

Year 3&4 Key Stage 2



# RELIGIOUS EDUCATION

Resource File

**Year 3** units of work - Creation - Seven days





# Lesson 2 Seven days

## The big picture

This lesson introduces the traditional Christian and Jewish answer to the question, ‘How did the world come to be?’ Many Christians and Jews believe that the world was created in six days, with God the creator resting on the seventh day.

In recent times, some Jews and most Christians regard this story as a myth or metaphor, although some followers believe it to be a literal story of how the world was made. However the story is interpreted, the importance of it for these faiths is what it says about why the world was made. Most religious people think that why the world was created is more important than how it was created. It will be important to refer back to the feelings associated with creation from the previous lesson.

## Learning objective

- To know the Christian and Jewish answer to the question: ‘How did the world come to be?’

## Success Criteria

- Pupils will have re-told the Christian and Jewish creation story in an appropriate form and expressed their reflection on it.

## Religious Education Council Requirements

A1, A3, B1, B2, C1

## Resources

- Children’s Bibles (if available)
- **Resource sheet 1:** ‘The Bible creation story’ (optional)
- Drawing and writing materials as required
- Large sheets of paper for the group response
- Digital camera (optional)

## Vocabulary

Bible, Christian, creation, creator, Genesis, God, Jewish, seven days, Torah

## Key questions ?

*Which are your favourite places, people and animals?  
What do Christians and Jews think about how and why the world came to be?  
What is their response to their favourite places, people and animals if they believe that God created all these things? (thanks to God)*

## Introduction

Share the learning objective: ‘In this lesson, we are going to listen to and re-tell a story that explains how many Christians and Jews believe the world came to be.’ It also explains why they believe the world was created. Consider the difference between these two questions: Why did you come to school today? and How did you come to school today? Which is the most important question? The story of the seven days of creation tells Jews and Christians that the world is good, and has a purpose because it is God who is responsible for it.

Put up the following titles for the class to think about: 'My favourite place', 'My favourite people', and 'My favourite animal'. After time to think, you could ask people to record some of their answers or you could give them an opportunity to share their responses in small discussion groups.

Explain that Christians and Jews believe all these things have been created by God. Ask them to listen out in the story for when the places, people and animals were made.

## Activities

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### Stimulus

Tell the class that they are about to hear a story that can be found in two very special books. Christians look to the Bible to find the answers to life's big questions, and Jews look to the Torah. This story is in both. If Children's Bibles are available, show people how this is the very first story in the Bible, explaining that the word 'Genesis' means 'beginning'. Alternatively, use the version of the story provided on resource sheet 1.

### Response

Once you have read the story, divide the class into seven groups and assign each of them a day. Ask them to think of an action they could teach the class to remind them of what the story says happened on their day. After time to prepare, go through the groups in sequence, building up the actions until there is a kinaesthetic (action-based) representation of the whole story.

(Individual response) people can then record this sequence in a way that suits their learning style. You may wish to suggest recording it in pictures, words, or a mixture of the two in a comic strip format.

(Group response) each of the small groups can work on a large piece of paper to represent their day. These could then be put together to create a whole-class display of the story. A digital photo could be taken of the display, so that a copy may be stuck into people's RE books.

## Plenary

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Go through the actions one more time to reinforce learning. Ask people to think of the previous lesson. Reflecting on the story they have learnt today, can they think how a Christian or Jew feels when they look at the world? How might this affect the way they live? What would they want to say to their creator about the creation? Give time for them to consider and share their response to this question.

If desired, they could record their responses by copying and completing the sentence:

- 'Looking at this creation story today has made me think about...'

## Differentiation

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(By grouping) when dividing the class into groups, ensure they reflect a range of abilities and styles to support the less able.

(By task) the response could be tailored to suit an individual's needs, for example, by sequencing a jumbled up version of the story. Word bank software could be used to support re-telling on the computer.

## Extension

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(By research) more able people could do research into the nature of the Shabbat or Sabbath in the Jewish and Christian traditions and how this reflects the seventh day in the creation story.

Name: Date: 

## The Bible creation story

In the beginning of everything, God made the Heavens and the Earth. But the Earth was covered in water, it was dark and there was no life. So God spoke. He said, 'Let there be light,' and immediately there was light. God separated the light from the darkness and called the light, 'day' and the darkness, 'night'. The first day was done and God saw that it was good.

On the second day, God made a space above the water on Earth and called it 'sky'. He looked at the blue sky and saw that it was good.

On the third day, God collected the water on Earth together so that land appeared. He covered the mountains, hills and land with all sorts of trees and grass and flowers. Other places he left as deserts. He made lakes and oceans, rivers and seas. He looked at what he had done and saw it was good.

On the fourth day, God made two great lights. He made the sun to shine in the day and the moon to

shine at night. He made all the stars to fill the night sky. He saw all he had done and saw it was good.

On the fifth day, God filled the seas and waters with fish, whales, starfish and all the other creatures that live in the water. To fill the sky, he made eagles, robins, seagulls, cuckoos, woodpeckers and all the other birds. He looked at what he had done and saw it was good.

On the sixth day, God filled the land. Every animal that walks, runs, crawls and climbs was made. Then he made people. He made them with a spirit just like him so that they could look after everything else and enjoy worshipping him forever. He looked at his day's work and saw it was very good.

The seventh day was a special day. God did not do any work; instead he rested and enjoyed what he had done.

**The story of creation can be found in the Bible, Genesis 1: 1–31; 2: 1–4.**