Why is the word God so important to Christians?

EYFS Learning Pathway

UNIT 1

Early Years Foundation Stage – Learning Pathway

In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.

KEY VOCABULARY

- CHRISTIANS
- GOD
- CREATION
- ADAM
- EVE
- BIBLE
- PARABLE
- PRECIOUS
- JESUS
- PEARL



Lesson 1

STEP 1: Introduce two children: Tessa and Tom (using the PPT or persona dolls). Explain they are Christian children who go to church with their family. Show some photographs of what Tom and Tessa's church might look like (point out any diversity between Church buildings).

STEP 2: Show Tom and Tessa's treasure box, what do pupils think might be inside? Reveal what is inside: a Bible, jelly and pictures of jellyfish. Discuss the difference between jellyfish and jelly. Ask: which one is alive? How does it feel to make jelly? How do you think it would feel to make a real-life jellyfish? Would this be more or less exciting than making jelly? Why?

STEP 3: Explain that pupils are going to hear a story about the Christian belief that God made the world. Share a child friendly version of the Christian creation story from Genesis 1 - perhaps use The Beginner's Bible or show an animated story, ensuring that it is close to the meaning of the original text. After listening, ask why pupils think God is important to many Christians.

Focus Group:

Make paper jellyfish. While pupils are working ask the following questions and make notes of their responses:

What do you think the creator of the real jellyfish might be like?

Christians believe that God made everything, what might a Christian think God is like?

How did you find making your jellyfish?

How do you think it would feel to create the world and everything in it?

Independent Group:

Small world play – pupils create their own worlds using animals, plastic trees etc. Discuss how they feel about what they have created.

Lesson 2

STEP 1: Show a photograph of Tom and Tessa's treasure chest from last time and ask what was inside. Help pupils briefly recap the story learnt last time.

STEP 2: Discuss the Christian belief that God made the whole world and everything in it. Ask how pupils think many Christians act towards the world because of this. Show a photograph of Tom and Tessa's church that is set up for Harvest. Share that for many Christians, Harvest is about saying thank you to God for creation and what they have been given and sharing a little of what they have with others. Discuss what sort of things pupils think might be shared at Harvest.

STEP 3: Show some pictures of Harvest celebrations from around the world – discuss similarities and differences. Hear some harvest songs and listen out for key vocabulary such as God and thanks, which do pupils like best and why? Remind the children that for Christians, Harvest is about saying thank you to God for creation and what they have been give.

Focus Group:

Discuss what Christians might take to church for harvest. Encourage them to draw these foods. Adult to record pupils' contributions and save for class book or other records.

Independent Group:

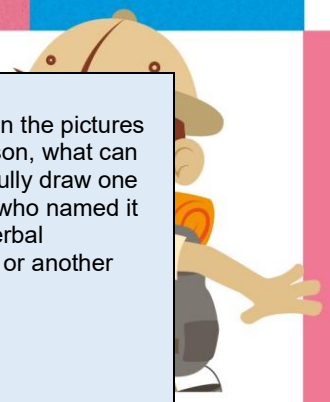
Colour in some fruit, vegetable and food outlines and discuss how they might be shared at Harvest time. Pupils could also set up play food in a display for the front of Tom and Tessa's church.

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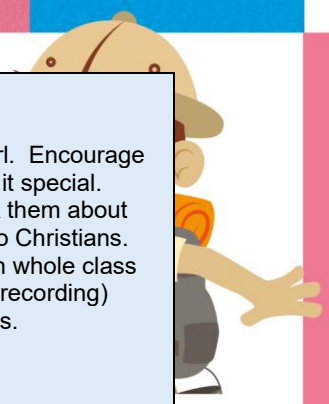


Lesson 3 **STEP 1:** Remind pupils of the last lesson. Ask: Who do Christians believe made the world? How do many Christians say thank you to God at Harvest? **STEP 2:** Explain that Tessa and Tom would like to tell us a little bit more about how they believe God wants Christians to care for the world. Show some artwork depicting Adam naming all the animals. Ask pupils to name the animals that they can see. Explain that many Christians believe God put Adam in charge and asked him to name all the animals. Discuss whether pupils think this would have been an easy or a tough job. **STEP 3:** Explain that many Christians believe they are called to care for God's world and that they should look after everything in it. Can pupils suggest what Christians holding this belief might need to show care towards?	**Focus Group:** Look carefully at the animals in the pictures they studied earlier in the lesson, what can they see? Ask pupils to carefully draw one animal, tell you its name and who named it in the story. Record pupils' verbal responses using post-it notes or another suitable method. **Independent Group:** Give pupils slips of paper and encourage them to have a go at sounding out the names of the animals they see. Some might choose to just write initial sounds.
Lesson 4 **STEP 1:** Show pictures of Adam naming the animals from last lesson. Ask: What do many Christians believe that Adam was asked to do by God? How do many Christians try to treat the world? **STEP 2:** Ask pupils to think about the most beautiful thing in the world. What do they think this is? How do they think it was created? Why should this beautiful thing be cared for? Explain that many Christians believe that God made these things, and they are called to care for them. **STEP 3:** Explain that God's name is special to Christians because God made the world and made them. Share the Lord's prayer, explain that this is an important prayer for many Christians. Look at the word 'Hallowed' and ask what pupils think it means. Explain 'Hallowed' means holy or special. Ask: Why do you think Christians think God's	**Focus Group:** Give pupils letters spelling out the word 'God'. Encourage them to decorate the inside and around the letters using colours, sequins, glitter etc. Explain that they should try to use their art to show that this is a special word for Christians. While pupils are working, ask why God's name is special for Christians. Record responses. **Independent Group:** Small world play: leave out a 'messy' small world play. Encourage pupils to tidy it and care for it. Afterwards, pupils can reflect upon these questions: Why is it important for people to care for the world? Why do many Christians try to care for the world?
Lesson 5 **STEP 1:** Share the story of the precious pearl, Matthew 13: 44-46 or The Precious Pearl Bob Hartman or The Precious Pearl Butterworth and Inkpen. Explain this is a parable that teaches many Christians about God's love for them and how God should be the most important thing in a Christian's life. Ask pupils how the man showed the pearl was special to him. How did he care for it? What did he do in order to own the pearl? What does it mean to be worth more than anything in the world? **STEP 2:** Explain that in the story, the man had to keep the pearl safe. Pupils should reflect upon what in their life they would keep safe and why. **STEP 3:** Give pupils small boxes they need to decorate; explain they will be hunting for their own precious pearl to keep safely in their box. How will they decorate their box to show the pearl is precious?	**Task:** All pupils decorate their boxes – you may choose to ask them to decorate premade favour envelopes or a simple cube net that you can put together after it has been decorated.

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Lesson 6

STEP 1: Remind pupils of the story they read last time. Discuss: What was the story of the precious pearl about? How was the pearl like how most Christians feel about God? Look together at some of the boxes made in last week's lesson. How were they decorated? How would people know that what is found inside is special?

STEP 2: Share story again with pupils if necessary and explain how for many Christians, God is the most important thing in their lives. Remind them of the word 'hallowed' and ask why do Christians use this when they are talking about God? Talk about the world that Christians believe God made. Ask: Who do Christians believe God asked to take care of the world? Why is God so important to Christians?

STEP 3: Explain that today, pupils will be searching for their own precious pearl to keep in their boxes.

Focus Group:

Give pupils a picture of a pearl. Encourage them to decorate it and make it special. Whilst pupils are working, ask them about how and why God is special to Christians. Record responses and stick in whole class book (or use other method of recording) alongside pupils' pearl pictures.

Independent Group:

Have a large tray of sand set up and hide some plastic pearls inside. Encourage pupils to search for a pearl that will be precious to them and wrap it in tissue to place in their box. Give pupils a take home slip (information slip about the story that the children have read so that they can retell it to a grownup at home) to put inside the box so they can retell the story to their grown up at home.

Learning Outcomes

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Think about the wonders of the natural world, expressing ideas and feelings
- Talk about what people do to mess up the world and what they do to look after it
- Retell stories, talking about what they say about the world, God, human beings
- Say how and why Christians like to thank their Creator

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