**Year 3 R.E Curriculum – Autumn Term 1**

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| **Theme: What do Christians learn from the creation story?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Sense of belief:**  • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’  • Make clear links between Genesis 1 and what Christians believe about God and Creation  • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world  **Understand the impact:**  • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways)  • Describe how and why Christians might pray to God, say sorry and ask for forgiveness  **Make connections:**  • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening – discussion, explaining, questioning. |
| Christian | The belief that Jesus is the Christ, or chosen one, whom God sent to the world to save humans. | Genesis | The stories that explain how the world and humanity were created, as well as much about how humanity. |
| Jewish | Judaism teaches that there is only one God and that God created the world. | The Fall | The transition of the first man and woman from a state of innocent obedience to God to a state of guilty disobedience. |
| Creation story | Christians believe God created the world in seven days. | Sins | Sin is the bad stuff we do that makes God sad and separates us from him, often hurting us and other people |
| Hymns | A song of praise especially to God. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| How do Christians say the world is made? (Year 1) | | | | | What kind of world did Jesus want? (Year 3 summer term) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To go outdoors and experience the wonder of nature. | | * Know our world is full of ‘awe and wonder’. | | | | * Investigative skills | |
| 1. To read the Jewish/Christian creation story Genesis 1:1-2:3 | | * Know the creation story and how it shows the wonder of our world | | | | * Investigative / reflective skills | |
| 1. To understand God wants humans to look after the world, Genesis 1:28-30. | | * Know how God wants us to look after the world (use instruction writing) | | | | * Interpretive skills | |
| 1. To research hymns which explore God as the creator (Fischy Music’s wonderful world and ‘Creator God’. | | * Know hymns are a way of thanking God. | | | | * Interpretive skills | |
| 1. To understand not everyone believes the world was created by God so think of other reasons why we should look after the world/each other. | | * Know other reasons why we need to look after the world/ each other. | | | | * Reflective, empathising skills | |
| 1. To know how the story continues, read Genesis 2:15-17 and chapter 3. | | * Know that Adam and Eve went against God. The term the Fall describes how they ‘fell’ from their relationship with God and how everyone sins. | | | | • Reflective, empathising skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 2 and 3 | | | | | | |
| **Understand the impact** | * Lesson 3, 4 and 6 | | | | | | |
| **Make connections** | * Lesson 3 and 5 | | | | | | |