2.3 The Good News **I Can Statements**

This ‘I Can’ sheet plots a possible journey towards the age related expectation. Pupils who are working at the age related expectation *do not need to meet earlier ‘I Can’ statements* – those that plot the steps working towards the expectation - *to be credited with the age related expectation*. The ‘I Can’ statements that show possible steps towards the age related expectation are an aid for the teacher. The earlier statements could be used with individual pupils who are *working towards* the age related expectation, and teachers can award an earlier ‘I Can’ to pupils who, at the end of a sequence of work or at the end of the unit, have not achieved the age related expectation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I can name a story about the Good News from the life of Jesus | | I can talk about things that matter to me | I can recognise what God or Jesus is like | I can talk about my experience and feelings about following Jesus | I can use some religious words |
| I can retell one story about the Good News from the life of Jesus | | I can answer questions about my own feelings.  I can answer questions about characters in the stories | I can describe in a simple way what one story tells me about God or Jesus | I can give one example how I can bring good news to a person with no friends or who is sick | I can use some key religious words like Good News, Jesus, miracle, Ten Lepers, Feeding 5000 |
| **E**  **X**  **P**  **E**  **C**  **T**  **E**  **D** | **I can retell two religious stories about the Good News** | **I can ask and answer questions about my own feelings and experiences.**  **I can ask and answer questions about characters in the stories** | **I can describe in a simple way what these stories tells me about Jesus or God** | **I can give examples of how I can bring good news to the friendless or sick** | **I can use religious words like, Good news, Jesus, miracle, (Jairus), believe, heal, leper, Ten Leper, Feeding 5000, bread, fish, Lent** |

|  |  |
| --- | --- |
| I can recognise that some words are important because they can guide us | |
| I can say why promises are important | |
| **G**  **D** | **I can answer the question ‘Are our actions more important than our words?’ and say why.** |