



Nottingham Roman Catholic
Diocesan Education Service



Creation and
Covenant

Branch 1

EYFS Planning for Advent 1

Version 1: September 2026

Branch 1: Creation and Covenant

Advent Term (1) – EYFS

The Big Question: How can I look after God’s world?

Understand		Discern		Respond	
See		Judge		Act	
What will I see and hear to help me understand?		How will I discover more?		What can I do now?	

EYFS Skill Words: Recognise, talk about, label, name, match, sort, retell, sequence, recall

Characteristics of effective teaching and learning for religious education: Wonder, awe, playing, exploring, active learning, creating, and thinking critically

Hear - By the end of this unit of study, pupils will be able to:

Know God made our beautiful world and everything in it.

Know God made me.

Know the words and actions of the sign of the cross: ‘In the name of the Father, and of the Son and of the Holy Spirit. Amen’.

Recognise God created the world and said, ‘Indeed it is very good’ (Genesis 1:31).

Recognise the whole of Creation shows God love for us (Laudato Si’ 84–88).

Believe - By the end of this unit of study, pupils will be able to:

Know God loves me and God loves everyone.

Know God loves each one of us as a unique person.

Know God loves us and we are part of a family.

Recognise that God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of his creation. It is an important job! (CST - Stewardship).

Celebrate - By the end of this unit of study, pupils will be able to:

The words and actions of the sign of the cross: ‘In the name of the Father, and of the Son and of the Holy Spirit. Amen’.

Give thanks for God’s wonderful world.

Celebrate God’s beautiful world. The words and actions of the sign of the cross. We enter God’s family, the Church, through Baptism.

Live - By the end of this unit of study, pupils will:

Look after me. Look after God’s world. Care and love for self, family, others, and God’s world.

CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too (Dignity of the Human Person).

Creation and Covenant – EYFS (Advent 1)						
	Session 1 UNDERSTAND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 DISCERN/RESPOND	Session 6 RESPOND
Learning Focus	Know that God made me (Linked to children learning names, sense of self).	Know that God made my family.	Know that I am part of God’s family (Baptism).	Know that God made the world and everything in it.	Understand that I should care for all of God’s creations.	Take part in a Celebration of the Word to respond to the topic.
Recall and Retrieval	- What is your name? - Talk about yourself.	- Who made you? - What makes you special?	- Who made all families? - What makes your family special?	- What can you remember about the symbols of Baptism? - Which words are used in Baptism (sign of the cross)?	Genesis 1, The Creation Story	Recall all learning from the branch.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - their own name. - that God made them (Isaiah 43 1:2). - that everyone is special (CST - Human Dignity). - what makes them special. - God loves all of us equally. - we should be kind to others because God made everyone. In a circle, say ‘I am ____ God made me!’ to help everyone learn our names. Look in a mirror and explore: What colour are my eyes? What colour is my hair? What is different about me?	Key knowledge Pupils will know: - God made my family. - God made all families. - God made all families different. - God loves my family. Learn about the people in our families with family photos. Share the story ‘God’s Very Good Idea’ by Trillia Newbell. Say a ‘thank you’ prayer to God for our families (introduce the sign of the cross).	Key knowledge Pupils will know: - we are blessed and welcomed into God’s family through Baptism. - the Holy Spirit is with us in Baptism. - Baptism unites us as part of God’s family. - God loves us. - some symbols of Baptism. - Jesus is part of God’s family through Baptism too. Watch a short video of a Catholic baby’s Baptism and explain what is happening. Explore the symbols of Baptism and explain that these symbols help show others that we are members of God’s family and are members of the Church. Read Matthew 3:13-17 Jesus is baptised in the River Jordan	Key knowledge Pupils will know: - God made the world. - God made all the animals and creatures. - we show thanks to God by caring for His world. Hear Genesis 1 – The Creation Story. Discuss how God made our beautiful world and everything in it. God made all the animals and creatures. God created the world and said, ‘Indeed it is very good’. Everything God created is good and a gift from God! We can show thanks to God by caring for his world. Say a ‘thank you’ prayer to God for the world (practising the sign of the cross). Explore the story, ‘When God Made the World’ by Matthew Paul Turner. Sing ‘If I were a Butterfly’.	Key knowledge Pupils will know: - God put Adam and Eve ‘in charge’ of the plants and animals; they are God’s helpers to look after his beautiful world. - we should all look after the planet – this is Stewardship! Share the story The Little Gardener by Emily Hughes. Explain that God calls us to care for our plants and trees, just like Adam and Eve did in the garden. When we give plants what they need to grow, we are caring for God’s world! Stewardship means caring for the things we have been given by God. This shows we are grateful and it makes sure that we don’t waste things.	End of branch Celebration of the Word Respond booklet Assessment Task: Draw pictures in response to the Big Questions. How can I look after God’s world?
EYFS Skills word/disciplinary knowledge	Talk about Name	Recognise Talk about	Recognise Talk about Name	Sequence	Recognise Talk about Sort	Recall

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	Session 1 UNDERSTAND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 DISCERN/RESPOND	Session 6 RESPOND
Ways of knowing wonder questions See, Judge, Act	 I wonder if you know who made you? I wonder if you can name some of the ways that we care for others?  I wonder why we are all different?  I wonder how you can show God you like being special?	 I wonder what it feels like to be loved? I wonder how I can show care for my family?	 I wonder if you can tell me some of the things that happen at a Baptism? I wonder why the priest makes the sign of the cross on the baby at Baptism?  I wonder what it feels like to be part of God's family?  I wonder how I can show I am part of God's family?	 I wonder if you can name some of the animals that God made in the Scripture story? I wonder if you tell me what God made on each day of the creation story?  I wonder if you have a favourite part of the creation story? I wonder if you have any questions about how God made the world?  I wonder if you want to thank God for anything? I wonder if this story makes you want to make something? I wonder if you have any questions about God?	 I wonder if you can name some ways that we can care for God's creation?  I wonder if you have a favourite part of the creation story? I wonder if you have any questions about how God made the world?  I wonder how can we help God's creation grow?	 I wonder how I can look after God's world (Big Question)?
Characteristics of effective teaching and learning for religious education	Wonder, awe, playing, exploring , active learning, creating , and thinking critically	Wonder, awe, playing , exploring, active learning , creating, and thinking critically	Wonder, awe, playing, exploring, active learning, creating, and thinking critically	Wonder, awe , playing, exploring, active learning, creating, and thinking critically	Wonder, awe , playing, exploring, active learning , creating, and thinking critically	Wonder, awe , playing, exploring, active learning, creating, and thinking critically
Main teaching activities	- Using mirrors, make a portrait using loose parts or craft materials. Talk about yourself using key vocabulary relating to face. - Use the craft materials to make yourself! Talk about what makes you special.	- Role-play families in the home corner. - Look at the photos of our families together. Recognise and talk about your family: Who is in your family? What makes your family special? - Draw a picture of your family.	- Bring in pictures/artefacts from pupil's own Baptisms* to explore (e.g. candle, certificate, shawl, cards) - Recognise, create and name the symbols of Baptism using play dough. - Roleplay a Baptism using the 'Baptism Bag' and talk about what is happening. - Role play Jesus' Baptism. <i>*be sensitive to individual circumstances, e.g. post-adopted children</i>	- Sequence the Creation Story pictures in the correct order. - Small world play, water tray, different creatures God has created. - Listen to 'What a wonderful world' song and discuss - what is wonderful in our world? What is beautiful in our world? Show appreciation for our world. - Nature appreciation walk – what can we see? Look carefully and think about what is good about God's creation.	- Plant vegetable or sunflower seeds and recognise how we can care for them – soil, weeding, watering, sunshine. - Wear a 'Steward' sash/badge and complete one of the jobs to help look after our classroom – 'caring time' for our resources. - Talk about the jobs you have done around the classroom and recognise why they are important.	- Take part in the whole school Celebration of the Word. - Complete the Respond booklet with the help of an adult. - Assessment task: draw pictures in response to the Big Questions. How can I look after God's world?

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	Session 1 UNDERSTAND	Session 2 UNDERSTAND/DISCERN	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 DISCERN/RESPOND	Session 6 RESPOND
Adaptive Teaching	Provide visual word cards with pictures for vocabulary (eyes, nose, mouth, hair). Adult models language: 'I have brown eyes. What colour are your eyes?' Use larger loose parts or pre-cut shapes for children with fine motor difficulties. Allow children to point to facial features instead of verbalising. Use talk frames: 'I have ___ hair'. 'My eyes are ___'. Adult scribes children's ideas if they cannot yet write.	Provide family picture cards to support children who may struggle to identify family structures. Use simple questions: 'Who lives with you?' 'Is this mummy/daddy/grandma?' Allow children to use puppets or dolls to represent family members. Offer pre-drawn house outlines for children who struggle to draw independently. Accept verbal descriptions rather than drawings if needed. Be sensitive to different family structures.	Use real objects or photos for visual support (candle, water, white cloth). Adult models vocabulary: water, candle, baby, church. Use symbol matching games (match candle picture to real candle). Provide play dough mats with outlines to help children form symbols. Adult narrates during role play: 'The priest pours water on the baby's head'. Allow children to observe role play rather than participate, if shy.	Provide large picture sequencing cards instead of small ones. Reduce sequencing to 3–4 key events instead of the full story. Retell the story using actions and repeated phrases. During small world play, adult prompts discussion: 'God made the animals'. 'Which animals can you see?' Use sensory exploration (water tray, animals, natural materials). Encourage children to point and name objects if language is limited.	Provide step-by-step visual cards for planting (soil → seed → water). Adult models actions slowly. Assign simple helper roles (watering helper, soil helper). Use gesture and demonstration rather than verbal instruction only. Use repetition of vocabulary: grow, water, plant, sun. Provide adaptive tools if fine motor skills are developing.	Adults to support scribing in Respond booklets.
Challenge	Have a go at writing your name too!	Label yourself in your picture with your name.	Talk about what the symbols of Baptism represent.	Talk about what is good about God's creation.	Think of your own job to look after the classroom or playground.	Complete some of the Respond booklet independently.
Key vocabulary and definition / Explicit vocabulary instruction	Unique – we are all special and different in our own way. Self – you as a person. Family – a group of one or two parents and their child or children living together as a unit. God – God the Father, maker of all things Creation – the making of the world by God. Names of parts of our faces – eyes, ears, nose, mouth, cheeks, forehead	Unique – we are all special and different in our own way. Self Family God – God the Father, maker of all things. Care – to look after someone or something. Sign of the Cross –prayed at the start and end of prayer: <i>In the name of the Father, and of the Son and of the Holy Spirit, Amen.</i>	God – God the Father, maker of all things. Baptism – a sacrament where people enter the Catholic faith. Holy Water – water that has been blessed. The Paschal Candle - is a large, white beeswax candle used in Catholic liturgy, symbolising the risen Christ as the "Light of the World" dispelling darkness. Font – a bowl which holds the water to be poured over the head of the person who is being baptised. Shell – a symbol of Baptism representing new life. White gown – used in Baptism to represent purity Sign of the cross - prayed at the start and end of prayer: <i>In the name of the Father, and of the Son and of the Holy Spirit, Amen.</i> Welcome – a way to greet someone in a friendly way.	Creation – the making of the world by God. World – Earth, the planet on which we live. Care – to look after someone or something. Stewardship – looking after God's world. Sign of the cross – prayed at the start and end of prayer: <i>In the name of the Father, and of the Son and of the Holy Spirit, Amen.</i>	Creation – the making of the world by God. World – Earth, the planet on which we live. Care – to look after someone or something. Stewardship – looking after God's world.	Recap all vocabulary explored across the branch.
Resources	PowerPoint Mirrors Craft materials	Powerpoint Video link - God's Very Good Idea by Trillia Newbell (youtube.com)	Powerpoint Video link - Catholic Baby Baptism (youtube.com) Video link Bible Stories for Toddlers (The Baptism of Jesus) - YouTube	When God Made the World by Matthew Paul Turner (youtube.com) The Butterfly Song (If I Were A Butterfly) - Brian Howard (youtube.com)	Stewardship sashes, dustpan and brushes, cloths etc. Sunflower seeds, gardening tools	Celebration of the Word powerpoint/planning EYFS Creation and Covenant Respond Booklet