

**Teacher note:**  
The learning outcomes for each enquiry can be downloaded/edited/printed from the 'Assessment' file on the Discovery RE CDrom/USB stick for teacher records and pupils' Discovery RE Journals.

## Overview of Learning Outcomes for Year 2

### Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

| Year 2 Autumn 1   | Is it possible to be kind to everyone all of the time?   | Comments |
|---|--|----------|
| <b>WORKING TOWARDS</b><br>(Level 1)                         | I can tell you when I was kind.<br>I can remember something Jesus said or did to be kind.<br>I can say if I think Christians can be kind.  |          |
| <b>Year 2 expectation</b><br><b>WORKING AT</b><br>(Level 2) | I can tell you when I have been kind to others even when it was difficult.<br>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.<br>I can say if I think Christians should be kind and give a reason.                   |          |
| <b>WORKING BEYOND</b><br>(Level 3)                          | I can say when and why it is easy or difficult to be kind.<br>I can tell you some ways Christians try to follow Jesus' example of being kind.<br>I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help). |          |

| Year 2 Autumn 2   | Why do Christians believe God gave Jesus to the world?   | Comments |
|---|--|----------|
| <b>WORKING TOWARDS</b><br>(Level 1)                         | I can tell you how I try to show love in the world.<br>I can remember some of the Christmas story.<br>I can start to say why Christians think God gave Jesus to the world.   |          |
| <b>Year 2 expectation</b><br><b>WORKING AT</b><br>(Level 2) | I can say how I could help solve a problem by showing love.<br>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.<br>I can tell you why Christians think God gave Jesus to the world.                                      |          |
| <b>WORKING BEYOND</b><br>(Level 3)                          | I can say how I could help solve a problem in the world by showing love.<br>I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.<br>I can explain the Christian belief that God gave Jesus to the world to rescue/save it. |          |

| Year 2 Spring 1                                   | How important is it for Jewish people to do what God asks them to do?   | Comments |
|---|---|----------|
| <b>WORKING TOWARDS</b><br>(Level 1)               | <p>I can talk about people I listen to/respect.</p> <p>I can tell you something Jews do at Passover.</p> <p>I can start to say what I think is an important thing Jews do to show they are doing what God asks.</p>   |          |
| <b>Year 2 expectation WORKING AT</b><br>(Level 2) | <p>I can talk about why I do as some people ask but not others.</p> <p>I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> |          |
| <b>WORKING BEYOND</b><br>(Level 3)                | <p>I can say what makes me do as some people ask but not others, and explain what influences my choices.</p> <p>I can describe some of the things Jews choose to do to show respect for God.</p> <p>I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>   |          |

OR

| Year 2 Spring 1                                   | Does praying at regular intervals help a Muslim in his/her everyday life?  | Comments |
|---|--|----------|
| <b>WORKING TOWARDS</b><br>(Level 1)               | <p>I can say how it feels to do something lots of times in a day.</p> <p>I can remember some things about Muslim prayer.</p> <p>I can tell you one way praying 5 times a day may help a Muslim.</p>  |          |
| <b>Year 2 expectation WORKING AT</b><br>(Level 2) | <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p>  |          |
| <b>WORKING BEYOND</b><br>(Level 3)                | <p>I can explain how commitment can be hard and can describe how it would feel to reach a goal.</p> <p>I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.</p> <p>I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p> |          |

| Year 2 Spring 2   | How important is it to Christians that Jesus came back to life after his crucifixion?  | Comments |
|---|--|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 1)                         | <p>I can say how I remember people who are not here any more.</p> <p>I can recall parts of the Easter story.</p> <p>I can talk about what I think happened to Jesus.</p>   |          |
| <b>Year 2 expectation</b><br><b>WORKING AT</b><br><br>(Level 2) | <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>   |          |
| <b>WORKING BEYOND</b><br><br><br>(Level 3)                      | <p>I can start to discuss my beliefs in life after death/what happens when someone dies.</p> <p>I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them.</p> <p>I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.</p> |          |

| Year 2 Summer 1                                       | How special is the relationship Jews have with God?   | Comments |
|---|---|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 1)               | I can tell you what an agreement is.<br>I can remember a story about a person important to Jews.<br>I can talk about an agreement Jewish people make with God and say if this is important.   |          |
| <b>Year 2 expectation WORKING AT</b><br><br>(Level 2) | I can explain why agreements are important and why they should be kept.<br>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.<br>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.   |          |
| <b>WORKING BEYOND</b><br><br>(Level 3)                | I can explain agreements and contracts and say how I would feel if one was broken.<br>I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this.<br>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them. |          |

OR

| Year 2 Summer 1                                       | Does going to a mosque give Muslims a sense of belonging?   | Comments |
|---|---|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 1)               | I can start to explain how it feels to belong.<br>I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.<br>I can start to explain when Muslims might feel like they belong.   |          |
| <b>Year 2 expectation WORKING AT</b><br><br>(Level 2) | I can understand how meeting in a certain place could make me feel like I belong.<br>I can explain what happens when Muslims pray alone or at the mosque.<br>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.                    |          |
| <b>WORKING BEYOND</b><br><br>(Level 3)                | I can explain how carrying out actions that are important to my group helps to remind me that I belong.<br>I can describe how a Muslim achieves a sense of belonging through praying.<br>I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why. |          |

| Year 2 Summer 2   | What is the best way for a Jew to show commitment to God?  | Comments |
|---|--|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 1)                         | <p>I can name some things that I have done at certain ages and can tell you something that is important to me.</p> <p>I can name some things that are special to Jews.</p> <p>I can start to express an opinion about what might be important to Jews.</p>   |          |
| <b>Year 2 expectation</b><br><b>WORKING AT</b><br><br>(Level 2) | <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> <p>I can talk about one of the ways Jews show commitment to God.</p> <p>I can talk about a way that Jews show commitment to God and say why this might be important.</p>  |          |
| <b>WORKING BEYOND</b><br><br>(Level 3)                          | <p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p> |          |

OR

| Year 2 Summer 2   | Does completing Hajj make a person a better Muslim?   | Comments |
|---|---|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 1)                         | <p>I can tell you about a special journey I have made.</p> <p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p>  |          |
| <b>Year 2 expectation</b><br><b>WORKING AT</b><br><br>(Level 2) | <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>   |          |
| <b>WORKING BEYOND</b><br><br>(Level 3)                          | <p>I can explain why a journey was special to me and how I felt about it.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p> |          |