. <u>Step 3 Why is the Creation story so important to Christians? (Evaluate- UNDERSTANDING THE IMPACT).</u> Read the story again and talk about the fact that some Christians believe that the world was created in 6 days whilst others think it took longer. Some think it</p>	<p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Relating to human experience • Symbolic • Used in investigating religions • Specific to particular religions <p><u>Skills</u></p> <ul style="list-style-type: none"> • reflection • empathy • comprehension • investigation • interpretation & analysis • evaluation <p><u>Attitudes</u></p> <ul style="list-style-type: none"> • curiosity • open-mindedness • self understanding • respect • wonder and appreciation <hr/> <p><u>Programme of Study-linking Understanding Christianity and Living Difference 111</u></p>

started with a big bang.
What does the story tell Christians about God?
Paint the story-especially the scene where God created the oceans with the jellyfish.
Make an underwater scene in the role play area.
Enjoy the CBeebies stories together-bottom of the booklet on pg 2.
Step 4 What do we think the Creation story is about? (Communicate).
Ask Alice to come and talk about what the story means to her.
Talk about the fact that if children go to Church then they hear the word God a lot-some children will be able to talk about their experiences in Church.
We talk about God a lot in our Worships. We sing lots of songs to God to worship him-listen to some of them.
Christians are taught to respect God's name and use it with love and care because God is great and holy. In the Lord's Prayer which Jesus taught Hallowed be thy name means Holy is your name.
Listen to songs with this prayer in and discuss.
Make posters showing lots of different names for God.
Step 5 Why do we think the word God is so important to Christians? (Apply)
Review the Creation story.
As the story is being told write down a list of things that will be needed to create a Creation story in a tuff tray.
Create it and leave it out for the children to play with and retell the story again and again thinking in particular about the fact that God is introduced as the name of the creator of this universe whose name must be respected.

Enquiry & skills.

Pupils should be taught how to:
Enquire into concepts that are significant in religious & non-religious experiences.

Contextualise the concept within religious practice and explore the diversity of practice and belief.

Evaluate the concept within one or more religions.

Communicate their own understanding of the concept.

Apply their own understanding of the concept to situations in their own and others' lives.