



Religious Education

Progression of Skills

Cramlington Village Primary School

Christianity - Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
<p>I think..... (Why?)</p> <p>I think (What do you think?)</p> <p>I don't think..... (Why do you think this?)</p> <p>It is.....</p> <p>I think.....because.....</p> <p>It looks like.....</p> <p>It is the same because.....</p> <p>It is different because.....</p> <p>This is..... Because.....</p> <p>I like / don't like....</p> <p>Then..... after.....</p>	<p>It's not.....</p> <p>It is the same because.....</p> <p>It is different / they are different because.....</p> <p>I think that.....because.....</p> <p>They are..... Because.....</p> <p>In my opinion..... Because....</p> <p>This is.....because.</p> <p>I..... because.....</p> <p>I think..... Because.....</p> <p>My partner said.....</p>	<p>X is the same as X because.....</p> <p>X is different to X because.....</p> <p>X and X are similar because.....</p> <p>I know that X because.....</p> <p>They are..... And because</p> <p>I like the part where.....</p> <p>I.....because....</p> <p>We / they..... because.....</p> <p>My partner thinks.....</p> <p>First, next, then, after that, finally.</p>	<p>X and X are both.....</p> <p>X and X are alike in that.....</p> <p>X and X are similar because.....</p> <p>X and X are different in that.....</p> <p>I know that X because.....</p> <p>I think it looks like..... due to</p> <p>I enjoyed the part where..... Because.....</p> <p>I believe..... because.....</p> <p>I remember that..... Then X happened.</p>	<p>One similarity between X and X is that.....</p> <p>One difference is.....</p> <p>A further difference is.....</p> <p>I would say that.....</p> <p>It reminds me of..... because.....</p> <p>I enjoyed.....because.....</p> <p>I appreciate XX's opinion because..... Due to.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>However they also differ in some way, for examplewhile.....</p> <p>Another difference is....</p> <p>.The fact is.....</p> <p>It looks / feels / tastes / sounds / smells like</p> <p>My view is that.....</p> <p>In conclusion.....</p> <p>It it my opinion that..... However, other might believe that.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>Another feature they both have in common is that.....</p> <p>Furthermore they are both.....</p> <p>Another difference is that Whereas</p> <p>Finally..... But</p> <p>The similarities / differences seem more significant than the similarities / differences because.....</p> <p>The facts lead to.....</p> <p>In comparison to.....</p> <p>My view is thatbecause</p> <p>In summary.....</p> <p>Consequently / based on fact / because of my beliefs.....</p> <p>In summary.....</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>, Christian,, Christmas, baptism, cross, christening, church, Testament, Gospels, Holy week, resurrection, stories told by and about Jesus, Jerusalem The birth, life, death and resurrection of Jesus, Advent, Christmas, Epiphany, Lent,</p>	<p>Christian,, Christmas, baptism, cross, christening, church, Testament, Gospels, Holy week, resurrection, stories told by and about Jesus, Jerusalem The birth, life, death and resurrection of Jesus, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs,</p>	<p>Easter, betray, holy, service, praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable, The birth, life, death and resurrection of Jesus, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs,</p>	<p>God, creator, Jesus, Bible, Testament, Gospels, parables, worship, Trinity, Holy spirit stewards, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice,</p>	<p>God, creator, Jesus, Bible, Testament, Gospels, parables, worship, Trinity, Holy spirit initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon,</p>	<p>Baptist, pastor, priest, Quaker, nature, impact, justice, generosity, moral dilemmas, mission statements, hypocrite Liturgical year, festival, rites of passage/ceremonies that mark transitions in life, signs, symbols, denomination, Roman Catholic, Protestant,</p>	<p>Judgement, hell, heaven, scriptures, cathedral, glorifies, unconditionally, Liturgical year, festival, rites of passage/ceremonies that mark transitions in life, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox</p>

Holy Week, Easter, signs, symbols	symbols	symbols	intercession, confession, Beatitudes liturgical year, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox, Ascension	liturgical year, Advent, Christmas, Epiphany, Lent, Holy Week, Easter, signs, symbols, denomination, Roman Catholic, Protestant, Orthodox, Ascension	Orthodox	
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Vocabulary used in all years groups: Parents, friends, God, creator, Jesus, Bible, parables, Harvest, Thanksgiving, prayer, Worship, Rights, responsibilities, baptism, confirmation, marriage,, christening, dedication, artifacts, Rights, responsibilities, individuality, uniqueness, diversity, appearance, personality, behaviour, forgiveness, love,

Christianity : God						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can understand how important parents and friends can be.	I can understand how important parents and friends can be	I can understand how important parents and friends can be	I know that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways such as through hymn, prayers and their way of life	I know that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways such as through hymn, prayers and their way of life	I know that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways	I know that Christians think of God as having many attributes or characteristics, have much to thank him for and thank him in many ways
I know that Christians think of God as a loving parent or friend	I know that Christians think of God as a loving parent or friend	I know that Christians think of God as a loving parent or friend	I know that for Christians the Bible is the main source of information about God	I know that for Christians the Bible is the main source of information about God	I know that for Christians the Bible is the main source of information about God	I know that for Christians the Bible is the main source of information about God
I know that Christians have much to thank God for and thank him in many ways	I know that Christians have much to thank God for and thank him in many ways	I know that Christians have much to thank God for and thank him in many ways				
I know that for Christians the Bible is the main source of information about God	I know that for Christians the Bible is the main source of information about God	I know that for Christians the Bible is the main source of information about God				

Christianity : Jesus						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know something about the life of Jesus as revealed through the bible	I know something about the life of Jesus as revealed through the bible	I know something about the life of Jesus as revealed through the bible	I know something about the life of Jesus as revealed through the Bible	I know something about the life of Jesus as revealed through the Bible	I know something about the life of Jesus as revealed through the Bible	I know something about the life of Jesus as revealed through the Bible
I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways	I understand that Jesus can be seen in many different but complementary ways
I appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith	I appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith	I appreciate that, for Christians, the life and teaching of Jesus lies at the heart of their faith	I know that Jesus is thought of by Christians as the Son of God and Christ	I know that Jesus is thought of by Christians as the Son of God and Christ	I understand that much of Christian worship centres on Jesus	I understand that much of Christian worship centres on Jesus
I understand that a lot of Christian worship centres on Jesus	I understand that a lot of Christian worship centres on Jesus	I understand that a lot of Christian worship centres on Jesus	I understand that much of Christian worship centres on Jesus	I understand that much of Christian worship centres on Jesus	I understand that Jesus' teaching shapes how Christians think and act	I understand that Jesus' teaching shapes how Christians think and act
I know that Jesus resurrection	I know that Jesus resurrection	I know that Jesus resurrection	I know that Jesus resurrection is what makes Jesus most	I know that Jesus resurrection is what makes Jesus most		

is what makes Jesus most special for Christians	is what makes Jesus most special for Christians	is what makes Jesus most special for Christians	special for most Christians	special for most Christians		
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Christianity : Communities						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know what I belong to</p> <p>I know that belonging can assume many forms including belonging to a religious family or community</p> <p>I understand that belonging implies rights as well as responsibilities.</p>	<p>I know what I belong to</p> <p>I know that belonging can assume many forms including belonging to a religious family or community</p> <p>I understand that belonging implies rights as well as responsibilities.</p>	<p>I know what I belong to</p> <p>I know that belonging can assume many forms including belonging to a religious family or community</p> <p>I understand that belonging implies rights as well as responsibilities.</p>	<p>I know what I belong to</p> <p>I know that belonging can assume many forms including belonging to a religious community</p> <p>I understand that belonging implies rights as well as responsibilities</p> <p>I understand that Christians express their sense of belonging to a religious community in many ways</p> <p>I know that pilgrimage is part of that sense of belonging</p>	<p>I know what I belong to</p> <p>I know that belonging can assume many forms including belonging to a religious community</p> <p>I understand that belonging implies rights as well as responsibilities</p> <p>I understand that Christians express their sense of belonging to a religious community in many ways</p> <p>I know that pilgrimage is part of that sense of belonging</p>	<p>I know that belonging can assume many forms including belonging to a religious community</p> <p>I understand that belonging implies rights as well as responsibilities</p> <p>I understand that Christians express their sense of belonging to a religious community in many ways</p> <p>I know that the Christian family comprises many denominations</p>	<p>I know that belonging can assume many forms including belonging to a religious community</p> <p>I understand that belonging implies rights as well as responsibilities</p> <p>I understand that Christians express their sense of belonging to a religious community in many ways</p> <p>I know that the Christian family comprises many denominations</p>

Christianity : Lifestyles						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can discuss how I compare and contrast with others</p> <p>I can appreciate that there is good in everyone</p> <p>I can reflect on some of the good qualities associated with Jesus</p>	<p>I can discuss how I compare and contrast with others</p> <p>I can appreciate that there is good in everyone</p> <p>I can reflect on some of the good qualities associated with Jesus</p>	<p>I can discuss and describe how I compare and contrast with others</p> <p>I can appreciate that there is good in everyone</p> <p>I can reflect on some of the good qualities associated with Jesus</p>	<p>I can discuss and describe how they compare and contrast with others</p> <p>I can appreciate that there is some good in everyone</p> <p>Can reflect on how I treat others and how I like others to treat them</p> <p>I can reflect on some of the good qualities associated with Jesus and how his beliefs affected how he behaved</p>	<p>I can discuss and describe how they compare and contrast with others</p> <p>I can appreciate that there is some good in everyone</p> <p>Can reflect on how I treat others and how I like others to treat them</p> <p>I can reflect on some of the good qualities associated with Jesus and how his beliefs affected how he behaved</p>	<p>I can discuss and describe how I compare and contrast with others</p> <p>I can discuss and describe how I treat others and how I like others to treat me</p> <p>I can describe some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act</p>	<p>I can discuss and describe how I compare and contrast with others</p> <p>I can discuss and describe how I treat others and how I like others to treat me</p> <p>I can describe some of the good qualities associated with Jesus and how his beliefs and values affect how Christians should think and act</p>

Christianity : Festivals and celebrations						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can state that Christmas is important to Christians because it celebrates the birth of Jesus</p>	<p>I can state that Christmas is important to Christians because it celebrates the birth of Jesus</p>	<p>I can state that Christmas is important to Christians because it celebrates the birth of Jesus</p>	<p>I can explain that Christmas is important to Christians because it celebrates the birth of Jesus</p>	<p>I can explain that Christmas is important to Christians because it celebrates the birth of Jesus</p>	<p>I can describe why Epiphany and Harvest are important to Christians</p>	<p>I can describe why Epiphany and Harvest are important to Christians</p>

I can describe Christmas as a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth	I can describe Christmas as a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth	I can describe Christmas as a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth	I can describe that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth	I can describe that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions I can explain that the Bible is the source for information about Jesus' birth	I can explain how Christians celebrate Epiphany and Harvest in many ways	I can explain how Christians celebrate Epiphany and Harvest in many ways
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Judaism - Oracy and vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
<p>I think..... (Why?)</p> <p>I think (What do you think?)</p> <p>I don't think..... (Why do you think this?)</p> <p>It is.....</p> <p>I think.....because.....</p> <p>It looks like.....</p> <p>It is the same because.....</p> <p>It is different because.....</p> <p>This is..... Because.....</p> <p>I like / don't like....</p> <p>Then..... after.....</p>	<p>It's not.....</p> <p>It is the same because.....</p> <p>It is different / they are different because.....</p> <p>I think that.....because.....</p> <p>They are..... Because.....</p> <p>In my opinion..... Because....</p> <p>This is.....because.</p> <p>I..... because.....</p> <p>I think..... Because.....</p> <p>My partner said.....</p>	<p>X is the same as X because.....</p> <p>X is different to X because.....</p> <p>X and X are similar because.....</p> <p>I know that X because.....</p> <p>They are..... And because</p> <p>I like the part where.....</p> <p>I.....because....</p> <p>We / they..... because.....</p> <p>My partner thinks.....</p> <p>First, next, then, after that, finally.</p>	<p>X and X are both.....</p> <p>X and X are alike in that.....</p> <p>X and X are similar because.....</p> <p>X and X are different in that.....</p> <p>I know that X because.....</p> <p>I think it looks like..... due to</p> <p>I enjoyed the part where..... Because.....</p> <p>I believe..... because.....</p> <p>I remember that..... Then X happened.</p>	<p>One similarity between X and X is that.....</p> <p>One difference is.....</p> <p>A further difference is.....</p> <p>I would say that.....</p> <p>It reminds me of..... because.....</p> <p>I enjoyed.....because.....</p> <p>I appreciate XX's opinion because..... Due to.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>However they also differ in some way, for examplewhile.....</p> <p>Another difference is....</p> <p>.The fact is.....</p> <p>It looks / feels / tastes / sounds / smells like</p> <p>My view is that.....</p> <p>In conclusion.....</p> <p>It is my opinion that..... However, other might believe that.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>Another feature they both have in common is that.....</p> <p>Furthermore they are both.....</p> <p>Another difference is that Whereas</p> <p>Finally..... But</p> <p>The similarities / differences seem more significant than the similarities / differences because.....</p> <p>The facts lead to.....</p> <p>In comparison to.....</p> <p>My view is thatbecause</p> <p>In summary.....</p> <p>Consequently / based on fact / because of my beliefs.....</p> <p>In summary.....</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin,	Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin,	mezuzah, Chanukah, Shema, precious, Seder plate, kosher, Shabbat Shalom, dreidel, chanukiah, menorah, tawhid, Tzedekah, mantle, yad, Hebrew, slaves	Bar/Bat Mitzvah, mitzvoh, ketubah, Passover/ Pesach,	Bar/Bat Mitzvah, mitzvoh, ketubah, Passover/ Pesach, Orthodox, Reform, Ner Tamid, guidance, kosher	God, Torah, covenant, synagogue, commandments, Abraham, Moses, rabbi, community, synagogue	God, Torah, covenant, synagogue, commandments, Abraham, Moses, rabbi, community, synagogue

Vocabulary used in all year groups: Shabbat, Hanukkah, bread, wine, havdalah candle, miracle, hanukiah, dreidel, oil, kosher, synagogue, Torah, kippah, tallit, artefacts, synagogue, worship, commandments, artefacts, the home, festivals, celebrations, special clothing, scripture, festivals, celebrations, worship, Torah, Tenakh, Exodus, artefacts

Judaism - Festivals and celebrations (Yr R-Yr 4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest	I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest	I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest	I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest	I can describe Shabbat as an important day to Jewish people because it is the weekly day of rest	N/A	N/A
I know that Shabbat involves special events, artefacts and traditions	I know that Shabbat involves special events, artefacts and traditions	I know that Shabbat involves special events, artefacts and traditions	I can explain that Shabbat involves special events, artefacts and traditions	I explain that Shabbat involves special events, artefacts and traditions		
I know that the Torah is the main source for information about Shabbat	I know that the Torah is the main source for information about Shabbat	I know that the Torah is the main source for information about Shabbat	I can explain that the Torah is the main source for information about Shabbat	I explain that the Torah is the main source for information about Shabbat		

Judaism - Lifestyles (Yr R-Yr 4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recognise that Jewish lifestyle has some familiar as well as distinctive characteristics	I can recognise that Jewish lifestyle has some familiar as well as distinctive characteristics	I can recognise that Jewish lifestyle has some familiar as well as distinctive characteristics	I can recognise and describe that Jewish lifestyle has some familiar as well as distinctive characteristics	I can recognise and describe that Jewish lifestyle has some familiar as well as distinctive characteristics	N/A	N/A
I can state that Jewish lifestyle involves special events, artefacts and traditions	I can state that Jewish lifestyle involves special events, artefacts and traditions	I can state that Jewish lifestyle involves special events, artefacts and traditions	I can state and describe how Jewish lifestyle involves special events, artefacts and traditions	I can state and describe how Jewish lifestyle involves special events, artefacts and traditions		
I can state that Jewish lifestyle revolves around the family and the home	I can state that Jewish lifestyle revolves around the family and the home	I can state that Jewish lifestyle revolves around the family and the home	I can state and describe how Jewish lifestyle revolves around the family and the home	I can state and describe how Jewish lifestyle revolves around the family and the home		

Judaism - Stories (Yr R-Yr 4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Jewish scripture in general and the Torah in particular are important to believing Jewish people	I can state that Jewish scripture in general and the Torah in particular are important to believing Jewish people	I can state that Jewish scripture in general and the Torah in particular are important to believing Jewish people	I can explain that Jewish scripture in general and the Torah in particular are important to believing Jewish people	I can explain that Jewish scripture in general and the Torah in particular are important to believing Jewish people	N/A	N/A
I can state that the content of Jewish scripture shapes the lives of believing Jewish	I can state that the content of Jewish scripture shapes the lives of believing Jewish	I can state that the content of Jewish scripture shapes the lives of believing Jewish	I can explain and describe that the content of Jewish scripture shapes the lives of believing	I can explain and describe that the content of Jewish scripture shapes the lives of believing		

people	people	people	Jewish people	Jewish people		
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Judaism - God and other beliefs (Yr 5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain how Jewish beliefs about God are diverse</p> <p>I can explain why most Jewish people think of God as active in history</p> <p>I can describe that the Torah is the main source for information about God</p>	<p>I can explain how Jewish beliefs about God are diverse</p> <p>I can explain why most Jewish people think of God as active in history</p> <p>I can describe that the Torah is the main source for information about God</p>

Judaism - Founders / Leaders (Yr 5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain who Abraham and Moses are to the Jewish people</p> <p>I can explain why Abraham and Moses are important</p> <p>I can explain that the Torah is the main source for information about Abraham and Moses</p> <p>I can describe that the Jewish people think of themselves as People of the Covenant</p>	<p>I can explain who Abraham and Moses are to the Jewish people</p> <p>I can explain why Abraham and Moses are important</p> <p>I can explain that the Torah is the main source for information about Abraham and Moses</p> <p>I can describe that the Jewish people think of themselves as People of the Covenant</p>

Judaism - Worship and communities (Yr 5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can describe worship as a religious activity Jewish people engage in regularly</p> <p>I can explain that worship takes place in the synagogue and the home and that it varies from community to community</p>	<p>I can describe worship as a religious activity Jewish people engage in regularly</p> <p>I can explain that worship takes place in the synagogue and the home and that it varies from community to community</p>

Islam - Oracy and vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
I think..... (Why?) I think (What do you think?) I don't think..... (Why do you think this?) It is..... I think.....because..... It looks like..... It is the same because..... It is different because..... This is..... Because..... I like / don't like.... Then..... after.....	It's not..... It is the same because..... It is different / they are different because..... I think that.....because..... They are..... Because..... In my opinion..... Because.... This is.....because. I..... because..... I think..... Because..... My partner said.....	X is the same as X because..... X is different to X because..... X and X are similar because..... I know that X because..... They are..... And because I like the part where..... I.....because.... We / they..... because..... My partner thinks..... First, next, then, after that, finally.	X and X are both..... X and X are alike in that..... X and X are similar because..... X and X are different in that..... I know that X because..... I think it looks like..... due to I enjoyed the part where..... Because..... I believe..... because..... I remember that..... Then X happened.	One similarity between X and X is that..... One difference is..... A further difference is..... I would say that..... It reminds me of..... because..... I enjoyed.....because..... I appreciate XX's opinion because..... Due to.....	In some ways X and X are both alike, for instance they both..... However they also differ in some way, for examplewhile..... Another difference is.... .The fact is..... It looks / feels / tastes / sounds / smells like My view is that..... In conclusion..... It it my opinion that..... However, other might believe that.....	In some ways X and X are both alike, for instance they both..... Another feature they both have in common is that..... Furthermore they are both..... Another difference is that Whereas Finally..... But The similarities / differences seem more significant than the similarities / differences because..... The facts lead to..... In comparison to..... My view is thatbecause In summary..... Consequently / based on fact / because of my beliefs..... In summary.....
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat,	.Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat,	Qur'an, shahadah, prophet, minaret, charity, faith, geometric, creator, Eid-ulFitr, Ramadan	subha beads, Surah, submission,	discipline, obedient,	5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance, Allah, Qur'an, Umma, mosque, shariah, Ibrahim, Muhammad, Qur'an, Hadith, mosque, worship, community	Barzakh, paradise, harmless, Grace, Ummah, Allah, Qur'an, Umma, mosque, shariah, Ibrahim, Muhammad, Qur'an, Hadith, mosque, worship, community

Vocabulary used in all year groups: Festival, celebration, Eid-ul-Fitr, Eid-ul-Adha, fasting, halal, mosque, Qur'an, artefact, mosque, worship, law, artefacts, the home, festival, celebration, special clothing, scripture, festival, celebration, worship, Hadith, Hijra,

Islam - Festivals and celebrations (R - Yr4)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Eid-ul-Fitr is a happy occasion concluding the fasting month of Ramadan	I can state that Eid-ul-Fitr is a happy occasion concluding the fasting month of Ramadan	I can state that Eid-ul-Fitr is a happy occasion concluding the fasting month of Ramadan	I can explain that Eid-ul-Fitr is a happy occasion concluding the fasting month of Ramadan	I can explain and describe that Eid-ul-Fitr is a happy occasion concluding the fasting month of	N/A	N/A

I can state that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions	I can state that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions	I can state that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions	I can explain that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions	Ramadan I can explain and describe that Ramadan and Eid-ul-Fitr involve special events, artefacts and traditions		
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Islam - Lifestyles (R - Yr4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Muslim lifestyle has some familiar as well as distinctive characteristics I can state that Muslim lifestyle involves special events, artefacts and traditions I can state that Muslim lifestyle revolves around the family and the home	I can state that Muslim lifestyle has some familiar as well as distinctive characteristics I can state that Muslim lifestyle involves special events, artefacts and traditions I can state that Muslim lifestyle revolves around the family and the home	I can state that Muslim lifestyle has some familiar as well as distinctive characteristics I can state that Muslim lifestyle involves special events, artefacts and traditions I can state that Muslim lifestyle revolves around the family and the home	I can explain and describe how Muslim lifestyle has some familiar as well as distinctive characteristics I can explain and describe how Muslim lifestyle involves special events, artefacts and traditions I can explain and describe how Muslim lifestyle revolves around the family and the home	I can explain and describe how Muslim lifestyle has some familiar as well as distinctive characteristics I can explain and describe how Muslim lifestyle involves special events, artefacts and traditions I can explain and describe how Muslim lifestyle revolves around the family and the home	N/A	N/A

Islam - Stories (R - Yr4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Muslim scripture in general and the Qur'an in particular are important to Muslims I can state that the content of Muslim scripture shapes the lives of Muslims	I can state that Muslim scripture in general and the Qur'an in particular are important to Muslims I can state that the content of Muslim scripture shapes the lives of Muslims	I can state that Muslim scripture in general and the Qur'an in particular are important to Muslims I can state that the content of Muslim scripture shapes the lives of Muslims	I can explain and describe how Muslim scripture in general and the Qur'an in particular are important to Muslims I can state that the content of Muslim scripture shapes the lives of Muslims	I can explain and describe how Muslim scripture in general and the Qur'an in particular are important to Muslims I can state that the content of Muslim scripture shapes the lives of Muslims	N/A	N/A

Islam - God and other beliefs (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	I can explain and describe that Muslim beliefs about Allah are diverse I can explain and describe that most Muslims think of Allah as active in history I can explain and describe that	I can explain and describe that Muslim beliefs about Allah are diverse I can explain and describe that most Muslims think of Allah as active in history I can explain and describe that

					the Qur'an is the main source for information about Allah	the Qur'an is the main source for information about Allah
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Islam - Founders and leaders (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain that Ibrahim and Muhammad are important to Muslims</p> <p>I can explain why Ibrahim and Muhammad are important</p> <p>I can explain that the Qur'an is the main source for information about Ibrahim and Muhammad</p> <p>I can describe how Muslims think of themselves as part of the Umma, or global community of believers</p>	<p>I can explain that Ibrahim and Muhammad are important to Muslims</p> <p>I can explain why Ibrahim and Muhammad are important</p> <p>I can explain that the Qur'an is the main source for information about Ibrahim and Muhammad</p> <p>I can describe how Muslims think of themselves as part of the Umma, or global community of believers</p>

Islam - Worship and communities (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain and describe that worship is a religious activity Muslims engage in regularly and frequently</p> <p>I can explain and describe that worship takes place in the mosque and the home and that it varies from community to community</p>	<p>I can explain and describe that worship is a religious activity Muslims engage in regularly and frequently</p> <p>I can explain and describe that worship takes place in the mosque and the home and that it varies from community to community</p>

Hinduism -Oracy and vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
<p>I think..... (Why?)</p> <p>I think (What do you think?)</p> <p>I don't think..... (Why do you think this?)</p>	<p>It's not.....</p> <p>It is the same because.....</p> <p>It is different / they are different because.....</p> <p>I think that.....because.....</p>	<p>X is the same as X because.....</p> <p>X is different to X because.....</p> <p>X and X are similar because.....</p>	<p>X and X are both.....</p> <p>X and X are alike in that.....</p> <p>X and X are similar because.....</p> <p>X and X are different in that.....</p>	<p>One similarity between X and X is that.....</p> <p>One difference is.....</p> <p>A further difference is.....</p> <p>I would say that.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>However they also differ in some way, for examplewhile.....</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>Another feature they both have in common is that.....</p> <p>Furthermore they are both.....</p>

<p>It is.....</p> <p>I think.....because.....</p> <p>It looks like.....</p> <p>It is the same because.....</p> <p>It is different because.....</p> <p>This is..... Because.....</p> <p>I like / don't like....</p> <p>Then..... after.....</p>	<p>They are..... Because.....</p> <p>In my opinion..... Because.....</p> <p>This is.....because.</p> <p>I..... because.....</p> <p>I think..... Because.....</p> <p>My partner said.....</p>	<p>I know that X because.....</p> <p>They are..... And because</p> <p>I like the part where.....</p> <p>I.....because....</p> <p>We / they..... because.....</p> <p>My partner thinks.....</p> <p>First, next, then, after that, finally.</p>	<p>I know that X because.....</p> <p>I think it looks like..... due to</p> <p>I enjoyed the part where..... Because.....</p> <p>I believe..... because.....</p> <p>I remember that..... Then X happened.</p>	<p>It reminds me of..... because.....</p> <p>I enjoyed.....because.....</p> <p>I appreciate XX's opinion because..... Due to.....</p>	<p>Another difference is....</p> <p>.The fact is.....</p> <p>It looks / feels / tastes / sounds / smells like</p> <p>My view is that.....</p> <p>In conclusion.....</p> <p>It it my opinion that..... However, other might believe that.....</p>	<p>Another difference is that Whereas</p> <p>Finally..... But</p> <p>The similarities / differences seem more significant than the similarities / differences because.....</p> <p>The facts lead to.....</p> <p>In comparison to.....</p> <p>My view is thatbecause</p> <p>In summary.....</p> <p>Consequently / based on fact / because of my beliefs.....</p> <p>In summary.....</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
festival, celebration, Diwali, Holi, light	Diwali, Holi, light	Diwali, Holi, light	Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita,	Sacred thread ceremony, Vedas, dharma, rebirth, reincarnation, moksha, ashramas, Sannyasa, OM, rangoli, Samskaras, deities, temptation, aarti,	pilgrimage, Sanskrit, Samsara, ahimsa, sewa, selfless, Brahman, scripture, karma, samsara, moksha, mandir, pandit India, scripture, pandit, mandir worship, community	pilgrimage, Sanskrit, Samsara, ahimsa, sewa, selfless, Brahman, scripture, karma, samsara, moksha, mandir, pandit

Vocabulary used in all year groups: festival, celebration, Diwali, Holi, light, mandir, scripture, artefacts, scripture, mandir, worship, the home, special clothing, scripture, worship, God, mandir

Hinduism - Festivals and celebrations (R - Yr4)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can state that Diwali is a happy occasion celebrated by all Hindus</p> <p>I can state that Diwali involves special events, artefacts and traditions</p>	<p>I can state and show that Diwali is a happy occasion celebrated by all Hindus</p> <p>I can state and show that Diwali involves special events, artefacts and traditions</p>	<p>I can state and show that Diwali is a happy occasion celebrated by all Hindus</p> <p>I can state and show that Diwali involves special events, artefacts and traditions</p>	<p>I can explain and describe that Diwali is a happy occasion celebrated by all Hindus</p> <p>I can explain and describe that Diwali involves special events, artefacts and traditions</p>	<p>I can explain and describe that Diwali is a happy occasion celebrated by all Hindus</p> <p>I can explain and describe that Diwali involves special events, artefacts and traditions</p>	N/A	N/A

Hinduism - Lifestyles (R - Yr4)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can state that Hindu lifestyle has some familiar as well as distinctive characteristics</p> <p>I can state that Hindu lifestyle</p>	<p>I can state and show that Hindu lifestyle has some familiar as well as distinctive characteristics</p>	<p>I can state and show that Hindu lifestyle has some familiar as well as distinctive characteristics</p>	<p>I can describe and explain that Hindu lifestyle has some familiar as well as distinctive characteristics</p>	<p>I can describe and explain that Hindu lifestyle has some familiar as well as distinctive characteristics</p>	N/A	N/A

involves special events, artefacts and traditions I can state that Hindu lifestyle revolves around the family and the home	I can state and show that Hindu lifestyle involves special events, artefacts and traditions I can state and show that Hindu lifestyle revolves around the family and the home	I can state and show that Hindu lifestyle involves special events, artefacts and traditions I can state and show that Hindu lifestyle revolves around the family and the home	I can describe and explain that Hindu lifestyle involves special events, artefacts and traditions I can describe and explain that Hindu lifestyle revolves around the family and the home	I can describe and explain that Hindu lifestyle involves special events, artefacts and traditions I can describe and explain that Hindu lifestyle revolves around the family and the home		
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Hinduism - Stories (R - Yr4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Hindu scripture in general and the Ramayana in particular are important to Hindus I can state that the content of Hindu scripture shapes the lives of Hindus	I can state and show that Hindu scripture in general and the Ramayana in particular are important to Hindus I can state and show that the content of Hindu scripture shapes the lives of Hindus	I can state and show that Hindu scripture in general and the Ramayana in particular are important to Hindus I can state and show that the content of Hindu scripture shapes the lives of Hindus	I can explain and describe that Hindu scripture in general and the Ramayana in particular are important to Hindus I can explain and describe that the content of Hindu scripture shapes the lives of Hindus	I can explain and describe that Hindu scripture in general and the Ramayana in particular are important to Hindus I can explain and describe that the content of Hindu scripture shapes the lives of Hindus	N/A	N/A

Hinduism - Lifestyles (R - Yr4)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can state that Hindu lifestyle has some familiar as well as distinctive characteristics I can state that Hindu lifestyle involves special events, artefacts and traditions I can state that Hindu lifestyle revolves around the family and the home	I can state and show that Hindu lifestyle has some familiar as well as distinctive characteristics I can state and show that Hindu lifestyle involves special events, artefacts and traditions I can state and show that Hindu lifestyle revolves around the family and the home	I can state and show that Hindu lifestyle has some familiar as well as distinctive characteristics I can state and show that Hindu lifestyle involves special events, artefacts and traditions I can state and show that Hindu lifestyle revolves around the family and the home	I can explain and describe that Hindu lifestyle has some familiar as well as distinctive characteristics I can explain and describe that Hindu lifestyle involves special events, artefacts and traditions I can explain and describe that Hindu lifestyle revolves around the family and the home	I can explain and describe that Hindu lifestyle has some familiar as well as distinctive characteristics I can explain and describe that Hindu lifestyle involves special events, artefacts and traditions I can explain and describe that Hindu lifestyle revolves around the family and the home	N/A	N/A

Hinduism - God and beliefs (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	I can explain and describe Hindu beliefs about Brahman are diverse I can explain and describe that most Hindus think of Brahman as active in history I can explain and describe that the scriptures are the main	I can explain and describe Hindu beliefs about Brahman are diverse I can explain and describe that most Hindus think of Brahman as active in history I can explain and describe that the scriptures are the main

					source for information about Brahman	source for information about Brahman
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Hinduism - Origins / Leaders (Yr5 and Yr6)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain and describe that Hindu and Indian history are important to Hindus</p> <p>I can explain and describe why Hindu and Indian history are important to Hindus</p> <p>I can explain and describe that the scriptures are the major source for information about Hinduism</p>	<p>I can explain and describe that Hindu and Indian history are important to Hindus</p> <p>I can explain and describe why Hindu and Indian history are important to Hindus</p> <p>I can explain and describe that the scriptures are the major source for information about Hinduism</p>

Hinduism - Worship and communities (Yr5 and Yr6)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain and describe that worship is a religious activity Hindus engage in regularly</p> <p>I can explain and describe that worship takes place in the mandir and the home</p>	<p>I can explain and describe that worship is a religious activity Hindus engage in regularly</p> <p>I can explain and describe that worship takes place in the mandir and the home</p>

Sikhism - Oracy and vocabulary (Yr5 and Yr6)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems					
N/A	N/A	N/A	N/A	N/A	<p>In some ways X and X are both alike, for instance they both.....</p> <p>However they also differ in some way, for examplewhile.....</p> <p>Another difference is....</p> <p>.The fact is.....</p> <p>It looks / feels / tastes / sounds / smells like</p>	<p>In some ways X and X are both alike, for instance they both.....</p> <p>Another feature they both have in common is that.....</p> <p>Furthermore they are both.....</p> <p>Another difference is that Whereas</p> <p>Finally..... But</p>

					<p>My view is that.....</p> <p>In conclusion.....</p> <p>It is my opinion that.....</p> <p>However, other might believe that.....</p>	<p>The similarities / differences seem more significant than the similarities / differences because.....</p> <p>The facts lead to.....</p> <p>In comparison to.....</p> <p>My view is thatbecause</p> <p>In summary.....</p> <p>Consequently / based on fact / because of my beliefs.....</p> <p>In summary.....</p>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
N/A	N/A	N/A	N/A	N/A	<p>God, Guru Granth Sahib, community, gurdwara, duty, guru, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, granthi, gurdwara, worship, community, gurdwara, granthi, scripture</p>	

Sikhism - God and beliefs (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain and describe know that Sikh beliefs about God are diverse</p> <p>I can explain and describe that most Sikhs think of God as active in history</p> <p>I can explain and describe that the Guru Granth Sahib is the main source for information about God</p>	<p>I can explain and describe know that Sikh beliefs about God are diverse</p> <p>I can explain and describe that most Sikhs think of God as active in history</p> <p>I can explain and describe that the Guru Granth Sahib is the main source for information about God</p>

Sikhism - Founders and leaders (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can explain and describe that Guru Nanak and Guru Gobind Singh are important to Sikhs</p> <p>I can explain and describe why Guru Nanak and Guru Gobind</p>	<p>I can explain and describe that Guru Nanak and Guru Gobind Singh are important to Sikhs</p> <p>I can explain and describe why Guru Nanak and Guru Gobind</p>

					<p>Singh are important</p> <p>I can explain and describe that the Guru Granth Sahib is an important source for information about the gurus</p> <p>I can explain and describe that the Sikhs think of themselves as part of a global community of believers</p>	<p>Singh are important</p> <p>I can explain and describe that the Guru Granth Sahib is an important source for information about the gurus</p> <p>I can explain and describe that the Sikhs think of themselves as part of a global community of believers</p>
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Sikhism - Worship and communities (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can describe and explain that worship is a religious activity Sikhs engage in regularly</p> <p>I can describe and explain that worship takes place in the gurdwara and the home</p>	<p>I can describe and explain that worship is a religious activity Sikhs engage in regularly</p> <p>I can describe and explain that worship takes place in the gurdwara and the home</p>

Sikhism - God and beliefs (Yr5 and Yr6)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	N/A	<p>I can describe and explain that Sikh beliefs about God are diverse</p> <p>I can describe and explain that most Sikhs think of God as active in history</p> <p>I can describe and explain that the Guru Granth Sahib is the main source for information about God</p>	<p>I can describe and explain that Sikh beliefs about God are diverse</p> <p>I can describe and explain that most Sikhs think of God as active in history</p> <p>I can describe and explain that the Guru Granth Sahib is the main source for information about God</p>