Aintree Davenhill Medium Term Planning

Year Group: 6 Term: Summer

Maths

Number and Place Value (Mental Maths)

- Know by heart facts for all multiplication tables up to 10 x 10
- Find pairs of numbers with a sum of 100, decimals with a sum of 01, 1, 10
- To derive related facts from those already known (e.g. 4 x 08 linked to 4 x 8 or 3 + 7 = 10 linked to 03 + 07 = 1)
- Mentally multiply and divide two-digit and single-digit numbers
- Use partitioning to double or halve any number
- Mentally multiply and divide pairs of multiples of 10 and 100
- Mentally multiply and divide two-digit decimals by a single digit number, e.g. (Ut x U or Ut ÷ U)
- Identify the multiples/factors of given numbers
- Read and write any integer and use decimal notation for tenths, hundredths and thousandths and know what each digit represents
- Compare and order two or more different positive and/or negative integers and/or decimal numbers with up to 3 decimal places, say which is the least / greatest; use the symbols <, > and = correctly and place on a number line
- Calculate differences in temperature, including those that involve a positive and negative temperature
- Count forwards and backwards in steps of 0001, 001, 01, 1, 10, 100, 1000, 25, 25, 02, 025 from any positive or negative integer or decimal
- Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places)
- Multiply and divide whole numbers and decimals mentally by 10 or 100, and integers by 1000 and use this to convert between units of measurement, e.g. cm to m, g to kg, etc
- Round whole numbers to the nearest 10, 100, 1000 or a number with up to three decimal places to the nearest integer or number of decimal places
- Count in fraction steps (e.g. of $\frac{1}{12}$, i.e. $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}$)

Place Value and Decimals

- Count forwards or backwards in steps of integers, decimals or powers of 10 for any number
- Order and compare numbers including integers, decimals and negative numbers
- Identify, represent and estimate numbers using the number line
- Find 0001, 001, 01, 1, 10 and powers of 10 more or less than a given number
- Round decimals with three places to the nearest whole number or one or two decimal places
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions>1 (including on a number line)
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Associate a fraction with division and calculate decimal fraction equivalents(e.g. 0375) for a simple fraction (e.g. $\frac{3}{8}$)

Fractions, Percentages and Decimals

- Round decimals with three places to the nearest whole number or one or two decimal places
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions>1 (including on a number line)
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Associate a fraction with division and calculate decimal fraction equivalents(e.g. 0375)for a simple fraction (e.g. $\frac{3}{8}$)
- Multiply simple pairs of proper fractions, writing the answer in its simplest form (using diagram)(e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
- Divide proper fractions by whole numbers(using diagram)(e.g. $\frac{1}{3} \times 2 = \frac{1}{6}$)
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Ratio and Proportion

- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Mental and Written Calculation

- Perform mental calculations, including with mixed operations and large numbers and decimals
- Identify, represent and estimate numbers using the number line
- Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction)
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
- Select a mental strategy appropriate for the numbers involved in the calculation
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division
- Use their knowledge of the order of operations to carryout calculations involving the four operations
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate

Science

Light

Programme of Study

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Working Scientifically

- Design a periscope and using the idea that light appears to travel in straight lines to explain how it works
- Investigate the relationship between light sources, objects and shadows by using shadow puppets

English

Reading

Word Reading

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*
- 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

Reading Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- 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

Understand what they read by:

- 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

Discuss/evaluate how authors use language including figurative language, considering the impact on the reader by:

- 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

Participate in discussions about books building on their own and others' ideas and challenging views courteously

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:

- 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

Justifying opinions and elaborating by referring to the text (Point + Evidence + Explanation)

Writing

Vocabulary, Spelling and Punctuation

- 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 consequence

degree of accuracy

Coordinates
- Describe positions on the full coordinate grid(all four quadrants)
- Movement of Shape (Translation and Reflection)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Algebra and Sequences
- Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal
- Use simple formulae
- Generate and describe linear number sequences
- Convert between miles and kilometres

Measurement
- Solve problems involving the calculation and conversion of units of measure (including money and time),using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

Measurement (Length and Time)
- Solve problems involving the calculation and conversion of units of measure (including money and time),using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places

Measurement (Area and Perimeter)
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use the formulae for area of shapes
- Calculate the area of parallelograms and triangles

2-D and 3-D Shape
- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes)
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Data Handling
- Calculate and interpret the mean as an average
- Solve comparison, sum and difference problems using information presented in all types of graph

Angles
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

- 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

Composition
Plan their writing by:
- 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

Draft and write by:
- 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

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

Spelling
- 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

Handwriting
- Write with increasing speed
- Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

History

Ancient Greece
Chronology
Show their chronologically secure knowledge by:
- Sequencing events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry)*
- 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 (*propaganda, bias, primary source, secondary source, reliability)*
- Analyse connections, trends and contrasts over time

Events, People and Changes
Show their knowledge and understanding of local, national and international history by:
- Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time

Communication
- 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

Enquiry, Interpretation and Using Sources
- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *Begin 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 Begin 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
- Begin to recognise why some events, people and changes might be judged as more historically significant than others

Geography

Modern Greece
Locational Knowledge
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America
- 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)

Place Knowledge
- A region in a European country

Human and Physical Geography
- Describe and understand key aspects of:
  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  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

Mapping
- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied
- Relate different maps to each other and to aerial photos
- Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps
- Choose the most appropriate map/globe for a specific purpose
- Interpret and use thematic maps
- Understand that purpose, scale, symbols and style are related
- Recognise different map projections
- Identify, describe and interpret relief features on OS maps
- Use latitude/longitude in a globe or atlas

Enquiry and Investigation
- 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

Computing

VR Worlds (IT)
(IT) To understand the concept of virtual reality
(VR) and its applications.
(IT) To identify the basic components of a VR environment. (IT) To begin to explore the potential of VR in various fields.
(IT/DL) To create a VR style avatar.
(DL) To understand the importance of online safety and responsible internet use.
(DL) To learn how to create secure passwords and protect personal information online. (DL) To set up accounts on the CoSpaces website while implementing safety measures.
(IT) To open and become familiar with navigating a VR space.
(IT) To become familiar with the CoSpaces website/app's creative features.
(IT) To explore the user interface and basic tools available in CoSpaces.
(IT) Create a simple VR space with scenes using CoSpaces.
(IT) To understand the concept of storyboarding and its importance in creating VR spaces. (IT) To identify key elements of a VR scene, such as background, objects, and interactions.
(IT) To plan and sketch a VR space on paper (including different scenes).
(IT) To understand basic graphic design principles relevant to VR environments. (IT) To create or find appropriate graphics and images for their VR scenes.
(IT) To import and manipulate graphics within CoSpaces.
(IT) To understand the concept of interactivity in VR and its impact on user engagement. (IT) To learn how to add interactive elements such as buttons, animations, and code within CoSpaces.
(IT) To create a final, interactive VR space based on their storyboard with different forms of media.

Coding Playground (DL)
DL) To understand the impact technology can have on their health,
wellbeing and lifestyle. (Health wellbeing).
(MS) To create a consistent design for their presentation, and
present to others.
(IT) To improve the quality and presentation of their work using editing and formatting techniques.
(CS) To understand how computer networks work, including the internet.
(CS) To write a program using a text based programming
language.
(IT) To create a digital storyboard to plan a project or investigation.
MS) To collaborate to create digital content.
(CS) To use logical reasoning to detect and correct errors in
algorithms and programs.
(CS) To test, debug and modify a program to improve it.
(CS) To design, plan & create complex programs.

D.T

Digital World: Navigating the World

- Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief.
- Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen.
- Identify errors (bugs) in the code and suggest ways to fix (debug) them.
- Self and peer evaluate a product concept against a list of design criteria with basic statements.
- Identify key industries that use 3D CAD modelling and why.
- Recall and describe the name and use of key tools used in Tinkercad (CAD) software.
- Combine more than one object to develop a finished 3D CAD model in Tinkercad.
- Complete a product pitch plan that includes key information.

Art

Sculpture and 3D: Making Memories

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about artists' work and explain what they might use in their own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

Music

Composing and performing a Leavers's song

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform the leavers' song with confidence.

Baroque

- Define some key features of Baroque music, including recitative, canon, ground bass and fugue.
- Take part in a vocal improvisation task based on Baroque recitative.
- Play several parts of a canon using staff notation, with or without letter names.
- Compose a ground bass melodic ostinato.
- Notate a ground bass pattern using staff notation.
- Name some well-known Baroque composers and describe what musical features they were known for.
- Learn a fugue part by reading staff notation, with or without note names.
- Perform a fugue.

Spanish

Listening

- 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

Speaking

- 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

Reading

- 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

Writing

- 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

Grammar

- Nouns
- Gender
- Singular and plural forms
- Definite and indefinite article
- 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
- Simple adverbs of time (time phrases including o'clock)
- 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
- Conjugate regular high frequency verbs
- Conjugate some basic high frequency irregular verbs
- Begin to use adjectival agreements with accuracy
- Use of prepositions
- À + definite article
- De + definite article
- Prepositions
- Use a range of adverbs to make messages more interesting
- Apply correct verb endings to write accurately

		• Verbal phrases – talk about yesterday or tomorrow in a simple way
P.E	**P.S.H.E**	**R.E**
Rounders Attacking, tactical bowling to make it more difficult for the batter to hit. To track and catch a high ball. The difference between attacking and defensive batting. To work in a pair in the field to restrict scoring. To apply tactics when running around bases to avoid overtakes To apply attacking and defensive tactics in a competitive situation. OAA To work with a partner to successfully orient and follow a map. To identify objects for a scavenger hunt from a written description To safely perform a pyramid balance in a small group. To work efficiently as part of a team to complete a range of tasks To create a fun and challenging game for others to complete. To listen to others to refine and adapt ideas to complete a complex task. Athletics Sprint start technique to increase our running speed. The three phrases of triple jump. The heave throw technique and what it is used for. To assess our own ability to play our role in parlauff. The scissor jump technique and when it would be used in athletics. To record and relay results over a range of track and field events. Dance The technique of the stag leap and rebound jump. To explore relationships through dance and perform partner lifts. To compose a dance phrase based on the Haka. To choose and use suitable dynamics for the Haka. To link freeze frames to street dance style to create a short movement phrase. To perform a Top Rock and Slide Step and perform confidently with a partner.	Relationships • To identify the qualities of a good friend • To understand how to develop positive self-talk • To explore positive friendships and explain what makes a friendship successful • To gain basic first aid skills • To explain who is in their family, while recognising families are different • To understand the physical and emotional changes that happened during puberty • To understand healthy on and offline friendships • If covering sex education: • To understand human reproductive system If covering FGM lessons: • To understand how beauty is portrayed around the world • To know I have the right to say no If you NOT covering FGM lessons: • To know the types of difficulties people with dementia may experience • To explore ways in which communities can support people living with dementia	U2.3 What do religions say to us when life gets hard? This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with pupils. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force pupils to do so. The use of story acts as a distancing device within the unit. Pupils will: • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and / or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). • Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).