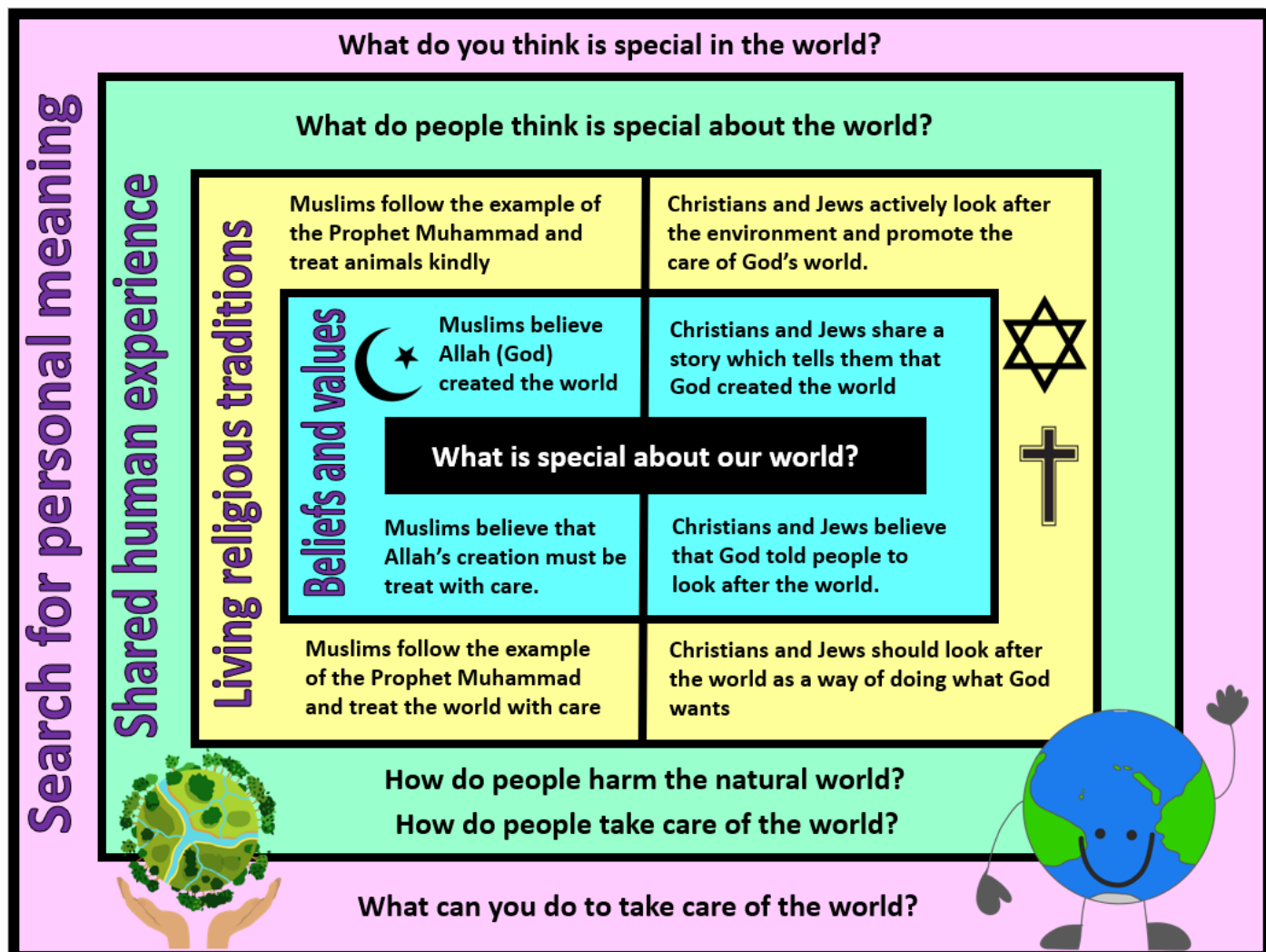


Early Years Summer Term**Key Question** (to be used all year): **Why are some things special?****Focus Question** (for this investigation): **Special Places:** What is special about our world?**Focus Question: Special Places**

In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.

This unit will link closely to work on the natural world within the area of learning **Understanding the World**. Ideas about the Christian view of creation are revisited and built upon in the Y2 unit: **Does how we treat the world matter?**

Be aware and mindful of pupils' religious and cultural backgrounds - please be aware that Muslims are not permitted to draw / act out any parts of Allah's (God's) creation and so Muslim pupils need to be given the chance to respond to the creation story in ways that do not compromise their faith.

Field of Enquiry	Possible ideas for adult led teaching
Shared Human Experience	<p>Set up a nature table for exploration (mixture of living and dead items) Develop word banks to explore and describe each natural thing.</p> <p>Go on a nature walk or explore items in the mud kitchen. Set up a weather watch station and investigate the wind, sunshine and rain.</p> <p>Show images of beautiful natural places around the school, local area and the wider world.</p> <p>Explore the uniqueness of creation e.g. each leaf and flower is different.</p>

		<p>What is wonderful about the natural world? Why might people say that the world is special? What does it mean to harm something? To care for something? What do we do at school to look after the world?</p> <p>Talk in simple terms about ways in which people harm the world. Read appropriate child friendly stories with an environmental message. Talk in simple terms about the ways in which people can care for the world.</p>
Beliefs and values	Christianity / Judaism	<p>Explain that some religious people think that God made the world. Introduce and explain the word 'creation'.</p> <p>If using persona dolls then re-introduce Grace and Imran. Introduce Hannah (Jewish persona doll). These three children who are Christian, Muslim and Jewish believe that God created the world and everything in it.</p> <p>Remind children that the Bible is a holy book for some Christians. Introduce the Torah and explain that this is a holy book for the Jewish people. Grace and Hannah have the same story in both of their holy books to explain how Christians believe God created the world. Share a simple version of the story of Genesis. https://www.youtube.com/watch?v=bLHB_hNk42g</p> <p>Read 'God's Quiet Things' by Nancy Sweetland to explore how Christians feel about the wonder of God's world.</p> <p>Discuss beginnings e.g. the beginning of the day, the beginning of school etc. Read 'In the beginning' by Steve Turner. Order the events of the seven days.</p> <p><i>Please be aware that although the creation story from Genesis is widely known and shared, it can be a source of controversy. There are many religious people who do not believe it is literal explanation of creation.</i></p>
	Islam	<p>Re introduce the persona doll Imran and explain that the stories you are going to tell are special to him as a Muslim. The stories are about the prophet Muhammad who is important to Muslims.</p> <p>Tell the story of Muhammad and the crying camel. https://www.youtube.com/watch?v=bN7KIMmwlc</p> <p>Sequence events and discuss the feelings and actions of the characters. Did the owner feel sorry? What for? Why?</p> <p>Tell the story of Muhammad and the Ants.</p>
Living religious traditions	Christianity/Judaism	<p>What does the Creation story mean to Grace and Hannah? Interview the Persona dolls. What does the story say about God? What does it say about the world? What does it say about human beings?</p> <p>What are the messages for Grace and Hannah? E.g.</p> <ul style="list-style-type: none"> - <i>God is the creator of the world.</i> - <i>The world is a beautiful and wondrous place full of many living things.</i> - <i>Humans have the job of taking care and looking after the world</i> <p>What sort of behaviours would be typical of Christians if they follow these messages?</p>
	Islam	<p>What do the stories mean to Imran? Why are they important?</p> <p>In both stories Muhammad is teaching people to treat animals kindly because Allah's creation needs to be treated with care.</p> <p>Explain that Muslims feel that Muhammad's behaviour was so good that they want to copy it. Sort images/ scenarios to show which ones are following Muhammad's example and which aren't e.g. caring for your sick pet/ leaving a crisp packet on the grass.</p>
Search for Personal Meaning		<p>In the Christian creation story it says that 'God saw that it was good'.</p> <p>What do you think is good in nature? What do you think is special in the world?</p> <p>How do you think we should treat plants and animals? What do you do?</p>

	<p>What is the same about the Christian and Muslim stories?</p> <p>Think about the story of Muhammad and the Crying Camel - what can we do when we feel sorry? Is it easy or hard to say sorry?</p> <p>Think about both Muslim stories – who do we follow as an example? Who models for us how to treat the world well?</p>
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Opportunities to apply learning within enhanced continuous provision		
Areas to be enhanced	This unit lends itself to also promoting the Knowledge/skills within the following areas of learning	Ideas for resources/ activities
Book corner/Reading Mark making Construction Small World Role play Sand Water Malleable Snack Investigation area/ nature area	Listening and attention Understanding Speaking Reading Writing Using media and materials Being imaginative Understanding the world	<p>Use the mud kitchen – stock it with natural items and ask children to create 'nature soup' or 'nature cakes'. List the ingredients so others can copy.</p> <p>Host a nature quest outside – ask children to find and return natural objects e.g. <i>something that is brown and used to be alive</i>. Add items to the nature table.</p> <p>Create viewfinders and collect 2 things that are interesting. Examine with magnifying glasses and use a class visualizer to look at something closely.</p> <p>Write sorry letters in the writing table when appropriate</p> <p>Create paintings/ make models of a creation scene. Explain the process to others.</p> <p>Set up a mini beast area/plant area – model how to care for the mini beasts and plants. Write instructions and set up a rota so everyone can take turns.</p> <p>Re tell the stories using lego/ malleable/ sand or role play.</p>
Links to stories, songs and rhymes		
'God's Quiet Things' by Nancy Sweetland 'In the beginning' by Steve Turner		
Vocabulary introduced through the unit		
Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique,		
Early Learning Goal		
People Culture and Communities Children at the expected level of development will: Know some similarities and differences between different religious and cultural communities in this country , drawing on their experiences and what has been read in class .		
By the end of the unit children will also be able to:		
Talk about the wonders of the natural world. Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world. Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world.		