R.E. LESSON PLAN - WATFORD SCHOOLS TRUST

LESSON TITLE Who made the world? – The story of Creation	**LEARNING STAGE** KS1	**WST TEACHER/DATE Autumn 1** Mrs Tricia Bastable/Mrs Johanna Jordan
AIM: To know the story of Creation from the Bible about how God made the world. **LEARNING OBJECTIVE:** To learn the story of Creation from the Bible about how God made the world and to explore what this story tells us about what God is like.	**MAIN AREA/S OF LEARNING** (Herts R.E. Agreed Syllabus 2017-22) Ultimate questions **Other AOL covered:** Human responsibility and values Sources of wisdom	**LESSON RESOURCES** **WST will bring:** ● Story book 'In the Beginning' by Steve Turner/copy of the poem ● PowerPoint (available to download on website/memory stick) ● Worksheets (sent in advance by email) ● craft materials ● story prompts **School to provide:** ● Printed worksheet ● Colouring pencils ● glue

Introduction

Ask children to think of their favourite natural thing or place in our world. (e.g. flowers, trees, rainbows) and share with their talking partner.
Explain that today's lesson will be about our wonderful world. Christians believe that God made our world and everything in it.
The story of Creation ('God making everything out of nothing') can be found in the Christian's special book, the Bible. In this lesson we will learn about this story and think about what God might be like according to this story from the Bible.

Main content: *Class activity*

Read Steve Turner's poem from the book 'In the Beginning' and show the actions that go with the poem.

- Ask whether the pupils noticed that the poem rhymes?

Read the poem again and this time invite pupils to join in with the actions.

- Ask whether the pupils remember some of the things God made? Share with the class.

Show Story prompts and ppt to explain the 6 days of creation. (Ref: Genesis 1). After each item is shown, give a thumbs up and say that God looked at what he had made and said, "That's good!"
God created:

1. light (torch)
2. the sea and the sky (bottle of water, foam cloud)
3. land, plants and trees (pot plant/flowers)
4. sun, moon and stars (fab foam stars, sun and moon)
5. fish in the sea and birds in the sky (toy fish and birds)
6. all the other animals and people (playmobil animals and people)
7. God resting and looking at all he had made will be represented by a pair of toy binoculars. Then say that On the 7th day God looked at everything he had made and said, "That's good! That's great!" and then he rested.

The Bible says that God made everything in just 6 days. Every time God created something he said ‘It was good’! But when God made people, he said ‘it was VERY good’. God made people more special than anything else. He made them ‘in his own image’ (a bit like himself).

Ask what God did after he had created everything? He ‘rested’. God took time to see how beautiful the world was and he said it was good!

Although we don’t know what God looks like, the story of Creation does give us some ideas of what God is like. Ask the children what the story of Creation tells us about what God might be like. Possible answers to discuss include: ‘God is creative’, ‘God is powerful’, ‘God loves making beautiful things’, ‘God loves us as he gave us this wonderful world to live in’.

In the story of Creation, God gave people the task to look after the world. Discuss with the children how we can do this? Are people today looking after our wonderful world? How could we do this better?

Activity
In this activity, children are encouraged to think about our wonderful world.
On the worksheet using the craft items provided, create 6 images of the things the Bible says were created in the story. Follow the examples given to draw, stick and create 6 small pictures of the days of creation.

Extension/enrichment activities
An additional A5 sheet contains a large circle that represents the finished world.The chn can draw a picture of a beautiful place in our world. This can be a drawing of different trees and plants, animals and/or people and include other illustrations of our natural world.
Optional:
Use a range of art materials to draw/paint pictures or make models of our wonderful world
Create your own animal – What would it look like? What would its character be like?

Deeper Questions - Possible follow up/class discussion suggestions
How can we take responsibility for looking after our wonderful world?

Class teacher’s notes