**Year 2**

**UNIVERSAL CHURCH – WORLD**

Teacher’s page

**EXPLORE**

For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special.

* What are your special places and why?
* Can you recall an occasion when you were hurt or angry by the way your special place was treated by others?

Why were you hurt or angry? What did you do?

* Do you know any groups who campaign because of the way people or our world are being treated today?

**REVEAL**

Christians believe that the diversity of the world and its people is God’s gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. This is reflected in the work of CAFOD.

**Catechism of the Catholic Church**

“God created the world to show forth and communicate his glory: that his creatures should share in his truth, goodness and beauty – this is the glory for which God created them.” *(CCC319)*

“The Church is the people that God gathers in the whole world.” *(CCC752)*

**Word of God**

“See, the body is one, even if formed by many members, but not all of them with the same function. The same with us; being many, we are one body in Christ, depending on one another. Let each one of us, therefore, serve according to our different gifts. Do you have prophecy? Let the deacon fulfil his office; let the teacher teach, the one who encourages, convince. You must, likewise, give with an open hand, preside with dedication, and be cheerful in your works of charity. Let love be sincere. Hate what is evil and hold to whatever is good. Regarding brotherly love, have love for one another. Regarding respect, judge others as more worthy. Regarding your duties, do not be lazy.

Be fervent in the Spirit and serve God.” *(Romans 12: 4-11)*

**RESPOND**

* How can children be encouraged to value and care for creation?
* Why do we, as adults and children, need to work towards justice for all?

**Prayer and Reflection**

*Creator God,*

*in your hands you hold the depths of the earth*

*and the heights of the mountains,*

*for all creation belongs to you.*

*Grant us grace to cherish your world*

*and wisdom to nurture its resources.*

*Save us from the desire to control what is not ours*

*and the impulse to possess what is not ours*

*and the impulse to possess what is there to share.*

*Amen.*

*(Annabel Shilson-Thomas/CAFOD)*

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| --- | --- | --- | --- | --- | --- |
| **TEACHERS’ NOTES** |  | | | | |
| Christians believe that life is God’s gift. Appreciating that all is gift leads us to treasure everything in life.  **Scripture:** John 10: 10 *I have come that in order you may have life – life in all its fullness.*  **Catechism of the Catholic Church 2415:** The seventh commandment enjoins respect for the integrity of creation. Animals, like plants and inanimate beings, are, by nature destined by the common good of past, present and future humanity…. Man’s dominion …… is limited by concern for the quality of life of his neighbour… it requires a religious respect for the integrity of creation. | | | | | |
| ABOUT THE TOPIC |  | | | | |
| **Prior learning:** everyone is our neighbour and is loved by God  **This Topic: learning outcomes**  Know and understand:  • What we treasure – **Explore**  • The world is God’s treasure given to us – **Reveal**  Acquire the skills of assimilation celebration and application of the above – **Respond** | | | | | |
| **SCRIPTURE** | **TRADITION** | | | | |
| Genesis 1:3, 9, 20, 24, 26 – *God’s Story 2* page 9  (Teachers’ notes page 94)  Psalm 19: 1-6 – *God’s Story 2* page 28  (Teachers’ notes page 96)  Isaiah 27: 3-4, 6  Luke 12: 27-28 – *God’s Story 2* page 69  (Teachers’ notes page 99)  Isaiah 41: 17-18 (Powerpoint)  Psalm 147: 4-5, 8-9, 15-18 – *God’s Story 2* page 35 | God’s creation  Gloria (part 1) from the Mass | | | | |
| **SOME QUESTIONS OF MEANING & PURPOSE** | **CORE VOCABULARY** | | | | |
| Who made me?  What do I treasure? | treasure, gift, care, love, protect, respect, preserve creation, precious | | | | |
| **RESOURCES** | | **A** **CROSS CURRICULAR LINKS** | | | |
| *God’s Story 2*  CAFOD website: [cafod.org.uk/comeandsee](https://comeandsee.cafod.org.uk/) | | ICT, geography, science, literacy, dance, music, art | | | |
| **COME & SEE WEBSITE** | **STANDARD INDICATORS** | | | | |
| Pictures of the Annunciation  Pictures of Galilee  Christmas story | **Learning about religion**  i beliefs, teaching & sources  ii celebration and ritual  iii social & moral practices & way of life  **Learning from religion**  i engagement with own & others’ beliefs & values  ii engagement with questions of meaning | | | | |
| **RE CURRICULUM DIRECTORY** | | | **LITURGICAL/**  **PRAYERS LINKS** | | **SONGS/ HYMNS TO SING** |
| **Area of Study 1:** Knowing and loving God, the Scriptures, Creation  **Area of Study 2:** What is the Church? One and holy,  Mission  **Area of Study 3:** Prayer  **Area of Study 4:** The dignity of the human person, the  human community, love of God, love of neighbour | | | Gloria (part 1) from the  Mass | | *Live Simply song:*  *If you want to change the*  *world, change your life.*  *(To the tune of If you’re*  *happy and you know it)* |
| **POINTS TO REMEMBER** |  | | |  | |
| God’s world is on loan to us. What we do now affects future generations. | | | | | |

**UNIVERSAL CHURCH – WORLD: TREASURES – TOPIC OVERVIEW**

YEAR 2 FOUNDATION 2 - 4 WEEKS | God’s treasure: the world

**EXPLORE**

What we treasure

**STANDARD INDICATORS**

* Children will be able to **talk** about their own experience and feelings about the treasures they see or have.
* Children be able to say what they **wonder** about the treasures they see or have.
* Children will be able to **ask and respond** to questions about their own and others’ experiences of and feelings about what we treasure.
* Children will be able to **ask questions** about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.
* Children will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others.

**KEY WORDS**

treasure, gift

**RESOURCES**

* Treasure chest and artefacts
* shoe boxes
* wipe boards and pens
* rolls of paper quiet music paper/real keys

**ICT**

* CAFOD website [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)
* for resources and images
* camera
* video camera

**LEARNING INTENTION:** What we treasure.

**CONTENT | WHOLE CLASS CORE INPUT**

Encourage the children to say what they treasure and why (challenge children’s perceptions of this) Share your their own ‘treasure chest’ (e.g. photo of special people, memorable artefacts).

Ask the children to bring into school something they treasure/a precious gift to share with the class.

Walk around school, take photos/video clips/make lists of treasures around us (e.g. flowers, plants, tap for water). Share images, discuss the things we treasure and why.

**SOME KEY QUESTIONS**

* How did you feel when you received the treasure?
* What did you say to the person who gave you the gift?
* What did you do with the gift?
* What treasures do we share?
* How should we treat the treasures of this earth?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Make a treasure box using either:

the chest template provided b) a decorated shoe box.

* Additional things to add may include pictures of animals, places and people that represent the treasures of the world.
* Children to imagine they are sending a text message to a friend to tell them about their treasure. They only have 160 characters. What would they say? Children to write their message on the mobile phone template provided on [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)
* Children to draw and/or describe their treasure and say why it is special, make links between how they feel about it and how that might affect their behaviour and that of others.

**CONTINUOUS PROVISION**

* Large treasure chest template drawn on a sheet/roll of paper. Children to draw and label pictures in the chest of what they treasure.

**REFLECTION ON SIGNIFICANCE**

Gather round a treasure box in the centre of the display. With quiet music in the background, one at a time put what you treasure into the middle of the circle and pick up a treasure box key (either paper or real). Lead into a reflection…

*With this key I look around*

*To the sky up above and the flowers in the ground*

*I open my heart to all the treasure*

*From birds, to stars, no one can measure. With this key I think of others*

*Of all my classmates, sisters and brothers*

*Of my family, teachers and very best friends*

*And give thanks for God’s love in a world without end.*

Take the keys home to keep as a reminder of what we treasure.

**REVEAL**

The world is God’s treasure given to us

**CONTENT:** – scripture – tradition – prayers

**STANDARD INDICATORS**

* Children will be able to **retell** special stories about creation and treasuring our world.
* Children will be able to **describe** some ways in which religion is lived out by believers in terms of treasuring God’s world.
* Children will be able to **make links** between religious stories about creation and treasuring our world and beliefs.
* Children will be able to **give reasons** for certain actions by believers in relation to treasuring God’s world.

**KEY WORDS**

creation, care, love, protect, respect, preserve

**ICT**

* CAFOD website [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee) for resources and images

**RESOURCES**

* God’s Story 2 rolls of paper treasure chest and rubbish bin
* Music for dance collage materials leaf templates

**LEARNING FOCUS 1:** God created the world – a treasure for us to share.

**CONTENT | WHOLE CLASS CORE INPUT**

Creation story. Read *God’s Story 2,* page 9, *The world is a treasure* (based Genesis 1: 3, 9, 20, 24, 26 check Teachers’ notes, page 94).

Read the story a second time, encouraging children to dwell upon and identify the key ideas. As you do, ask the children to sketch on a thought bubble the pictures in their mind as they listen. Share ideas:

**SOME KEY QUESTIONS**

* What did you draw?
* Why did you choose to draw this?
* What did you like most about this story? Why?
* What does the poem tell us about how God felt about the world?
* What do you think God may feel about the world now?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Lay out a large roll of paper on the floor. Children to sit around the paper and think about and draw the parts of God’s creation which bring them most joy. After some time ask the children to move to a different place around the circle. Look at what has been drawn and think about and draw different things in God’s creation. Repeat several times until the paper is full and they can fully appreciate God’s treasure.
* Write, perform, illustrate or create a prayer/reflection entitled *‘Treasuring God’s World’.*
* Invite the children to place a thought bubble into their books [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee). Write a brief reflection based on what they have learnt about God’s creation. They could add a photo or picture of themselves having the thought and appreciate that they too are part of God’s treasure.

**CONTINUOUS PROVISION**

* Begin to draw or paint images of treasures created by God in preparation for a class display ‘Treasures of God’s wonderful world’.
* Make a 3D cube story of the creation story narrative. Children to write/draw pictures on each of the sides.

**LEARNING FOCUS 2:** God’s world is a precious treasure.

**CONTENT | WHOLE CLASS CORE INPUT**

Go outside and give the children the opportunity to experience

God’s world as a precious treasure. Focus on a sense of awe and wonder. You may wish to read the following Psalm outside.

Read Psalm 19: 1-6 *God’s Story 2*, page 28. (See teachers’ notes on page 96.)

Add this extra verse on to the God’s Story text:

*‘It starts at one end of the sky and goes across to the other. Nothing can hide from its heat.’*

**SOME KEY QUESTIONS**

* Why is God’s world precious?
* Who is it for?
* What makes us happy with God’s world?
* What do you think the *silent* message is?

Explain to the children that because God’s world is a precious treasure we should do all we can to preserve and look after it.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Sit children in a circle and place the class ‘treasure chest’ and a ‘rubbish bin’ in the middle of the circle. Read the statements below to the children, each on a separate strip of paper. (Prepared statements also found on [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)).
* Ask the question of each statement: *Is this what God wants?*

If the answer is *yes, God wants this* put the statement in the treasure chest and if the answer is no, *God does not want this* put it in the rubbish bin.

**The statements:**

* The fish swim in the seas, the tigers roar in the jungles and the stars twinkle in the sky.
* These trees look useful, I could chop down one or two of these to burn on a fire and keep me warm.
* People are peaceful and happy.
* The plants grow, the flowers open and the birds sing in the trees.
* Use both sides of a piece of paper.
* People have quarrels and angry words.
* Catch lots of fish to eat and if there are some left over I could throw them away.
* Turn the tap off when I am brushing my teeth.
* Have a long soak in a bath full of water twice a day.
* Remember to switch things off when I’ve stopped using them.
* Have a picnic and leave the rubbish for someone else to clean up.
* Think about other people; share your money and the things you own.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Children to write their own statements or draw images focusing on ways we both treasure or harm God’s world. Children to add the positive and negative statements/ images to treasure chest/bin, giving reasons for their choices.
* Children to design their own psalm/poem based on Psalm 19: 1-6 through picture, symbol, word or action.

**CONTINUOUS PROVISION**

* Explore the CAFOD Go Green Interactive desktop and related acti[vities on www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)

**LEARNING FOCUS 3:** To know that we are God’s treasure.

**CONTENT | WHOLE CLASS CORE INPUT**

Explain that we are God’s treasure. Lead into reading Luke 12: 27-28 in *God’s Story 2*, page 69 (see teachers’ notes on page 99). Place greater emphasis on the last 3 lines (below), which focus on us as God’s treasure (see We are God’s treasure Powerpoint on CAFOD website).

*You can be sure that God will take even greater care of you.*

*Never be upset or worried.*

*God your Father knows all your needs and will take care of you.*

(based on Luke 12: 27-28).

**SOME QUESTIONS TO ASK THE CHILDREN:**

* What was Jesus asking us to think about?
* Does everything last forever?
* Why did Jesus say never be upset or worried?
* How does God look after us?
* Why does God look after us?
* How does God look after YOU?
* Why do YOU feel happy?

Show the rest of the We are God’s treasure PowerPoint (see [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)) to illustrate ways that God is treasuring our sisters and brothers around the world.

* Ask the children to write how God looks after us. What makes us happy about God’s world and how do we treasure it?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Create a ‘Treasures of God’s Wonderful World’ frieze. Give groups of children different people, plants, flowers, and animals to draw/paint/collage, give the children speech bubbles so that they can describe the ways they care for God’s world and give reasons why.

**CONTINUOUS PROVISION**

* Continue working on the ‘Treasures of God’s Wonderful World’ frieze. Remember to include our sisters and brothers around the world.

**LEARNING FOCUS 4:** To appreciate and value God’s treasure – water.

**CONTENT | WHOLE CLASS CORE INPUT**

**Zimi’s story**

Explain to the children that we are now going to find out about a girl called Zimi. She appreciates and values the precious treasure of water in God’s world. Read and discuss Zimi’s Story [(see www.cafod.org.uk/comeandsee).](http://www.cafod.org.uk/comeandsee))



**SOME QUESTIONS TO ASK THE CHILDREN:**

* Where did Zimi get her water from?
* How has CAFOD helped?
* Why is water a precious treasure for Zimi?
* How has having clean water helped Zimi?
* What can we learn about treasures from Zimi’s story?
* How should we treat God’s precious treasure of water?

Explain that everyone in our world should have a fair share of clean water. Discuss the importance of sharing God’s treasures with one another.

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Complete the Isaiah worksheet (based on Isaiah 41: 17-18 *The poor and the needy* available at [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)). Using examples from Zimi’s story, as well as their own experiences, children to think about why water is so precious. Children to draw and/or write about ways that water is used.
* Invite the children to answer the question ‘What can you do to save water?’ Make a list of ideas on a white board or design a ‘Save water’ poster and include within it examples of how they link this to *God’s treasure.*
* Using the prayer below, encourage the children to create their own prayer or interpretation through a variety of means (drama, poetry, collage, painting, ICT).

*God of creation, you have given us a wonderful world,*

*Help us to preserve the treasures of this earth for everyone.*

*Amen.*

**CONTINUOUS PROVISION**

* Create individual collages using natural materials (flowers/leaves/sand etc) and craft resources, to show an appreciation of the treasures in God’s wonderful world.

**LEARNING FOCUS 5:** Caring for God’s world – giving thanks and praise.

**CONTENT | WHOLE CLASS CORE INPUT**

Read Psalm 147: 4-5, 8-9, 15-18 (see *God’s Story 2*, page 35).

Share with the children the response to the Psalm:

*R. How loving, how powerful, how wise God is! Let’s sing praise, sing praise, sing praise!*

Different groups could be given a verse of the Psalm to retell in a form of their choice (e.g. drama, pictures.) Say/sing the response together.

Show praise for God’s world PowerPoint (see [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)). Talk about treasures of God’s world that the children can see from their window. The following text is contained in the Show praise for God’s world PowerPoint:

*God made the earth and sky. God made all the people all over the world. God made spiders and dogs and butterflies and tigers and pandas and all other animals. God made the tulips, the trees, the tomatoes and all the plants. And, God tells us we must take good care of them. It is an important job.* (The Principles of Catholic Social Teaching for Kids – Anne E. Neuberger 2005)

**SOME QUESTIONS TO ASK THE CHILDREN:**

* What are we praising God for?
* Why is God’s world a treasure?
* How would you give thanks for God’s treasure?
* What can you do to care for and protect God’s treasure – the world?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

Children may compose their own verse to the psalm.

* List different ways we can care for the treasures in God’s world. Create a class chart of different ways that the class promises to care for God’s world. Children could mark off/ tally each time they complete a promise and give reasons for their actions.
* Invite the children to create their own prayer about taking care of God’s world. Give sentence starters such as:

On Monday, Lord help me to… On Tuesday, Lord help me to… On Wednesday…

Some children may like to use their own sentence starters.

* Ask the children to draw inside a window frame (for templat[e see www.cafod.or](http://www.cafod.org.uk/comeandsee))g.uk/comeandsee), model from dough or use different media to show which of God’s treasures they see out of their window. Encourage them to describe how the treasures are being cared for.

**CONTINUOUS PROVISION**

* Create a poster showing how to take care of the treasures in God’s world.

**LEARNING FOCUS 6:** Give glory to God for the treasures of his world.

**CONTENT | WHOLE CLASS CORE INPUT**

Play It’s A Wonderful World by Louis Armstrong.

**The Gloria**

Share together part of the Gloria (see Give glory to God PowerPoint on [www.cafod.org.uk/comeandsee](http://www.cafod.org.uk/comeandsee)). Explain that this prayer is said by the parish family during Mass on Sunday. This prayer gives praise and thanks to God.

*Glory to God in the highest,*

*and on earth peace to people of good will. We praise you,*

*We bless you, We adore you, We glorify you,*

*We give you thanks for your great glory.*

Pray the Gloria together. Talk about the meaning of each phrase. Discuss why, as Christians, it is important to praise God.

**SOME KEY QUESTIONS**

* What do we praise God for?
* How can we praise God?

**SOME SUGGESTED ACTIVITIES | ADULT DIRECTED GROUP ACTIVITY**

* Using the last five phrases from the Gloria, add what we praise, bless, adore, glorify and give thanks to God for.
* Compose a class prayer to give praise and thanks to God for the entire world, using the children’s own ideas about treasures in God’s world.
* Children to create a prayerful dance/movements to reflect key phrases from the Gloria. Share the reasons why they have chosen these movements.

**CONTINUOUS PROVISION**

* Children to decorate phrases from the Gloria to add to the ‘Treasures of God’s Wonderful World’ frieze.

**RESPOND**

Remembering, celebrating and responding to what we treasure,

and the world is God’s treasure given to us

**Remember**

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the *Treasures.*

Using the display children may be able to contribute to the following questions by use of discussion, role play, drama, art, cue cards etc.

**Ask the children if there is anything they wonder about**

* Who made me?
* The wonder of God’s Creation.
* What do we treasure and why?

**Provide the opportunity, possibly by one of the means above, for the children to remember**

* The importance of sharing in God’s world.
* God’s world is a precious treasure.
* How we treasure God’s world.
* How we thank God for the treasures of our world.
* Some words from a psalm or the Gloria.
* We are God’s treasure.

**Rejoice**

Remember to plan. *(Download the Rejoice and Gather Form on the Come and See website.)*

**Renew**

The teacher helps each child to make an individual response to hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.

**Apply their learning**

What can I do to care for and protect God’s treasure – the world?

**Some suggested ideas**

After a time of quiet reflection and prayer

* Write or draw on a leaf what job they can do to care for God’s wonderful world. You could add this to a branch or tree in class or outside. The children may also take the leaf home to share with their parents (for templat[e see www.cafod.org.uk/comeandsee).](http://www.cafod.org.uk/comeandsee))
* Make a promise paper chain. The children will write on a small strip of paper, how they will care for God’s wonderful world. When everyone has finished, attach the strips together and share.

**Teacher evaluation**

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

**SUMMARY**

Children will be able to **talk** about their own experience and feelings about the treasures they see or have and be able to say what they **wonder** about the treasures they see or have.

Children will be able to **ask and respond** to questions about their own and others’ experiences of and feelings about what we treasure. They will be able to **ask** questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. Children will be able to **retell** some special stories about creation and the treasures of God’s world and be able to **describe** some ways in which religion is lived out by believers in the way they treasure God’s world.

Children will be able to **compare** their own and others’ ideas about questions about the treasures of our world that are difficult to answer. Children will be able to **make links** between religious stories about creation/ treasuring our world and beliefs and be able to **give reasons** for certain actions by believers in relation to treasuring God’s world. They will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others

**CHURCH TEACHING**

This is an outline of the teaching of the Church covered in **TREASURES:**

* The Creation story. Genesis.
* God’s made the world, respect for the integrity of Creation.
* Praise of God in Creation Psalm 19 and 147.
* Solidarity with those in need.
* The work of CAFOD.
* God’s care for us; Luke 12: 27-28.
* Praise for the World.
* The Gloria from the Mass.