



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

## **Key Milestones: R.E. – Year 2**

## Year 2 – Key Milestones

<b>Cycle A</b>	Autumn A: 1.1 Who is a Christian and what do they believe?	Autumn B: 1.4 What can we learn from Sacred books? (Christmas)	Spring A: 1.3 Who is a Jewish Person and what do they believe?	Spring B: 1.6 How and Why do we celebrate special times? (Passover and Easter)	Summer A: 1.8 How can we care for others and the world and why does it matter?	Summer B: Art and Other Faiths Week
<b>Cycle B</b>	Autumn A: 1.2 Who is a Muslim and what do they believe?	Autumn B: 1.6 How do we celebrate special times? (Christmas)	Spring A: 1.4 What can we learn from Sacred books?	Spring B: 1.5 What makes a place sacred? (Church focus) + Easter	Summer A: 1.7 What does it mean to belong to a faith community?	Summer B: Art and Other Faiths Week

<u>Cycle A</u> <u>Autumn A</u>	<b>CHRISTIANITY - 1.1 Who is a Christian and what do they believe?</b>
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<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>• I can recognise some Christian symbols and images and suggest how they express ideas about God.</li> <li>• I can re-tell a story that shows what Christians might think about God, suggesting what it means.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• I can ask some questions about believing in God and offer some ideas of my own.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can make links between what Jesus taught and what Christians believe and do.</li> <li>• I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it.</li> <li>• I can name a number of Christian symbols and images and explain their significance to believers.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can talk about issues of good and bad, right and wrong in real life and make links to Christian teachings.</li> <li>• I can make links between the beliefs of Christians and the beliefs of another faith.</li> </ul>
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<u>Cycle A</u> <u>Autumn B</u>	<b>CHRISTIANITY - 1.4 What can we learn from Sacred books? (Christmas)</b>
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<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about why people still read stories that are used in their religion.</li> <li>• I can recognise some ways in which Christian people treat their sacred books.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>• I can re-tell stories from the Christian Bible and suggest the meaning of these stories.</li> <li>• I can ask and suggest answers to questions arising from stories about Jesus.</li> </ul>
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	<ul style="list-style-type: none"> <li>I can talk about issues of good and bad, right and wrong arising from the stories.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can suggest my own ideas about stories from sacred texts and give reasons for their significance</li> <li>I can make links between the messages within sacred texts and the way people live.</li> </ul>
<p><b>Cycle A Spring A</b></p>	<p><b>JUDAISM - 1.3 Who is a Jewish person and what do they believe?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I can talk about how Shabbat is a special day of the week for Jewish people.</li> <li>I know that the mezuzah helps some Jewish people to remember God.</li> <li>I can re-tell a story linked to a Jewish festival (Sukkot or Hanukah).</li> <li>I can ask some questions about believing in God.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>I can give some examples of what Jewish people might do to celebrate Shabbat.</li> <li>I can re-tell a story that shows what Jewish people at the festivals of Sukkot or Hanukah might think about God, suggesting what it means</li> <li>I can offer some ideas of my own to answer questions about believing in God.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can make links between some Jewish teachings and how Jewish people live.</li> <li>I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</li> </ul>
<p><b>Cycle A Spring B</b></p>	<p><b>JUDAISM and CHRISTIANITY - 1.6 How and why do we celebrate special times? (Pesach and Easter)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>I know that Christians believe that Jesus was a special person who is the Son of God.</li> <li>I can identify some ways Christians celebrate Easter.</li> <li>I can identify some ways Jewish people celebrate Pesach (Passover).</li> <li>I can re-tell stories connected with Easter.</li> <li>I can re-tell stories connected with Pesach.</li> <li>I can ask questions and suggest answers about stories to do with festivals.</li> </ul>

	<p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can say why stories associated with Easter and Pesach are important to believers.</li> <li>• I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</li> <li>• I can say why traditions matter to believers.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can suggest meanings for some symbols and actions used in religious celebrations, including Easter and Passover.</li> <li>• I can identify some similarities and differences between the celebrations studied.</li> <li>• I can make a link between the Last Supper and the Passover celebration.</li> </ul>
<p><b>Cycle A</b> <b>Summer A</b></p>	<p><b>MIXED - 1.8 How can we care for others and for the world and why does it matter? (Christian Muslim, and Jewish People)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can talk about how religions teach that people are valuable, giving examples.</li> <li>• I can talk about how some people believe God created the world and so we should look after it.</li> <li>• I can re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• I can identify ways that some people care for others and the world.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories.</li> <li>• I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify ways that caring for others and the world is making a response to God by doing what he asks.</li> <li>• I can retell the creation story and explain how it shows that people are special to God.</li> <li>• I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</li> <li>• I can answer the title question thoughtfully, in the light of their learning in this unit.</li> </ul>

<p align="center"><u>Cycle A</u> <u>Summer B</u></p>	<p align="center"><b>ART AND OTHER FAITHS WEEK IN SCHOOL*</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can ask questions and collect ideas about religions and worldviews.</li> <li>• I can talk about objects, people and materials.</li> <li>• I can retell stories from different religions and worldviews.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I can suggest meaning for stories from different religions and worldviews.</li> <li>• I can explain why object and traditions are important to believers.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain similarities and differences between the faiths I have learned about.</li> </ul>
<p align="center"><u>Cycle B</u> <u>Autumn A</u></p>	<p align="center"><b>ISLAM - 1.2 Who is a Muslim and what do they believe?</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can recognise that Muslims do not draw Allah or the Prophet, but use writing (calligraphy) to say what God is like.</li> <li>• I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</li> <li>• I can talk about some simple ideas about Muslim beliefs about God.</li> <li>• I can re-tell a story about the life of the Prophet Muhammad.</li> <li>• I can recognise some objects used by Muslims.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain how celebrating Ramadan and celebrating Eid-ul-Fitr might make Muslims feel.</li> <li>• I can explain why following the traditions of Ramadan and Eid-ul-Fitr are important to Muslim believers.</li> <li>• I can suggest why some objects used by Muslims are important.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can explain the meanings of some of the 99 Names of Allah.</li> <li>• I can make links between what the Holy Qur'an says and how Muslims behave.</li> <li>• I can ask some questions about God that are hard to answer and offer some ideas of my own.</li> <li>•</li> </ul>

<p><u>Cycle B</u> <u>Autumn B</u></p>	<p><b>CHRISTIANITY - 1.6 How and why do we celebrate special times? (Christmas)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can identify some ways Christians celebrate Christmas</li> <li>• I can re-tell stories connected with Christmas</li> <li>• I can ask questions and suggest answers about stories to do with festivals.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can say why stories associated with Christmas are important to believers.</li> <li>• I can collect examples of what people do, give, sing, remember or think about at Christmas.</li> <li>• I can say why traditions matter to believers.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can suggest meanings for some symbols and actions used in religious celebrations, including Christmas.</li> <li>• I can compare the Christian celebration of Christmas to the celebration of Easter and suggest similarities and differences.</li> </ul>
<p><u>Cycle B</u> <u>Spring A</u></p>	<p><b>ISLAM - 1.4 What can we learn from Sacred books? (Muslims)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I know that the Muslim Sacred book is called the Qur'an.</li> <li>• I can talk about why people still read stories that are used in their religion</li> <li>• I can recognise some ways in which Muslim people treat their sacred books</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise that sacred texts contain stories which are special to many people and should be treated with respect</li> <li>• I can re-tell stories from the Muslim Qur'an and suggest the meaning of these stories.</li> <li>• I can ask and suggest answers to questions arising from stories.</li> <li>• I can talk about issues of good and bad, right and wrong arising from the stories.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can suggest my own ideas about stories from sacred texts and give reasons for their significance</li> <li>• I can make links between the messages within sacred texts and the way people live.</li> </ul>

<p><b>Cycle B</b> <b>Spring B</b></p>	<p><b>CHRISTIANITY - 1.5 What makes a place sacred? (Church focus) + Easter</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can identify at least three objects used in worship in a church</li> <li>• I can talk about ways in which stories and objects used in churches, show what people believe.</li> <li>• I can talk about how different kinds of music make me feel.</li> <li>• I can ask good questions during a school visit about what happens in a church.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can identify special symbols found in a place where people worship.</li> <li>• I can say something about what the symbols mean and how they are used.</li> <li>• I can talk about ways in which the symbols and objects used in churches, show what people believe.</li> <li>• I can describe some of the ways in which people use music in worship.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.</li> <li>• I can show that I have begun to be aware that some people regularly worship God in different ways and in different places.</li> </ul>
<p><b>Cycle B</b> <b>Summer A</b></p>	<p><b>MIXED - 1.7 What does it mean to belong to a faith community? (Christian, Muslim and Jewish People)</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can explain what is special and of value about belonging to a group that is important to me.</li> <li>• I can talk about what happens at a traditional Christian infant baptism /dedication.</li> <li>• I can talk about what happens at a traditional Christian marriage ceremony.</li> <li>• I can identify examples of co-operation between different people from a story.</li> </ul> <p><b>Expected (meeting all Emerging milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>• I can recognise and name some symbols of belonging from their own experience (e.g. school uniform or football kit), for Christians and at least one other religion,</li> <li>• I can suggest what symbols of belonging might mean and why they matter to believers.</li> <li>• I can suggest what the actions and symbols mean in a baptism ceremony.</li> <li>• I can identify two ways people show they belong to each other when they get married.</li> </ul>

	<p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</li> <li>I can identify some similarities and differences between the ceremonies studied.</li> </ul>
<p><b>Cycle B</b> <b>Summer B</b></p>	<p><b>ART AND OTHER FAITHS WEEK</b></p>
<p><u>Knowledge specific milestones</u></p>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can ask questions and collect ideas about religions and worldviews.</li> <li>I can talk about objects, people and materials.</li> <li>I can retell stories from different religions and worldviews.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can suggest meaning for stories from different religions and worldviews.</li> <li>I can explain why object and traditions are important to believers.</li> </ul> <p><b>Exceeding (meeting all other milestones plus the following):</b></p> <ul style="list-style-type: none"> <li>I can explain similarities and differences between the faiths I have learned about.</li> </ul>