



Nottingham Roman Catholic
Diocesan Education Service



Creation and
Covenant

Branch 1

Y1 Planning for Advent 1

Version 1: September 2026

Branch 1: Creation and Covenant
Advent Term (1) – 6 weeks
The Big Question: What is the wonderful gift of Creation?

Age 6 Learning outcomes:

By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art, music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering and imagining. They may express their creative or critical reflections through different mediums such as writing, poetry art music or dance.

Understand

U1.1.1. Recognise that the story of creation in Genesis 1:1- 4 and 24-26 is an ancient prayerful poetic reflection on God's world and retell this story in any form.

U1.1.2. Recognise in an age-appropriate way the church teaches that all that comes from God, our Father, who made heaven and earth.

U1.1.3. Recognise, though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of creation.

U1.1.4. recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love to God and each other.

U1.1.5. Know that Pope Francis wrote a letter, called *Laudato Si'*, about the gift of creation and the importance of taking care of the world as it is everyone's home.

U1.1.6. Recognise that prayer is a way of drawing closer to God.

Discern

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

D1.1.1. Talking about how God's gift of Creation is expressed through the Scriptures and diverse creative and artistic expressions, e.g., through art, music, or poetry and talk about their responses.

D1.1.2. Talking about why caring for God's world matters for them and their local community. (RVE)

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

R1.1.1. Reflecting on what the words of the Our Father and the opening words of the Creed say to them.

R1.1.2. Reflecting on different ways to pray.

R1.1.3. Listening to stories from different communities and their experiences about how they care for the world. (RVE)

R1.1.4. Talking about how they can care for God's world. (RVE)

Creation and Covenant – Year 1 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Learning focus	HEAR / LIVE Retell the story of Creation in any form. Genesis 1:1-4 24- 26	DISCERN/HEAR Know that creation is a gift from God and talk about how it is expressed in different artistic ways.	HEAR/BELIEVE Know that God is in the wonder of creation and recognise that prayer can bring us closer to him.	RESPOND/BELIEVE Reflect upon the opening words of the Creed and reflect on what they and the words of the Our Father means to them.	HEAR/BELIEVE Recognise that God gave us the responsibility of looking after his creation and each other.
Recall and retrieval	EYFS God made our beautiful world and everything in it (use the pictures the pupils have brought in) God made me. God loves us.	Using the pictures from the previous lesson, remember what God created.	Retell the verses of the Creation story they have studied.	Say the Our Father together.	What does the Creed say about creation? What does the Our Father say?
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - the verse of the Scripture with the use of images. - that the world was a dark place with the spirit flowing over the waters. - that God created light. - that God created the creatures and living things. - that God created humans. - that God saw it was good. - that everything we see in the world is a gift from God.	Key knowledge Pupils will know: - that God created everything in our world. - that the creation story is expressed in different artistic ways. - How to talk about what they like about the different ways.	Key knowledge Pupils will know: - that everything we see is created by God because he loves us. - about the awe and wonder of the school's grounds by creating artistic interpretations of them. - how to respond by writing a simple prayer to praise God for what they have drawn.	Key knowledge Pupils will know: - that as a community, the Church prays the Creed and the Our Father to pray to God and worship him. - That the Our Father praises God (Our Father who art in Heaven, hallowed be thy name) and that God's kingdom is a place where God rules and people behave in the way that Jesus teaches them to. - that Christians believe that in God's kingdom, people love and respect God as he deserves and people treat each other fairly and kindly. This is also God's will. He wants the world to be the best place for us to live. - when Christians pray this, they are praying that the earth will be a place of peace and justice. (On earth as it is in heaven.	Key knowledge Pupils will know: - that in Scripture it says: 'Then God said, 'Let Us make humans in Our image, in Our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.' - that this means that humans have stewardship – caring for creation. - that by caring for creation we are loving God. - that God wants us to love and care for the world because the world is God's gift to us.
Key skills/disciplinary knowledge	U1.1.1. Recognise that the story of Creation in Genesis 1:1-4, 24- 26, is an ancient, prayerful poetic reflection on God's world and retell in any form. U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, Our Father, who made heaven and earth.	D1.1.1. Talk about how God's gift of creation is expressed through the Scriptures and diverse creative and artistic expressions, art music	U1.1.3. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of creation. U1.1.6. Recognise that prayer is a way of drawing closer to God U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, Our Father, who made heaven and earth	R1.1.1. Reflect on the words of the Our Father and the opening of the Creed U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, Our Father who made heaven and earth	U1.1.4. Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this we show love for God and each other. U1.1.2. Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, Our Father who made heaven and earth
Main teaching activity <i>This can be adapted to suit the needs of your pupils.</i>	- Pictures/piece of art in the centre of tables/on screen for class discussion – discuss what they show. What can you see? - Ask pupils: Who made these? Why do you think they were made? Do you think they were all made at the same time? - Teach pupils that this is God's creation, that the story is in the Bible, in Genesis, and is a prayerful way of sharing God's Creation with us all. - Use Bible Gateway (Genesis) to tell the story of Creation, along with the images/objects to explain each day. - Create a little book of Creation: Ordering pictures of creation to stick in/draw (depending on abilities) on each page.	- Retell the story of Creation as a class, use the pictures to order and put onto a washing line. - Teach – God created everything in our world. - Share the song – <i>All Things Bright and Beautiful</i>. Pupils to listen and watch, and then have the opportunity to join in. - Carousel activity – different artistic representations of Creation on tables: key questions – what do you think it shows? How do you know? Which do you like the most? How does it make you feel? Which day do you think was the most important? Why? (Explore and recognise that there is no right or wrong answer).	- Creation Music – pupils to have time reflecting and exploring. - Detectives: pupils to have clip boards and magnifying glass. If possible, go for a walk in the outdoor spaces to explore God's creation all around us. Explore – what has God created, how wonderful it is, awe and wonder of our world. - Gather different objects from the walk (grass, flowers, leaves, stones) and add to the prayer focus table. Use clip boards: note down what we can see and feel – the sky, clouds, wind, sun, rain. - Discuss that God created this world for all of us, we thank God for the wonders he has created. He created heaven and earth. God is Our Father.	- Reiterate the importance of making the sign of the cross. A prayer to God. - Reiterate that it is God, our Father, who made heaven and earth. - Express and listen to the Our Father – discuss how this brings us closer to God. - Experience through prayer and song. - Pupils to work in groups to create actions for the different parts of The Our Father - Who is God the Father to you? Why is he important? - Create a bookmark of the words from the Our Father that are most important. Pupils to verbally express why it is important to them. - Musical instruments to create their own music to the prayer 'Our Father)	- What can we see/not see? Discuss that sometimes we might not be able to see something, but we know it exists. What might this be? - Put words of the Nicene Creed around the room; pupils to gather them and together make the Nicene Creed. - Explain that God created everything, visible and invisible. - Use big pieces of paper, use salt and water, create messages and then paint over to reveal the message.

Creation and Covenant – Year 1 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND
	Paper Plates with picture ideas to create their own scene of one day of Creation. Sensory area of different objects to represent God's creation – fish in water, pebbles, ribbons and materials for sea, artificial grass, flowers, torch for light, dark area.	- Discuss and explore some of the works of art together, talking about God's gift of Creation and the diverse cultural representation. - Pupils to create their own piece of art expressing one of the days of Creation: paint, water colour, pastels.	- Verbal praise, prayer time, all sitting around the prayer focus: Thank you God for... - End with '<i>If I were... I thank you God</i>' to sing together. - Use the template and sentence stem to create own short prayers of praise for Creation. - Use different things gathered to create a 'thanksgiving' box of God's wonderful world.		Verbal response with photos – what does this prayer mean to me? Why is it important? Post it notes could be gathered to support evidence gathering.
Adaptive Teaching	Visuals/Widget to guide the retelling. Use of puppets to support retelling. Use of playdough to create the key figures from the story. Use of small world figures to retell the story.	Use a word/visual bank of ideas of how they can be a light. Visuals to choose from to cut and stick onto a flame.	Visuals/Widget to guide the retelling. Use of puppets to support retelling. Use of playdough to create the key figures from the story. Use of small world figures to retell the story.	Use pictures of Simeon, Anna, the people in the temple and other people. Pick out of the pictures who we know from the stories.	Word bank given. Opportunities to verbally record/use of assistive technology.
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) 1  Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2  Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3  How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4  How can you live this out? → What would this look like in your life, at school or at home? 5  What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6  What question does this learning make you ask? → A "wonder" question about God, Jesus, or faith. 7  Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation				
Key Vocabulary and Definition	God - God is defined as the one, eternal, unchangeable, incomprehensible, and almighty Creator of all things, known as the Blessed Trinity: one God in three co-equal persons: the Father, the Son (Jesus Christ), and the Holy Spirit. Creation - God is responsible for the creation of the earth and universe. This is described in Genesis, the first book of the Bible. Catholics believe this account shows them important elements of God's nature, such as his omnipotence.	God - God is defined as the one, eternal, unchangeable, incomprehensible, and almighty Creator of all things, known as the Blessed Trinity: one God in three co-equal persons: the Father, the Son (Jesus Christ), and the Holy Spirit. Creation - God is responsible for the creation of the earth and universe. This is described in Genesis, the first book of the Bible. Catholics believe this account shows them important elements of God's nature, such as his omnipotence.	God - God is defined as the one, eternal, unchangeable, incomprehensible, and almighty Creator of all things, known as the Blessed Trinity: one God in three co-equal persons: the Father, the Son (Jesus Christ), and the Holy Spirit. Creation - God is responsible for the creation of the earth and universe. This is described in Genesis, the first book of the Bible. Catholics believe this account shows them important elements of God's nature, such as his omnipotence.	Creed - A creed is a profession of faith. In reciting the words 'I believe' or 'We believe', Catholics give their assent to the divine truths, revealed by God, in Sacred Scripture and the living Tradition of the Church. Creation - God is responsible for the creation of the earth and universe. This is described in Genesis, the first book of the Bible. Catholics believe this account shows them important elements of God's nature, such as his omnipotence.	Our Father – This is a divine model for how to pray, focusing on God's glory, the establishment of his kingdom and will on earth, and the asking for daily needs and forgiveness, all while committing to a life centered on God. Stewardship - This involves recognising that all of life and creation are gifts from God and acting with gratitude to develop, share, and return those gifts to God through service to others and care for the environment.
Resources	Pupils' experiences and pictures from home regarding creation. Scripture slides PowerPoint Religious Art Paper Plates Independent activity (book) Creation Images	<i>All things Bright and Beautiful</i> - Hymn click here PowerPoint Religious Art Images Paints/chalks/pastels	Clip boards for God's creation study. PowerPoint (includes music) Magnifying glasses Prayer Templates Shoe boxes (C.P) Objects and nature from outside	PowerPoint Our Father caption lines Bookmark templates Musical instruments (C.P) Paper, paint, salt (invisible writing)	PowerPoint Sorting words – caring for world/not Poster Paper
Diversity Links	Exploration of religious art from a different period in time and from different cultures.	Use artists from different cultures.	Reflection music to embrace different communities and backgrounds.		

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	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Checking for understanding (summative assessment)	Do the pupils recognise: The creation story in Genesis as an ancient, prayerful poetic reflection on God's world. HEAR	Do the pupils recognise: That the creation story can be represented in many ways.	Do the pupils recognise: God's love for humanity is experienced through the beauty and order of creation (BELIEVE).	Do the pupils recognise: - The opening of the Nicene Creed' I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible. (HEAR) - That all that is, comes from God (BELIEVE). - That God is our Father (believe). - That as a community, the Church prays the Creed and the Our Father to pray to God and worship him (CELEBRATE).	Do the pupils recognise: Prayer is a way we draw closer to God (BELIEVE).

Creation and Covenant – Year 1 (Advent 1)					
	Session 6 UNDERSTAND	Session 7 UNDERSTAND/DISCERN	Session 8 RESPOND/LIVE	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning Focus	HEAR/BELIEVE Know that the Pope wrote a letter, <i>Laudato Si'</i> , about the gift of creation and the importance of caring for the world as it is everyone's home.	LIVE Know that caring for our local community (school) matters to us and to God.	UNDERSTAND/RESPOND Know that around the world, different communities care for God's creation.	ASSESSMENT (refer to assessment slide) Why should we care for God's creation? Why does it matter?	RESPOND CELEBRATION OF THE WORD Plan a celebration of the word to celebrate and respond to the unit.
Recall and Retrieval	Who did God give responsibility to look after creation?	What did the Pope write about in <i>Laudato Si'</i> ? (multiple choice from pictures)	How do we care for God's creation? Why?	What did God say in the Scriptures about our role with creation? What does Pope Francis say?	
Sequence of Knowledge throughout the Lesson	Key knowledge Pupils will know: - that Pope Francis, the previous leader of the Church, wrote a letter called <i>Laudato Si'</i>. - that the letter is about caring for God's creation. - that the world is everyone's home and we have to look after it like God said in the Scriptures.	Key knowledge Pupils will know: - that we start to care for God's creation locally. - that it is important to care for our local community. - that we can care for our school community in simple ways - that our school mission helps us care for the local community (school to make own) - that God wants us to care for God's creation - that caring for the world is one of the ways we love and care for each other.	Key knowledge Pupils will know: - that all Christians around the world care for God's gift of creation. - ways in which other cultures care for creation.	Key knowledge Pupils will know: - that God created man to look after His creation. - that in the Nicene Creed we say that we believe that God is the maker of heaven and earth, all things visible and invisible. - that Pope Francis wrote a letter telling us that we should care for creation. - ways in which we care for God's creation. - that other Christian communities care for God's creation.	Key knowledge Pupils will know: - that God wants us to love and care for the world because the world is God's gift to us. - that caring for the world is one of the ways we love and care for each other. - that praying is a way people draw closer to God.
Key Skills/Disciplinary Knowledge	U1.1.5. Know that Pope Francis wrote a letter, called <i>Laudato Si'</i> about the gift of creation and the importance of taking care of the world as it is everyone's home. U1.1.2. Recognise in an age-appropriate way that the church teaches that all that is comes from God, Our Father who made heaven and earth	D1.1.2. Talk about why caring for God's world matters for them and their local community.	R1.1.3. Listen to different communities and their experiences of how they care for the world.	R1.1.4. Talk about how they can care for God's world.	U1.1.6. Recognise that prayer is a way of drawing us closer to God. R1.1.2. Reflect on different ways to pray.
Main Teaching activity (if the school has another short-term planning format, this does not need to be included)	- Look at image of Pope Francis – discuss who he was and why he is important. Explain that he wrote an important letter for us all to read, listen and follow. - Use the video link to share <i>Laudato Si'</i> with the class. - Discuss what the message is, and what has happened to our world. Why? - Talk about and discuss how we have damaged it and treated it badly by using so many resources, cutting down trees, polluting the world (sea, land and air) and building building, building! - What do we need to do? We need to work together to build our Planet Earth. Use the video to highlight simple ways that we can	- Discuss and review <i>Laudato Si'</i> – what was Pope Francis saying? - Discuss again, whose responsibility is it to take care of the world? Is it easy? - We can take care of the world by looking after and taking care of our school and the people in it. - Explore your school mission, what does it say? What can we do? - Scribe and gather ideas of how we can live out our mission statement and care for our community. - Use the ideas, which do you think is the things we can do right now, which do we need to work on, which may we need the older pupils to help with.	- Reiterate Pope Francis' <i>Laudato Si'</i>, how we need to protect our world and what we have pledged to do in our school. - Question – Is it just our community that do things? What about the rest of the world? - Explain the charity CAFOD and what they do to support and help protect our world. Explore STEWARDSHIP again. - Option for carousel: Explore different pupils from different communities around the world (CAFOD). Teach or independent reading/learning. 'I wonder' questions – give given the opportunity on a carousel. Use post it notes to write down what they wonder about these communities.	- Revisit and look over everything that has been taught through the unit. - Ask the question – 'Why should we care for God's Creation? Why does it matter?' - Rewatch <i>Laudato Si'</i> to discover how our world needs to be protected and it is everyone's duty to make our world a better place. - Jigsaw pieces together - Ask questions for pupils to answer using pictures or simple sentences. Use as assessment to assess understanding of the unit. (This could be done one question at a time).	- Plan and deliver a celebration of the word with group/whole class taking each part of the Celebration. <i>Use of CAFOD Laudato Si' resources for songs, pictures if needed/wanted.</i> - Opportunity for pupils to complete knowledge organiser questions

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	protect and make our world better (switching off lights, recycling, water reducing, planting etc). - Creating bird feeder and bird food for an outdoor space. - Use recycling to create a large multicoloured world (ready for next lesson). - Use the world map and a bandage around it... God wants me to take care of world, I can... - End with listening to the '<i>Laudato</i>' song.	- Joining people together (little people outlines), pupils to pledge write down one thing that they will do to help and care for their school community (and this could be used as a display in class around d the /corridor around a world). - iPad opportunity: News Report - pupils to work together to decide and say what they will do to help and care for their school. Create a class pledge to share with the school.	'I wonder' questions – give the pupils an opportunity to carousel ideas. Use post-it notes to write down what they wonder about these communities. - Create fact cards (for a lap book) on what the pupils around the world are doing and about some of the key communities who are living out <i>Laudato Si</i>'. - World Map and different flags of the communities which are trying to help protect our world.		
Adaptive teaching	Emojis/visuals of emotions to be used to support feelings task.	Cut and stick images of different pupils around Jesus.	Visuals/Widget to guide the retelling. Use of puppets to support retelling. Use of playdough to create the key figures from the story. Use of small world figures to retell the story.	Provide sentence starters, word banks, and picture prompts to support pupils in explaining their ideas using simple spoken or written sentences.	Adult scribing Group work
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) 1 Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2 Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3 How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4 How can you live this out? → What would this look like in your life, at school or at home? 5 What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6 What question does this learning make you ask? → A "wonder" question about God, Jesus, or faith. 7 Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation				
Key Vocabulary and Definition	Pope Francis - Pope Francis was head of the Catholic Church and sovereign of the Vatican City State from 13 March 2013 until his death in 2025. He was the first Jesuit pope, the first Latin American. <i>Laudato Si</i> - <i>Laudato Si</i> is an encyclical written by Pope Francis, it was published on the 18 June 2015. Encyclicals are open letters written by the pope. <i>Laudato Si</i> discusses the damage being inflicted on the Earth by humans. He says we need a new definition of progress rooted in 'integral ecology', recognising that 'everything is connected' and hearing both the cry of the earth and the cry of the poor.	Mission - the act of being sent to spread the faith, originating from the sending of the Son and Holy Spirit by the Father and continuing through Jesus' command to his Apostles to evangelize all nations.	<i>Laudato Si</i> - <i>Laudato Si</i> is an encyclical written by Pope Francis; it was published on the 18 June 2015. Encyclicals are open letters written by the pope. <i>Laudato Si</i> discusses the damage being inflicted on the Earth by humans. He says we need a new definition of progress rooted in 'integral ecology', recognising that 'everything is connected' and hearing both the cry of the earth and the cry of the poor.	Pope Francis - Pope Francis was head of the Catholic Church and sovereign of the Vatican City State from 13 March 2013 until his death in 2025. He was the first Jesuit pope, the first Latin American. <i>Laudato Si</i> - <i>Laudato Si</i> is an encyclical written by Pope Francis; it was published on the 18 June 2015. Encyclicals are open letters written by the pope. <i>Laudato Si</i> discusses the damage being inflicted on the Earth by humans. He says we need a new definition of progress rooted in 'integral ecology', recognising that 'everything is connected' and hearing both the cry of the earth and the cry of the poor.	
Resources	<i>Laudato Si</i> Cafod video link click here PowerPoint Recycling images Junk model objects (for big world) Bird feeder resources – (options on PP) World Map/bandage activity.	PowerPoint Cut out people iPads Mission Statement	Cafod – Pupils Taking Care of Creation link click here PowerPoint <i>Laudato Si</i> Reflection Cards (Communities around the world) Flag templates/world map	*Assessment PowerPoint slide Key Questions Jigsaw activity	Celebration of the word Cards

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Diversity Links		Potential diversity of the community within your school to explore.	Looking at how different communities from around the world care for creation. CAFOD video resource.		- Use artistic expressions of the creation story from around the world. - Place pictures of the CAFOD community studied on the prayer area
Checking for understanding (summative assessment)	Do the pupils recognise: An introduction to the ideas presented in <i>Laudato Si'</i> (HEAR)?	Do the pupils recognise: Caring for the world is one way that we care for each other (LIVE)?	Do the pupils recognise: How a community in another part of the world cares for creation (LIVE)?	Do the pupils recognise: That all that is, comes from God (BELIEVE)?	Do the pupils recognise: Prayer is a way we draw closer to God (CELEBRATE)?