



RE MTP Overview Year 1 Autumn 1

Jigsaw Unit Overview

Theme	Creation Story		
Concept	Beliefs & Moral Values		
Religion	Christianity		
<u>Enquiry Question</u>	Does God want Christians to look after the world?		
Learning Intention	We are learning to re-tell the Christians Creation story and to explore how this influences how Christians behave towards nature and the environment.		
Unit Resources	<p>Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. 'Wonderful Earth' by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).</p>		
<u>Assessment</u>	<p><u>Engagement</u> WTS: I can tell you what I made. EXS: I can say something about the Christian Creation story. GDS: I can show some awareness that Christians believe there is a God.</p>	<p><u>Knowledge & Understanding</u> WTS: I can say how it felt to make something. EXS: I can remember the Christian Creation story and talk about it. GDS: I can express an opinion about the Christian belief about creation.</p>	<p><u>Evaluation/Critical Thinking</u> WTS: I can say how it felt to make something and how I think my creation should be treated. EXS: I can re-tell the Christian Creation story and say some things that they believe God created on different days. GDS: I can start to talk about how I think the world got here.</p>



RE MTP

Year 1, Autumn 1 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	Identify, experience & empathy: identify aspects of own experiences and feelings.
Learning Intention	To explore the idea of creation.
SOLO SC: Uni- Structural <i>Bronze</i>	I can create a model person.
SOLO SC: Multi- Structural <i>Silver</i>	I can include some personal features on my model person
SOLO SC: Relational <i>Gold</i>	I can explain the details I have added to my person which reflect me.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how I would like my playdough person to be treated.
Key Vocabulary for the lesson/unit	<p>Bible: Christian Holy Book</p> <p>Old Testament: the part of the Bible which explains God's relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth</p> <p>Genesis: First book of the Bible</p> <p>Create: Make something new</p>
Starter	What does 'create' mean?
Lesson Journey	<p>Step 1 Engagement (2 lessons)</p> <ul style="list-style-type: none"> Introduce Abbey Owl (name means wisdom) as the wise owl who will challenge us with questions and you will get to ask Abbey questions too

	<ul style="list-style-type: none"> • Look at our pillars. Under ‘Hands’ we have ‘creating.’ What does it mean to create something? Why is this part of four pillars? • Model creating a playdough person. Explain that when creating something we need to take our time, adding detail and making the very best we can. • Give each child playdough and ask them to create a ‘playdough person’ of themselves. Ask the chn to add as much detail as they can to their playdough person (eyes, nose, mouth, ears etc) • Ask (tch/Abbey Owl) chn questions about their playdough person: Who created this? How did it feel to create it? How do I want my creation to be treated? Who would I trust to look after it? How would I feel if it was disrespected /damaged? 		
<p style="text-align: center;">Activity</p>	<p>Bronze: Children create a playdough person and identify what they have made. Can they name the body parts?</p> <p>Silver: Children create a playdough person and describe what it looks like.</p> <p>Gold: Children create a playdough person and then explain how it felt to have created something of their own.</p> <p>Platinum: Children create a playdough person and then create rules on how they think their creation should be treated.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children may find it difficult to identify how they feel about their person. Children may find it difficult to link the concept of creating a playdough person to God’s creation of the world.</p>		
<p style="text-align: center;">Resources</p>	<p>Abbey Owl Playdough (enough for each child) Enquiry Activity Sheet 1 (step 1)</p> <p>Background knowledge https://docs.google.com/document/d/1w-nchjzw2zOGBfG4j8AWM1KqDE_EqZUd/edit?rtpof=true</p>	<p>Pillar Links</p>	<p>Hands (create) – creating playdough person Heart (respect) – respecting other people’s work</p>
<p style="text-align: center;">Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Key vocabulary Photos of playdough people</p>		



RE MTP

Year 1, Autumn 1 Week 2

Step 2: Investigation	Lesson 2
Focus Skill	Identify aspects of own experiences and feelings.
Learning Intention	To explore God's creation
SOLO SC: Uni- Structural <i>Bronze</i>	I can find natural objects in the outdoor area.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe the natural objects that I find.
SOLO SC: Relational <i>Gold</i>	I can analyse carefully the details of the natural objects that I find.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how the natural objects got there.
Key Vocabulary for the lesson/unit	Bible: Christian Holy Book Old Testament: the part of the Bible which explains God's relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth Genesis: First book of the Bible Create: Make something new
Starter	Do low-stake quiz

<p>Lesson Journey</p>	<p>Step 2 Investigation</p> <ul style="list-style-type: none"> • Abbey to introduce key question 'Does God want Christians to look after the world?' • Where can we find God's creation? – ourselves, nature etc. • Take the children & Abbey outside for a scavenger hunt. Explain how to treat nature with respect. • Ask children to look for a range of natural objects (e.g. smallest thing, the spikiest object etc) to bring back to class/continue lesson outdoors on field • Together explore the objects found. Look at the careful detail of each natural item found. Look at the veins on the leaves, the serrated edges, look at a pine cone in detail etc. • Ask children how they think all these natural objects appeared outside and in nature. 		
<p>Activity</p>	<p>Bronze: Children go outside and find natural objects- Use the worksheet (ticklist) to help them. Silver: Children go outside and find natural objects. They will describe the natural objects that they find in the outdoor area Gold: Children go outside and find natural objects. They will analyse the natural objects that they find in the outdoor area. Platinum: Children go outside and find natural objects. They will generate ideas about how the objects got there.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children may not understand that some things are manmade and some things are natural.</p>		
<p>Resources</p>	<p>Abbey Owl Scavenger hunt worksheet Adjectives word mat</p>	<p>Pillar Links</p>	<p>Heart (respect) – respecting nature Hands (experiencing/exploring) – find natural objects outside and explore each natural object</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Key vocabulary Photos of children outside completing scavenger hunt Vocabulary children used to describe the natural objects</p>		



RE MTP **Year 1, Autumn 1 Week 3**

Step 2: Investigation	Lesson 3
Focus Skill	Recall features of religious, spiritual and moral stories
Learning Intention	To explore the creation story.
SOLO SC: Uni- Structural <i>Bronze</i>	I can list some of the things that God created.
SOLO SC: Multi- Structural <i>Silver</i>	I can sequence the creation story.
SOLO SC: Relational <i>Gold</i>	I can explain what happened on each day of the creation story.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on God's creation in different parts of the world.
Key Vocabulary for the lesson/unit	Bible: Christian Holy Book Old Testament: the part of the Bible which explains God's relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth Genesis: First book of the Bible Create: Make something new
Starter	Do low-stake quiz

<p>Lesson Journey</p>	<p>Step 2 Investigation (2 lessons)</p> <ul style="list-style-type: none"> • Revisit previous lesson (natural objects) • Use Google Earth - show chn Earth from space, show chn different natural environments (rainforest, Great Barrier Reef, waterfalls , mountains etc. Ask the chn who created this and where it came from? • Revisit chn’s ideas from the previous lesson and explain that we are going to find out where Christians think the world came from. • Read the pop up storybook ‘Wonderful Earth!’ by Nick Butterworth and Mick Inkpen (Creation Story – Genesis Chapter 1) • Use large pictures to sequence/model what happened on each day. When exploring each day say ‘Christians believe that God created this’ • Discuss how Christians believe that God created the world and everything in it. • Abbey Owls asks chn ‘ Why did God create these things? How did he feel afterwards? How do you feel about these parts of the world?’ • Freeze frame (actions) to show, recall and say what was created on each day. 		
<p>Activity</p>	<p>Bronze: Children will listen to the creation story and then match pictures of the creation story to a caption. Silver: Children will listen to the creation story and then sequence pictures of the creation story. Gold: Children will listen to the creation story and then summarise what happened in the creation story. Platinum: Children will listen to the creation story, reflect on what happened in the story and think about what God created on different days.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children may have different beliefs - They may not understand that different people have different ideas about how the world was created.</p>		
<p>Resources</p>	<ul style="list-style-type: none"> - Abbey Owl - Google Earth (pictures of different natural environments) - ‘Wonderful Earth!’ by Nick Butterworth and Mick Inkpen (Creation Story – Genesis Chapter 1) Wonderful Earth Story - Pictures to sequence 	<p>Pillar Links</p>	<p>Heart (respect) – respecting creation Hands (experiencing) – parts of Earth through Google, drama/freeze frame actions</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Key vocabulary Images of the creation story in the correct order.</p>		



RE MTP **Year 1, Autumn 1 Week 4**

Step 2: Investigation	Lesson 4
Focus Skill	Recall features of religious, spiritual and moral stories
Learning Intention	To explore how humans can look after the world
SOLO SC: Uni- Structural <i>Bronze</i>	I can describe what it means to be a responsible citizen.
SOLO SC: Multi- Structural <i>Silver</i>	I can describe different things we can do to look after the world.
SOLO SC: Relational <i>Gold</i>	I can explain why Christians believe it is important to look after the world.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on what will happen if humans do not look after the world.
Key Vocabulary for the lesson/unit	Bible: Christian Holy Book

	<p>Old Testament: the part of the Bible which explains God’s relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth</p> <p>Genesis: First book of the Bible</p> <p>Create: Make something new</p>		
<p>Starter</p>	<p>Do low-stake quiz</p>		
<p>Lesson Journey</p>	<p>Step 2: Investigation (2 lessons)</p> <ul style="list-style-type: none"> ● Recall the Creation story and recap what God created on each day. Use pictures to sequence. ● Remind chn of the playdough person they created and ask them to think about how much hard work it took to create. ● Tch show object which is precious and explain why and how they would want others to take care of it. Ask chn to share how they look after something which is special or precious to them. ● Look at our pillars. Under ‘Heart’ we have ‘responsibility.’ What does it mean to be responsible? Why is this part of four pillars? ● Ask chn to imagine what God would say to the people he created to live in the world. How would God have wanted all of his creation to be looked after. How can people take responsibility for the Earth? ● Discuss that Christians believe that God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him. ● Model scribing a letter to the people from God explaining how he wants the world to be looked after. 		
<p>Activity</p>	<p>Bronze: Sort images into what God would like humans to do and not like humans to do.</p> <p>Silver: Children pretend that they are God. They will write a letter describing how to look after the world.</p> <p>Gold: Children pretend that they are God. They will write a letter explaining how to look after the world.</p> <p>Platinum: Children pretend that they are God. They will write a letter reflecting on how the world was created.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children may have different beliefs - They may not understand that different people have different ideas about how the world was created.</p> <p>Children may struggle to think of themselves as God when writing the letter.</p>		
<p>Resources</p>	<ul style="list-style-type: none"> - Abbey Owl - Teacher’s special object/item - Google Earth - ‘Wonderful Earth!’ by Nick Butterworth and Mick Inkpen (Creation Story – Genesis Chapter 1) Wonderful Earth Story - Pictures to sequence 	<p>Pillar Links</p>	<p>Heart (respect) – respecting creation</p> <p>Heart (responsibility) – taking care of God’s creation</p>

	<ul style="list-style-type: none"> - Letter writing frame (support) - Word mat and pictures to support the children's writing. 		
<p>Working Wall (What will go on the WW from this lesson?)</p>	<p>Key words Model writing - letter Word mat Worksheet for Bronze.</p>		



RE MTP
Year 1, Autumn 1 Week 5

Step 3: Evaluation	Lesson 5
Focus Skill	Recall features of religious, spiritual and moral stories Identify aspects of own experiences and feelings.
Learning Intention	To explore the importance of looking after the world.

SOLO SC: Uni- Structural <i>Bronze</i>	I can sort images of how people should treat the world.
SOLO SC: Multi-Structural <i>Silver</i>	I can describe some positive and negative ways to treat the world.
SOLO SC: Relational <i>Gold</i>	I can explain why we need to look after the world.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on my life and think about how I can help to look after the world.
Key Vocabulary for the lesson/unit	<p>Bible: Christian Holy Book</p> <p>Old Testament: the part of the Bible which explains God’s relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth</p> <p>Genesis: First book of the Bible</p> <p>Create: Make something new</p>
Starter	Do low-stake quiz
Lesson Journey	<p>Step 3: Evaluation</p> <ul style="list-style-type: none"> • Abbey Owl to introduce key question – Do Christians think God wants them to look after the world? What do you think about this and why? • Explain that today we will be looking at pictures of some different ways people treat the world. • Display and discuss what is happening in each picture. How do Christians think God would feel if He could see these things? Would He be pleased or would He feel unhappy why? • Model sorting pictures of how people treat the world, e.g caring for nature, growing vegetables/dropping litter/damaging nature. Which do Christians think God would be proud of? • Reflect on pictures and discuss whether Christians would treat the world in these ways or not and ask chn to give reasons (why?) • Chn to sort pictures and write list about what God would/would not like to see. Challenge give reasons.
Activity	Bronze: Children will have a selection of pictures. They will sort the images into positive ways to treat the world and negative ways to treat the world.

	<p>Silver: Children will have a selection of pictures. They will sort the images and describe positive ways to treat the world and negative ways to treat the world.</p> <p>Gold: Children will have a selection of pictures. They will sort the images into positive ways to treat the world and negative ways to treat the world. They will explain why we need to look after the world.</p> <p>Platinum: Children will have a selection of pictures. They will sort the images into positive ways to treat the world and negative ways to treat the world. They will reflect on their life and identify ways that they change what they do in order to look after the world.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children do not make a connection between this activity and the fact that God would like them to look after the world.</p> <p>The chn may not have a deep enough understanding to know that wasting water for example is not good for the environment.</p>		
<p>Resources</p>	<p>Abbey Owl Pictures of different ways people treat the world</p>	<p>Pillar Links</p>	<p>Heart (respect) – respecting creation Heart (responsibility) – taking care of God’s creation</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Key vocabulary Images to sort. Worksheet</p>		



RE MTP
Year 1, Autumn 1 Week 6

Focus Skill	Identify aspects of own experiences and feelings. Recall features of religious, spiritual and moral stories
Learning Intention	To explore the wonder of nature
SOLO SC: Uni- Structural <i>Bronze</i>	I can collect items found in nature.
SOLO SC: Multi- Structural <i>Silver</i>	I can create a piece of artwork using natural items.
SOLO SC: Relational <i>Gold</i>	I can explain how I feel about nature and the natural world around me.
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on how Christians feel about treating objects found in nature.
Key Vocabulary for the lesson/unit	Bible: Christian Holy Book Old Testament: the part of the Bible which explains God’s relationship with his people before Jesus, whom Christians believe is the Son of God, came to earth Genesis: First book of the Bible Create: Make something new
Starter	Do low-stake quiz
Lesson Journey	<p>Step 4: Expression</p> <ul style="list-style-type: none"> - Revisit learning and discuss how the world is precious and that we need to look after it. - Recap the different ways people could treat the world. - How will you now treat the world? - Scribe key words about how to treat nature and our feelings about nature and the world. - Provide chn with a selection of natural objects and ask them to make a natural collage or take them outside and ask them to create a picture/pattern using natural objects. See examples click on links Natural Artwork Outdoors Nature Outdoor Pictures Nature Collage - Using post it notes ask chn to label their picture they created with key words about how they feel about nature/the world - Abbey Owl to ask chn ‘How do you think people should treat the world?’ - Recap the pillars and how they were reflected in RE unit – heart (respect/responsibility), hands (creating/exploring), -

<p>Activity</p>	<p>Bronze: Children will go outside and make a simple piece of artwork using natural items.</p> <p>Silver: Children will go outside and combine a variety of natural items to make a piece of artwork.</p> <p>Gold: Children will go outside and design a piece of artwork using natural items.</p> <p>Platinum: Children will go outside and create a piece of artwork using natural items.</p>		
<p>Possible Misconceptions <i>(What are the children likely to find challenging?)</i></p>	<p>Children will not choose natural items. Children will find it difficult to create artwork and will just collect a pile of natural items.</p>		
<p>Resources</p>	<p>Abbey Owl Word bank (feelings about nature/the world) Post it notes (optional) Natural objects for collage</p>	<p>Pillar Links</p>	<p>Heart (respect) – respecting creation Heart (responsibility) – taking care of God’s creation</p>
<p>Working Wall <i>(What will go on the WW from this lesson?)</i></p>	<p>Examples of natural artwork. Photos of the children creating their natural artwork.</p>		