5.2 The Commandments / God’s Covenant **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 use religious words |
|  | I can show how I would act if I followed the Ten Commandments | I can make some links between the Ten Commandments and my life | I can show an understanding of what a covenant is | I can describe how Abraham or Moses behaved | I can describe how Abraham or Moses acted with faith and courage |  | I can use religious words accurately |
| I can show some knowledge of the Ten Commandments | I can show how people act if they followed the Ten Commandments | I can give reasons why the Commandments are important for a Christian | I can show I have a knowledge of the story of Noah, Abraham or Moses | I can make links to show how beliefs affect behaviour | I can make a link between faith, courage and life | I can answer questions about Abraham, Sarah and Moses | I can use a range of religious words accurately |
| **E****X****P****E****C****T****E****D** | **I have an accurate knowledge of the Ten Commandments** | **I can show how my decisions and others’ decisions are informed by the Ten Commandments** | **I can show some understanding of the commandments by making links between the commandments and my life** | **I can show I have a detailed knowledge of the story of Noah, Abraham or Moses and an understanding of what a covenant is (new book).** | **I can show some understanding of how the decisions of Abraham or Moses were informed by their beliefs (new book).** | **I can make links between faith, courage and life by giving reasons for their importance (new book)** | **I can answer the questions: ‘What’s surprising about God’s choice of people?’** **‘Why does God choose them?’ I can compare responses (new book)** | **I can use religious vocabulary widely, accurately and appropriately** |