

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 4

Year 4 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 4 Autumn 1	How special is the relationship Jews have with God?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a Jewish story and say something Jewish people believe.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	
WORKING BEYOND (Level 4)	<p>I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why.</p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p>	

OR

Year 4 Autumn 1	Is it possible for everyone to be happy?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about what makes me happy and think about why some people may not be happy.</p> <p>I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.</p> <p>I can start to explain why Siddhattha was unhappy even though he was a prince.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p>	
WORKING BEYOND (Level 4)	<p>I can give an opinion on whether helping other people to be happy might make me happy also.</p> <p>I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</p> <p>I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p>	

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
WORKING TOWARDS (Level 2)	<p>I can design a symbol to tell you something about myself and explain it.</p> <p>I can explain what some of the symbols in the Christmas story mean to Christians.</p> <p>I can ask questions about something I find puzzling in the Christmas story.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	
WORKING BEYOND (Level 4)	<p>I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.</p> <p>I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p> <p>I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>	

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
WORKING TOWARDS (Level 2)	<p>I can discuss why I would choose to follow an instruction not to eat certain foods.</p> <p>I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p>	
WORKING BEYOND (Level 4)	<p>I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.</p> <p>I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p>	

OR

Year 4 Spring 1	Could the Buddha's teachings make the world a better place?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about some situations which are wonderful or problematic.</p> <p>I can recall one of the Buddha's stories and start to say what it means.</p> <p>I can start to relate this story to making the world a better place.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	
WORKING BEYOND (Level 4)	<p>I can start to consider the extent to which I can help make the world a better place.</p> <p>I can make links between one of the Buddha's stories and his teachings about what causes suffering.</p> <p>I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.</p>	

Year 4 Spring 2	Is forgiveness always possible for Christians?	Comments
<p>WORKING TOWARDS</p> <p>(Level 2)</p>	<p>I can talk about how easy it is to forgive some people some times, or how difficult it might be.</p> <p>I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p>I can talk about when a Christian may find it easy or difficult to forgive someone.</p>	
<p>Year 4 expectation</p> <p>WORKING AT</p> <p>(Level 3)</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	
<p>WORKING BEYOND</p> <p>(Level 4)</p>	<p>I can give my opinion as to why showing forgiveness may be important.</p> <p>I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p>I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
WORKING TOWARDS (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 describe one of the ways Jews show commitment to God.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p>	
Year 4 expectation WORKING AT (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 of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	
WORKING BEYOND (Level 4)	<p>I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	

OR

Year 4 Summer 1	What is the best way for a Buddhist to lead a good life?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why I make some choices and say why I think some of these are 'good' choices.</p> <p>I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists.</p> <p>I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	
WORKING BEYOND (Level 4)	<p>I can start to identify the values and reasons that guide me to make my decisions.</p> <p>I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this.</p> <p>I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.</p>	

Year 4 Summer 2	Do people need to go to church to show they are Christians?	Comments
WORKING TOWARDS (Level 2)	<p>I can discuss my special place, tell you why it is special and how I feel when I am there.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can respectfully question whether Christians need churches.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>	
WORKING BEYOND (Level 4)	<p>I can reflect on a range of special places and identify why they have the impact on me that they do.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians.</p>	

Year 4 Optional	Why are there four Gospels and how are they relevant to Christians today?	Comments
WORKING TOWARDS (Level 2)	<p>I can say something I feel is important in the story I have chosen.</p> <p>I can name all four Gospels and say why their accounts of Jesus' life might differ.</p> <p>I can name an event in the Gospels that might be really important to Christians today.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can say something I have learnt from Jesus' actions that I would like to consider in my own life.</p> <p>I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it.</p> <p>I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.</p>	
WORKING BEYOND (Level 4)	<p>I can explain how I learn from moral stories to help me become a better person.</p> <p>I can make links between accounts in the Gospels and recognise why these were included.</p> <p>I can reflect on the Christian belief that their lives should follow the example set by Jesus and say how the Gospels may influence this.</p>	