3.5 Celebrating Easter and Pentecost **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.

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| I can talk about feelings | I can recognise religious symbols of Easter | I can recognise the Paschal candle as an Easter symbol | I can recognise a story of Easter | I can recognise the story of Emmaus or Doubting Thomas | I can recognise that Pentecost was an important event | I can recognise the symbols of fire and wind in the story of Pentecost | I can recognise the Fruits of the Spirit |
| I can answer questions about feelings |  | I can describe how the Paschal candle is used at Easter  | I can retell, in any form, one Easter story |  | I can describe how the disciples behaved after Pentecost | I can describe the part fire and wind played in the story of Pentecost |  |
| I can ask questions about feelings | I can describe one religious symbol of Easter | I can say why the Paschal candle or Easter Cross is used at Easter | I can retell one Easter story | I can retell the story of Emmaus or Doubting Thomas | I can make one link between a belief about Pentecost and how the behaviour of the disciples changed | I can make a link between fire or wind and its meaning | I can say which Fruit of the Spirit I prefer and how it is lived out by me. |
| **E****X****P****E****C****T****E****D** | **I can ask and answer questions about the feelings of Jesus’ friends before and after Easter and Pentecost** | **I can describe some religious symbols of Easter** | **I can make simple links between beliefs and worship giving two reasons for the use of the Paschal candle and Easter Cross** | **I can retell one of the Easter stories of Jesus, ensuring it is accurate in its sequence and detail.** | **I can tell you what the story of Emmaus or Doubting Thomas can teach me.** | **I can make simple links between the beliefs about Pentecost and how it can affect behaviour.** | **I can make a simple link between fire and its meaning and wind and its meaning.** | **I can say which Fruit of the Spirit I prefer and I can show how they are lived out by me.** |