

Aintree Davenhill Medium Term Planning



Year Group: 6

Term: Autumn 1

Maths	Science	English
<p>Number and Place Value (Mental Maths)</p> <ul style="list-style-type: none"> Count on in powers of 10 from any number up to six digits Count back in powers of 10 from any number up to six digits Recognise and write decimal equivalents of any number of fractional tenths, hundredths or thousandths Manipulate the parts in an addition equation to make the calculation more efficient Manipulate the whole and one of the parts in a subtraction equation to make the calculation more efficient Recall multiplication and division facts up to 12x12 Multiply whole numbers and numbers with up to three decimal places by 10, 100 or 1,000 Divide whole numbers by 10, 100 or 1,000 and numbers with up to two decimal places by 10 and numbers with up to one decimal place by 100 <p>Place Value and Decimals</p> <ul style="list-style-type: none"> Identify and represent numbers up to 10,000,000 using place value counters and a place value chart Partition a seven-digit number into millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones Identify and represent numbers with up to three decimal places using place value counters and a place value chart Partition a number with up to three decimal places into tens, ones, tenths, hundredths and thousandths Compare and order numbers up to 10,000,000 Compare and order numbers with up to three decimal places Identify, represent and estimate numbers on a number line from 0 to 10,000,000 where the number line has ten demarcations Identify, represent and estimate numbers on a number line from 0 to 1 where the number line has ten demarcations Round any number up to 10,000,000 to the nearest 10, 100, 1,000, 10,000, 100,000 or 1,000,000 Round decimals with three decimal places to the nearest whole number e.g. 327.702 rounds to 328 Round decimals with three decimal places to the nearest tenth e.g. 327.702 rounds to 327.7 Find 1, 10, 100, 1,000, 10,000 or 100,000 more/less than a given number up to 10,000,000 including crossing any boundaries Find 0.001 more/less than a given number including crossing any boundaries Count forwards or backwards in steps of powers of 10 from any number up to 10,000,000 <p>Mental and Written Addition and Subtraction</p> <ul style="list-style-type: none"> Recognise calculations that require mental partitioning e.g. 6,584 – 2,360 or 873 + 350 and use this strategy where appropriate Recognise calculations that require counting on or back mentally, bridging efficiently e.g. 0.7 + 0.56 becomes 0.7 + 0.3 + 0.26 and use this strategy where appropriate Recognise calculations that require a mental compensation method e.g. 5.6 + 3.9 becomes 5.6 + 4 – 0.1 and use this strategy where appropriate Recognise calculations that require counting on mentally to find the difference e.g. 4.1 – 3.46 and use this strategy where appropriate (This should be supported by a number line) Add whole numbers up to 10,000,000 Add numbers with up to three decimal places e.g. 2.65 + 354.682 + 64.7 + 24 Round numbers to an appropriate power of 10 to estimate a calculation Subtract whole numbers up to 10,000,000 Subtract numbers with up to three decimal places e.g. 834.2 – 58.829 Round numbers to an appropriate power of 10 to estimate a calculation Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) <p>Mental and Written Multiplication</p> <ul style="list-style-type: none"> Use partitioning to double any number, including decimals to three decimal places Use partitioning to multiply a number with one decimal place by a single digit e.g. 4.3 × 8 Multiply whole numbers up to four digits by a one-digit number Multiply a number with two decimal places by a single digit Round numbers to an appropriate power of 10 to estimate a calculation Multiply two-digit and three-digit whole numbers by a two-digit whole number using the formal written method of long multiplication Round numbers to an appropriate power of 10 to estimate a calculation Multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication Use compensation strategy to multiply U.9 × U Use compensation strategy to multiply U.99 × U Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) <p>Mental and Written Division</p> <ul style="list-style-type: none"> Use partitioning to halve any number, including decimals to three decimal places Divide a 4-digit number by a 1-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide a 3-digit number by a 2-digit number Divide a 4-digit number by a 2-digit number Divide a 3-digit or 4-digit number by a 2-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide a four-digit number by a one-digit number using a partitioning strategy Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) 	<p>Animals, including humans</p> <p>Programme of Study</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans The heart is a major organ and is made of muscle The heart pumps blood around the body through vessels and this can be felt as a pulse The heart pumps blood through the lungs in order to obtain a supply of oxygen Blood carries oxygen/essential materials to different parts of the body During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals) Tobacco, alcohol and other ‘drugs’ can be harmful All medicines are drugs, not all drugs are medicines <p>Working Scientifically</p> <ul style="list-style-type: none"> Explore the work of scientists Research the relationship between diet, exercise, drugs, lifestyle and health <p>Observe and measure changes to pulse rates after exercise</p>	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i> Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial Read and understand meaning of words on Y5/6 word list Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin Employ dramatic effect to engage listeners whilst reading aloud Read extensively for pleasure Skim texts to ascertain the gist Use a combination of scanning and close reading to locate information Evaluate texts quickly in order to determine their usefulness or appeal Understand underlying themes, causes and consequences within whole texts Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) Recognise authors’ techniques to influence and manipulate the reader <p>Reading Comprehension</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves Recognising themes within and across texts e.g. hope, peace, fortune, survival Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie’s War and Goodnight Mr Tom Comparing texts written in different periods Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story Independently read longer texts with sustained stamina and interest Recommending books to their peers with detailed reasons for their opinions Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions Learning a wider range of poems by heart Preparing poems and playscripts to read aloud and perform using dramatic effects <p>Understand what they read by:</p> <ul style="list-style-type: none"> Using a reading journal to record on-going reflections and responses to personal reading Exploring texts in groups and deepening comprehension through discussion Exploring new vocabulary in context Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. point; evidence; explanation Predicting what might happen from information stated and implied Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text Scanning for key information e.g. looking for descriptive words associated with a setting Skimming for gist Using a combination of skimming, scanning and close reading across a text to locate specific detail Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument <p>Discuss/evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <ul style="list-style-type: none"> Exploring, recognising and using the terms personification, analogy, style and effect Explaining the effect on the reader of the authors’ choice of language and reasons why the author may have selected these Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook <p>Participate in discussions about books building on their own and others’ ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> Preparing formal presentations individually or in groups Using notes to support presentation of information Responding to questions generated by a presentation Participating in debates on issues related to reading (fiction/non-fiction) Provide reasoned justifications for their views <p>Justifying opinions and elaborating by referring to the text (Point + Evidence + Explanation)</p> <p>Writing</p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a

		<p>consequence</p> <ul style="list-style-type: none">• Use devices to build cohesion between paragraphs in narrative, e.g. in the meantime, meanwhile, in due course, until then• Use ellipsis to link ideas between paragraphs• Identify and use colons to introduce a list• Identify and use semi-colons to mark the boundary between independent clauses, e.g. It is raining; I am fed up• Investigate and collect a range of synonyms and antonyms, e.g. mischievous, wicked, evil, impish, spiteful, well-behaved• Explore how hyphens can be used to avoid ambiguity, e.g. man-eating shark versus man-eating shark• Punctuate bullet points consistently• Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request• Identify the subject and object of a sentence• Explore and investigate active and passive, e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken <p>Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying audience and purpose• Choose appropriate text-form and type for all writing• Selecting the appropriate language and structures• Drawing on similar writing models, reading and research• Using a range of planning approaches, e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact• Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair”• Using devices to build cohesion• Deviating narrative from linear or chronological sequence, e.g. flashbacks, simultaneous actions, time-shifts• Combining text-types to create hybrid texts e.g. persuasive speech• Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences <p>Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of ‘and’ to convey tedium, one-word sentence</p> <p>Spelling</p> <ul style="list-style-type: none">• Be secure with all spelling rules previously taught• Write increasingly confidently, accurately and fluently, spelling with automaticity• Use a number of different strategies interactively in order to spell correctly• Develop self-checking and proof-checking strategies• Use independent spelling strategies for spelling unfamiliar words <p>Handwriting</p> <ul style="list-style-type: none">• Write with increasing speed• Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)
History	Geography	Computing
<p>Women in World War II</p> <p>Chronology</p> <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none">• Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>)• Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time• In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability</i>)• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day• Analyse connections, trends and contrasts over time <p>Events, People and Changes</p> <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none">• Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history• Establishing a narrative showing connections and trends within and across periods of study• Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes• Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time <p>Communication</p> <ul style="list-style-type: none">• Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms• Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none">• Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed• Use sources as a basis for research from which they will <i>Begin</i> to use information as evidence to test hypotheses• Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries• Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this	<p>Locational Knowledge</p> <ul style="list-style-type: none">• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North America• Name and locate counties and cities of the United Kingdom• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place Knowledge</p> <ul style="list-style-type: none">• A region of the United Kingdom• A region in a European country <p>Human and Physical Geography</p> <ul style="list-style-type: none">• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Mapping</p> <ul style="list-style-type: none">• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied <p>Enquiry and Investigation</p> <ul style="list-style-type: none">• Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?• Make predictions and test simple hypotheses about people and places	<p>My Online Life (DL)</p> <p>(DL) To describe ways in which media can shape ideas about gender.</p> <p>(DL) To identify messages about gender roles and make judgements based on them.</p> <p>(DL) To challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>(DL) To describe issues online that might make them or others feel sad, worried, uncomfortable or frightened. To know and give examples of how to get help, both on and offline.</p> <p>(DL) To explain why they should keep asking until they get the help they need.</p> <p>(DL) To show they understand their responsibilities for the well-being of others in their online social group.</p> <p>(DL) To explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>(DL) To demonstrate how they would support others (including those who are having difficulties) online.</p> <p>(DL) To demonstrate ways of reporting problems online for themselves and their friends.</p> <p>(DL) To explain how they are developing an online reputation which will allow other people to form an opinion of them.</p> <p>(DL) To describe some simple ways that help build a positive online reputation.</p> <p>(DL) To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help them.</p> <p>(DL) To identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>(DL) To use search technologies effectively.</p> <p>(DL) To explain how search engines work and how results are selected and ranked.</p> <p>(DL) To demonstrate the strategies they would apply to be discerning in evaluating digital content.</p> <p>(DL) To demonstrate how some online information can be opinion and offer examples.</p> <p>(DL) To explain how and why some people may present ‘opinions’ as ‘facts’</p> <p>(DL) To define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how they might encounter these online (e.g. advertising and ad targeting).</p> <p>(DL) To demonstrate strategies to enable them to analyse and evaluate the validity of ‘facts’ and explain why these strategies are important.</p> <p>(DL) To identify, flag and report inappropriate content.</p> <p>(DL) To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warning) and describe their performance.</p> <p>(DL) To assess and action different strategies to limit the impact of technology on their health (e.g. night shift mode, regular break, correct posture, sleep, diet and exercise).</p> <p>(DL) To explain the importance of self-regulating their use of</p>

- Begin to recognise why some events, people and changes might be judged as more historically significant than others

D.T	Art	Music
	<p>Craft and design: Photo opportunity</p> <ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. 	<p>technology: to demonstrate the strategies they use to do this (e.g. monitoring my time online, avoiding accidents). (DL) To use different password for a range of online services. (DL) To describe effective strategies for managing passwords (e.g. password managers, acronyms, stories). (DL) To know what to do if their password is lost or stolen (DL) To explain what app permissions are and give some examples from the technology or services they use. (DL) To describe simple ways to increase privacy on apps and services that provide privacy settings. (DL) To describe ways in which some online content targets people to gain money or information illegally: to describe strategies to help them identify such content (e.g. scams, phishing). (DL) To demonstrate the use of search tools to find and access online content which can be reused for them. (DL) To demonstrate how to make references to and acknowledge sources they have used from the internet.</p> <p>Dynamics, pitch and texture (Fingal's Cave) Exploring Fingal's' Cave To appraise the work of a classical composer (Felix Mendelssohn). To give opinions on the music they hear. To use creative language to characterise the music</p> <p>Making waves: pitch and dynamic To improvise as a group, using dynamics and pitch. To follow a conductor. To use dynamics in own improvisation. To use changes of pitch in own improvisation.</p> <p>Making waves; texture To improvise as a group, using texture To follow a conductor. To notate own ideas using a graphic score. To use changes of texture in own improvisation.</p> <p>Group Compositions To use knowledge of dynamics, texture and pitch to create a group composition. To compose a piece by using different dynamics. To compose a piece by using different textures. To compose a piece by using different pitches. To talk about someone else's work and make constructive comments.</p> <p>We are waves To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. To work with others in a group. To make sounds using different textures, dynamics and pitches. To use creative language effectively to produce a performance.</p> <p>Spanish</p> <p>Listening</p> <ul style="list-style-type: none"> • Follow a short familiar text listening and reading at the same time • Listen attentively and understand more complex phrases and sentences; join in to show understanding • Listen for gist • Understand longer and more complex phrases / sentences • Pick out main details from a story, poem, song, conversation or passage <p>Speaking</p> <ul style="list-style-type: none"> • Speak with increasing fluency • Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts • Prepare a short presentation on a familiar topic • Understand and express simple opinions • Initiate and sustain conversations and tell stories • Speak in sentences using familiar vocabulary, phrases and basic language structures • Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation • Speak with increasing spontaneity • Use repair strategies to keep a conversation going <p>Reading</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Re-read frequently a variety of short texts • Read and understand the main points and some detail from a short-written passage • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs • Broaden vocabulary • Develop strategies for understanding new words in familiar material including using a dictionary • Apply phonic knowledge of the foreign language in order to decode text <p>Writing</p> <ul style="list-style-type: none"> • Write phrases from memory and adapt these to make new sentences • Express ideas clearly • to write words, short phrases and short sentences, using a reference • Be able to write at varying length, for different purposes and audiences • Write sentences on a range of topics using a model • Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy <p>Grammar</p> <ul style="list-style-type: none"> • Nouns • Gender • Singular and plural forms • Definite and indefinite article

		<ul style="list-style-type: none">• Develop an awareness of sound spelling link to be able to write with increasing accuracy• Recognise different word classes e.g. nouns, verbs, adjectives• Recognise and use high frequency verbs• Question words• Develop an awareness of the place of the adjective in the sentence• Develop an awareness of adjectival agreements• Develop an awareness of word order• Apply knowledge of language rules and conventions when building short sentences• Personal pronouns I, you, he, she, it, we, they• Develop an awareness of verb patterns• Begin to use adjectival agreements with accuracy• Use of prepositions• A + definite article• De + definite article• Prepositions• Use a range of adverbs to make messages more interesting
P.E	P.S.H.E	R.E
<p>Football</p> <p>To set up a shooting opportunity for a teammate.</p> <p>To restrict an opponent’s space by defending with my partner.</p> <p>To perform a penalty kick with power and accuracy.</p> <p>To attack and shoot as a pair.</p> <p>To perform the role of cover defender to stop the opposition’s attack</p> <p>To use close control to keep possession of the ball under pressure.</p> <p>Badminton</p> <p>The smash shot technique and when to use it.</p> <p>To use the smash shot in a doubles game.</p> <p>To hit a drop shot using the correct technique to outwit an opponent.</p> <p>To develop reaction time to hit shots when close to the net.</p> <p>To communicate with a partner in a doubles match to ensure court positioning is correct.</p> <p>To use defensive formations in a doubles game to prevent opponents from scoring points.</p>	<p>Health and Well-Being</p> <ul style="list-style-type: none">• To set a goal• To understand the importance of exercise• To explain the risks associated with alcohol• To understand the risks associated with cannabis and volatile substance abuse• To understand how a parliamentary debate takes place in the House of Commons (Link to Student Council Elections)	<p>U2.5 What does it mean to be a Muslim in Britain today? (Part 2)</p> <p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur’an and other forms of guidance and visit a Mosque. Accurate vocabulary: teach pupils to remember and use Islamic terminology correctly, for example prophet, Allah, 5 Pillars, minaret, dome, mosque, muezzin, mihrab, wudu, revelation. Also use the vocabulary of spirituality: ‘a sense of the presence of God’, ‘experiences of awe and wonder’.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• Describe the Five Pillars of Islam and give detailed examples of how these affect the everyday lives of Muslims (A1).• Identify three reasons why the Holy Qur’an is important to Muslims, and how it makes a difference to how they live (B1).• Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).• Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).• Deploy a rich knowledge of the 5 Pillars to explain connections between Muslim practice and their beliefs about God and the Prophet Muhammad (A2).• Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1).• Answer the title key question from different perspectives, including their own (C1).