1.6 Miracles **I Can Statements**

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| I can recognise one miracle story | |  | I can recognise what Jesus or God is like | I can talk about Jesus’ miracles |  | I can talk about the feelings of characters in the miracle stories and my feelings |  |
|  | | I can retell, in any form, one miracle story |  | I can give one example how a miracle can encourage me to act | **I can answer the question ‘If anything were possible, what would I do?’ giving one example** | I can answer questions about my feelings and the feelings of characters in the miracle stories |  |
| **E**  **X**  **P**  **E**  **C**  **T**  **E**  **D** | **I can recognise some miracle stories** | **I can retell, in simple form, two miracle stories** | **I can say what a miracle story tells us about Jesus or God** | **I can give examples how a miracle can encourage me to act** | **I can answer the question ‘If anything were possible, what would I do?’ by giving examples** | **I can ask and answer questions about the feelings of characters in the miracle stories and my feelings** | **I can use religious words** |

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.