

YEAR 3 – BRANCH 1 – CREATION AND COVENANT

			Understand, Discern and Respond															H1
	H2	H3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Expected Outcomes			U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	U3.1.1. Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.	D3.1.4. Wondering why the author of the first story of Creation suggests a holy day.	U3.1.5. Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.	D3.1.3. Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation).	R3.1.3. Reflecting on the prayerful words studied that give thanks for Creation.	U3.1.2. Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean.	U3.1.3 Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.	R3.1.1. Making connections between experiences where people have not been treated equally and how this felt.	D3.1.2 Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31).	U3.1.6. Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66).	U3.1.6. Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66).	U3.1.4. Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues').	D3.1.1. Imagining how caring for the world could change the world for the better.	R3.1.2 Spending time wondering about the blessings of Creation in their own lives.	Age 8 outcomes 1, 3, 4
Knowledge Lens Content	All	All	Hear 4: The first account of the Creation, Genesis 1:1-2:4. Believe 1: God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).	Hear 3: That the Church teaches that 'Creation is the common work of the Holy Trinity'. Hear 4: The first account of the Creation, Genesis 1:1-2:4.	Hear 2: That in the first account of the Creation one day is 'made holy' (Gen 2:3).	Hear 5: Extracts from either Psalm 8 or 19 in praise of Creation. Celebrate 1: Extracts from a psalm of Creation.	Live 2: Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.	Celebrate 2: How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si').	Believe 2: That all human beings are made in God's image and all people have dignity and are created equal.	Believe 4: The dignity of all human beings is one of the principles of Catholic Social Teaching.	Believe 2: That all human beings are made in God's image and all people have dignity and are created equal.	Hear 1: That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world.	Hear 6: In an age-appropriate way, LS 66 and 88.	Hear 6: In an age-appropriate way, LS 66 and 88.	Live 1: Ways in which we can show care for God's world (stewardship) as part of our care for each other. Believe 3: A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love.	Live 1: Ways in which we can show care for God's world (stewardship) as part of our care for each other.	Believe 1: God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).	ALL
Spaced Retrieval Recall	'In his hand is the life of every living thing and the breath of all mankind' (Job 12:10)	'In his hand is the life of every living thing and the breath of all mankind' (Job 12:10)	First book of the Bible.	Six days of creation.	Seventh day.	Psalms.	Purpose of Psalms.	Canticle of Creation.	Creation of man.	Define equality.	Human dignity as a principle of Catholic Social Teaching.	In the image of God.	Noah restores hope.	Three relationships discerned in Laudato Si'.	Our common home.	Christian understanding of stewardship.	The seven ecological virtues.	'Creation and Covenant' meaning now
Explicit Instruction Modelling Guided Practice	Postcard for 'Creation and Covenant' from Year 2	Expected Outcomes	Tell the Story of Creation explaining its parallel days.	Explore Trinity at creation.	Reveal the seventh day, made holy.	Analyse Psalm 8.	Unpick meaning of St Francis's Canticle of Creation. (LS para 87)	Praise of creation linked to offertory prayers at Catholic Mass and Pope Francis's prayer 'A Prayer for Our Earth'.	Explore the four unique qualities of humanity in the Creation Story.	Catholic Social Teaching 'Rerum Novarum', exploring human dignity revealing imago Dei.	Human dignity, fairness and equality exemplified.	Retell the making of man from Genesis and explore scenarios relating to their being made in the 'image of God'.	Expond upon paragraph 66 and 88 of Laudato Si'.	Pursue the meaning of 'rupture is sin' in paragraph 66 (LS 66).	The seven ecological virtues in the light of LS 88.	Investigate local stewardship.	Explore blessings of creation.	'For we know that the whole creation has been groaning together in the pains of childbirth until now.' (Rom 8:22)
Independent Practice	Memory chain	Trapping hopes for new learning during branch	Unpick the mirroring of days in the Creation Story.	'Creating' a hexagon of creation using a triangle of Trinity.	Discerning goodness in the seven wonders of the natural world.	Annotating Psalm 8.	Composing a Christian Creation Canticle.	Contrast praise for God's creation with a world in danger.	A guide to life mirroring God.	Identify the principle of human dignity in CST.	Considering equality and equity.	Relate human dignity in CST to the making of man in Genesis.	Exploring how to repair relationships: with God; with neighbour; with the Earth.	A 'State of Nature' report.	'Seven days of Re-Creation' plan.	Impact of positive change on the three, intertwined relationships identified in Laudato Si'.	Art based on blessing from 'free and unselfish' love.	Postcard to remember learning from this branch
Plenary / Outcome	Uncovering coming branch	What does 'Creation and Covenant' mean now...	Sequencing Creation Story.	Reveal seventh day.	'I wonder...' questions about holy day.	Chorally read Psalm 8.	Link the Canticle of Creation to John August Swanson's Canticle Suite.	Questions about creation.	Treating people equally.	Imago Dei.	Global neighbours.	Pleased or disappointed by creation?	Difficulties forming relationship.	Care for creation shows care for people.	Inherit or borrow?	Good news.	What a wonderful world.	Class Postcard for 'Creation and Covenant' in Year 4