

St Luke's CE Primary School



**Year 4 Curriculum
2025/26**

Aims of the school

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced skill based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

WHOLE SCHOOL FOCI

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

Year 3 is a transition year between KS1 and KS2 and we aim to support all children to become inquisitive, independent and resilient learners. We encourage to ask questions, to take pride in their work and to begin to develop their own academic interests. One key way in which children are enabled to grow is through our annual residential trip to Castleton in the Peak District. Not only is this a fun and enriching trip, and a key part of our school curriculum, but the night away from home helps to teach them about teamwork, being brave and developing some self-reliance.

MENTAL HEALTH AND WELLBEING

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities.

Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

EXTRA-CURRICULAR ACTIVITIES

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

SWIMMING

In addition to regular PE lessons, children in Year 4 attend a swimming class once a week. A separate letter with kit list, times and dates will be provided by the class teacher.

STATUTORY TESTS

In Year 4, children complete the Multiplication Tables Check (MTC). The multiplication tables check is an online, on-screen assessment given to pupils in year 4 nationally. It checks their ability to fluently recall times tables up to 12x12. This in turn will help their numeracy knowledge and understanding going further into their education.

HOMEWORK

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a spelling list each week and there will also be regular mathematics homework to support learning in class.

REGULAR READING

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and read for pleasure as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

FEEDBACK

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we have recently updated our Feedback policy and this is available to see via the school website in due course.

HOME LEARNING

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.

Year 4 Curriculum

Yearly Overview of English and Maths Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Setting Description	Setting Description	Narrative writing	Narrative writing	Letter Writing	Letter Writing
	Newspaper Reports	Newspaper Reports	Report Writing	Report Writing	Description	Description
	Debate	Debate	Presentations	Presentations	Poetry	Poetry
Numeracy	Place Value	Area	Multiplication and division	Fractions	Decimals	Shape
	Addition and subtraction	Multiplication and division	Length and perimeter	Decimals	Money	Statistics
					Time	Position and direction

READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. Children who are new to English or who did not manage to acquire the necessary decoding skills in KS1/Year 3 will continue to have small group catch up phonics interventions as necessary throughout Year 4.

Teaching, Objectives and Examples of Activities	
- Comprehension	Throughout the year, foci will include: Daily Guided Reading Whole Class Reading Phonic Reading Comprehension Termly Benchmarking That will include -inference and deduction skills -specific strategies to decode and understand parts of a text -exploring author themes and meaning for a text -compare texts within the same genre and/or by the same author

<p>- Vocabulary</p>	<p>Throughout the year, foci will include:</p> <ul style="list-style-type: none"> -developing understanding and use of vocabulary -half-termly concept words designed to cross over each subject -dictionary Skills -understanding meanings -editing work to improve choices -thesaurus work - Year 4 spelling rules and function of word classes
<p>- Reading for pleasure</p>	<p>Throughout the year, foci will include:</p> <p>Library visits Book Challenges Class Text- Read daily Project Work (Reading being the theme for the first project of the year) Book Clubs Sharing Books Peer Reviews Performances Performing book-based plays</p>
<p>- Guided Reading</p>	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the ‘St Luke’s Rainbow Reading Skills’ will be taught:</p> <ul style="list-style-type: none"> -Word reading (phonics and sight words) -Fluency -Text talk (genre analysis) - Reading for pleasure <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none"> - Vocabulary - Retrieval - Sequencing/Summarising - inference - Prediction - Commentary and comparisons - Authorial intent

Autumn 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question			How Does the World Around us Change?	Who had the bigger impact on how modern England was built, the Romans or the Saxons?							
Big Question	What is printing?		How Different can British Towns Be?	How much do the Ancient Romans influence our lives today?	How do we tell a computer what to do? (Coding)	My Town	Pop Why are Abba still so popular today?	Swimming	What parts make up the thing we call "fitness"?	What can we learn from religions about deciding what is right and wrong?	How can living things be grouped?
Lesson Questions	Lesson 1 – How do we use shade? Lesson 2 – How can proportion help with our realism? Lesson 3 – How can we draw with scissors? Lesson 4 – How do wax and paint mix? Lesson 5 – What's important when I transfer my art from one medium to another? Lesson 6 – What will my print press design include? Lesson 7 – What do we need to create a print?		Lesson 1 – Would You Rather Live in Manchester or Tenby? Lesson 2 – What do we Find in Rural and Urban Areas? Lesson 3 – Do we Always Like to be Beside the Seaside? Lesson 4 – Why do People Move Between Towns? Lesson 5 – How Might British Towns Change in the Future?	Lesson 1 – How do our lives compare with life in a Roman town? Lesson 2 – How can junk become treasure? Lesson 3 – Would you make a good Roman soldier?	Lesson 1 – How do object types differ in games? Lesson 2 – What does "if" mean to a computer? Lesson 3 – How can I tell a computer where something should be on the screen? Lesson 4 – What can you do with "if/else" which you can't do with "if" Lesson 5 – When are numbers important in games? Lesson 6 – Can a game be made from what we've learnt?	Lesson 1 – Where Do You Live? Lesson 2 – In My Town Lesson 3/4 – Counting/Counting in Tens Lesson 5 – My Address Lesson 6 – How Do You Say...?	Mamma Mia – Abba Dancing Queen – Abba The winner takes it all – Abba	<i>Provided externally by the local authority</i>	Lesson 1 – What is your body capable of? Lesson 2 – What's more important: strength or speed? Lesson 3 – What is coordination? Lesson 4 – Can agility be improved? Lesson 5 – How can we test and improve our balance?	Lesson 1 – How is the Golden Rule important? Lesson 2 – What important messages are in the Ten Commandments for Jewish people? Lesson 3 – What does Christianity say about how to live a good life? Lesson 4 – How can people decide what is right and wrong without God's help? Lesson 5 – How have religious teachings influenced the actions of Desmond Tutu?	Lesson 1 – How can we group living things based on their shared characteristics? Lesson 2 – How can we group vertebrates? Lesson 3 – Why do we group invertebrates? Lesson 4 – How can organisms be classified? Lesson 5 – What is the key to survival? Lesson 6 – How does change in the environment impact upon living things?

Autumn 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		What is a mechanical system?	How and why is my local area changing?	How much do the Ancient Romans influence our lives today?	Could using a computer be dangerous?	My Routine	<u>Pop</u> Why are Abba still so popular today?	Gymnastics: What makes a great gymnastics sequence?	Swimming	How do people from religious and non-religious communities celebrate key festivals?	What happens to our bodies when we eat or drink?
Lesson Questions		<p>Lesson 1 – What's the best way to make a strong chassis?</p> <p>Lesson 2 – How can we increase the strength of the chassis and the driving mechanism at once?</p> <p>Lesson 3 – What will allow my axel to turn with as little friction as possible?</p> <p>Lesson 4 – How will I implement my aerodynamic design?</p> <p>Lesson 5 – How does a net become 3D?</p> <p>Lesson 6 – What's important after I have built my machine?</p>	<p>Lesson 4 – What environmental challenges does Manchester face?</p> <p>Lesson 5 – How can we help our ever-changing local area?</p>	<p>Lesson 4 – Did people welcome Roman conquest?</p> <p>Lesson 5 – Was art as important to the Romans as it is to us today?</p> <p>Lesson 6 – How important was religion to the Romans?</p> <p>Lesson 7 – How did the Romans change Britain?</p>	<p>Lesson 1 - How do we protect our identity online?</p> <p>Lesson 2 - Are all programs designed to do good, or can some be harmful?</p> <p>Lesson 3 - Do we own what we find online?</p> <p>Lesson 4 - How much screen time is too much?</p>	<p>Lesson 1 – O'Clock and half-past</p> <p>Lesson 2 – My Day</p> <p>Lesson 3 – What's on TV?</p> <p>Lesson 4 – Quarter Past and Quarter To</p> <p>Lesson 5 – A School Day</p> <p>Lesson 6 – A maths Lesson on Time</p>	<p>Waterloo – Abba</p> <p>Super Trouper – Abba</p> <p>Thank you for the music - Abba</p>	<p>Lesson 1 - How can balances be altered to include a partner?</p> <p>Lesson 2 - What gives a jump control?</p> <p>Lesson 3 - What types of roll can be performed?</p> <p>Lesson 4 - What types of roll can be performed? (Continued)</p> <p>Lesson 5 - Can gymnastic movements increase strength?</p> <p>Lesson 6 - What makes an interesting partner sequence?</p>	<p><i>Provided externally by the Local Authority</i></p>	<p>Lesson 1 – What festivals do we celebrate in Britain today?</p> <p>Lesson 2 – What role do festivals play in Britain today?</p> <p>Lesson 3 – How do people celebrate Christmas?</p> <p>Lesson 4 – What is the difference between secular and religious Christmas celebrations?</p> <p>Lesson 5 – What is the story of Jesus' birth and how do Christians remember it?</p> <p>Lesson 6 – How is Chanukah celebrated worldwide by religious and non-religious people?</p>	<p>Lesson 1 – What are the main organs of the digestive system?</p> <p>Lesson 2 – How does the human digestive system work?</p> <p>Lesson 3 – What causes our teeth to decay?</p> <p>Lesson 4 – Which drinks cause the most tooth decay? – The experiment</p> <p>Lesson 5 – What can we conclude from our tooth decay investigation?</p> <p>Lesson 6 – What are the different types of teeth?</p> <p>Lesson 7 – What is a food chain?</p>

Spring 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can I show light and dark in my art?		Why are deserts so dry and jungles so wet?		Can a drawing come to life?	Shopping	Grime, Classical, Bhangra, tango, Latin fusion Does 'rap' only belong in modern urban music?	Swimming	How do tactics help us in a game of football?	Why is Jesus inspiring to some people?	How does electricity move?
Lesson Questions	<p>Lesson 1 – How do we lighten or darken when using paint?</p> <p>Lesson 2 – How can tints give a 3D effect?</p> <p>Lesson 3 – What different effects can I make with paint?</p> <p>Lesson 4 – How do we create a composition?</p> <p>Lesson 5 – What methods can we use to create still life?</p>		<p>Lesson 1 – Is climate just a synonym for weather?</p> <p>Lesson 2 – Is difference in heat the only thing that affects an environment?</p> <p>Lesson 3 – Does climate affect wildlife as well as plant life?</p>		<p>Lesson 1 – How can we make a picture that changes as you watch it?</p> <p>Lesson 2 – How do you keep track of what you've already drawn in an animation?</p> <p>Lesson 2b: (Insert) Do we have to redraw an object for every frame?</p> <p>Lessons 3-5 – How is stop motion different to drawn animations?</p>	<p>Lesson 1 – Fruit</p> <p>Lesson 2 – Vegetables</p> <p>Lesson 3 – Clothes</p> <p>Lesson 4 – Where Can I Buy...?</p> <p>Lesson 5 – Money</p> <p>Lesson 6 – Let's go Shopping!</p>	<p>Stop!</p> <p>Gotta be me – Secret Agent 23 Skidoo</p> <p>Radetzky March – Strauss</p>	<p><i>Provided externally by the local authority</i></p>	<p>Lesson 1 – How do we protect the ball when dribbling?</p> <p>Lesson 2 – What makes a good pass?</p> <p>Lesson 3 – Is football only about using your feet?</p> <p>Lesson 4 – How much harder is it to change direction when controlling the ball?</p> <p>Lesson 5 – Is chasing an attacking player the best way of stopping them?</p> <p>L6: What tactics serve you best in a game?</p>	<p>Lesson 1 – Who is inspiring to you?</p> <p>Lesson 2 – What do we know about Jesus' life story?</p> <p>Lesson 3 – Was Jesus inspiring because of his actions?</p> <p>Lesson 4 – What did Jesus teach?</p> <p>Lesson 5 – How and why did Jesus' teachings inspire people?</p>	<p>Lesson 1 – Which machines need electricity to work?</p> <p>Lesson 2 – How does a circuit work?</p> <p>Lesson 3 – How does a circuit work and how can it be fixed?</p> <p>Lesson 4 – Which objects are conductors, and which are insulators?</p> <p>Lesson 5 – How do switches work?</p> <p>Lesson 6 – How can electricity help me with my reasoning skills?</p>

Spring 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		How can electrical appliances solve problems?	Why are deserts so dry and jungles so wet?		What makes for better writing: the writer, or their tools?	The Wider World	<u>Grime</u> , <u>Classical</u> , <u>Bhangra</u> , <u>tango</u> , <u>Latin fusion</u> Does 'rap' only belong in modern urban music?	Dance: What can inspire our dance moves?	Swimming	Why is Jesus inspiring to some people?	How is sound made?
Lesson Questions		<p>Lesson 1 – How does electricity work?</p> <p>Lesson 2 – What are the useful features of a torch?</p> <p>Lesson 3 – What features will my torch need to have?</p> <p>Lesson 4 – What do I need to make my torch?</p> <p>Lesson 5 – How could we improve our design?</p>	<p>Lesson 4 – How different can two deserts be?</p> <p>Lesson 5 – Why are jungles so important?</p> <p>Lesson 6 – How could climate change affect the world we live in?</p>		<p>Lesson 1 – How can text be changed to create impact?</p> <p>Lesson 2 – Do computers make taking notes easier?</p> <p>Lesson 3 – What advantages do you have when writing a final text using a word processor?</p> <p>Lesson 4 – Can we make a map of our thoughts?</p> <p>Lesson 5 – How much better can my writing be when using a computer?</p>	<p>Lesson 1 – United Kingdom</p> <p>Lesson 2 – Where is Spanish Spoken?</p> <p>Lesson 3 – The Equator</p> <p>Lesson 4 – Continents</p> <p>Lesson 5 – Animals</p> <p>Lesson 6 – Which Continent is it From?</p>	<p>Can't stop the feeling – Justin Timberlake</p> <p>Libertango – Astor Piazzolla</p> <p>Mas Que Nada – Black Eyed peas ft. Sergio Mendes</p>	<p>Lesson 1 – How could dance moves represent a spy?</p> <p>Lesson 3 – How closely can I resemble a mirror image?</p> <p>Lesson 5 – How can we bring the carnival into the dance hall?</p> <p>Lesson 6 – What are formations, canon, and unison?</p> <p>Lesson 10 – What can we take from dances of the past?</p> <p>Lesson 11 – How do we successfully make a retro-style dance to be performed with a partner?</p>	<i>Provided externally by the Local Authority</i>	<p>Lesson 6 – Who did Jesus say he was?</p> <p>Lesson 7 – What does Palm Sunday teach us about Jesus?</p> <p>Lesson 8 – Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Lesson 9 – What is celebrated on Easter Sunday?</p> <p>Lesson 10 – Is Jesus still important today?</p>	<p>Lesson 1 – Where do sounds come from?</p> <p>Lesson 2 – How well does sound travel through different materials?</p> <p>Lesson 3 – What is pitch and how can I make it change?</p> <p>Lesson 4 – How does sound change over distance?</p> <p>Lesson 5 – What different ways can sound be absorbed?</p> <p>Lesson 6 – What can I create that will form different pitches and volumes?</p>

Summer 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can we express nature in our art?			Why do we have Wednesday in England?	How could a spreadsheet help you organise your life?	Let's Go!	<u>The Beatles</u> which musical genre best describes The Beatles' style?	Swimming	What are the most important skills in cricket?	What does it mean to be a Hindu in Britain today?	What is the difference between solids, liquids and gases?
Lesson Questions	<p>Lesson 1 – What is the starting point of my artistic design process?</p> <p>Lesson 2 – How will my choices affect my imagery?</p> <p>Lesson 3 – How do textile techniques develop into patterns?</p> <p>Lesson 4 – What will my repeating pattern contain?</p> <p>Lesson 5 – What is the purpose of art?</p>			<p>Lesson 1 – Does the standard of living always improve with time?</p> <p>Lesson 2 – Who were the Vikings?</p> <p>Lesson 3 – How did you impress the Viking and Saxon gods?</p>	<p>Lesson 1 – What are cells, and are they all the same?</p> <p>Lesson 2 – Could a spreadsheet be fun?</p> <p>Lesson 3 – Can you draw a graph as well as a computer?</p> <p>Lesson 4 – How could a spreadsheet help you look after your money?</p> <p>Lesson 5 – Could images be useful in a spreadsheet?</p>	<p>Lesson 1 – Transport</p> <p>Lesson 2 – How Do You Go to School?</p> <p>Lesson 3 – Directions</p> <p>Lesson 4 – I Like to Move It!</p> <p>Lesson 5 – How Do I Get to...?</p> <p>Lesson 6 – We All Go Together</p>	<p>All of the following songs are by The Beatles:</p> <p>Blackbird</p> <p>Yellow Submarine</p> <p>Hey Jude</p>	<p>Provided externally by the local authority</p>	<p>Lesson 1 – What benefits are there in overarm throwing?</p> <p>Lesson 2 – What makes a good underarm bowl?</p> <p>Lesson 3 – How can we bat the ball to best increase our chances?</p> <p>Lesson 4 – What's the best way to pick up a ball?</p> <p>Lesson 5 – Which do we prefer: overarm or underarm bowling?</p> <p>Lesson 6 – How has what I've learnt improved my performance?</p>	<p>Lesson 1 – What is important to a Hindu child?</p> <p>Lesson 2 – How do Hindus show their faith?</p> <p>Lesson 3 – What is important in the life of a Hindu?</p> <p>Lesson 4 – Why is Mahatma Gandhi a Hindu Hero?</p> <p>Lesson 5 – What is it like to be a Hindu in Britain today?</p>	<p>Lesson 1 – How do we sort solids, liquids and gasses?</p> <p>Lesson 2 – What are the properties of gasses?</p> <p>Lesson 3 – What happens to a material's state when it is heated or cooled?</p> <p>Lesson 4 – How does water change state?</p> <p>Lesson 5 – What is evaporation?</p> <p>Lesson 6 – What are the stages of the water cycle?</p>

Summer 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		What does a structure need?		Why do we have Wednesday in England?	Could using a computer be dangerous?	Why is Barcelona so popular with tourists?	<u>The Beatles</u> Which musical genre best describes The Beatles' style?	Swimming	What makes an athlete?	Why do some people think that life is a journey and what significant experiences mark this?	
Lesson Questions		<p>Lesson 1 – What should a structure's frame look like?</p> <p>Lesson 2 – What will my structure look like?</p> <p>Lesson 3 – How will I build my frame?</p> <p>Lesson 4 – How will cladding help my structure?</p> <p>Lesson 5 – What How could I improve my pavilion's structure?</p>		<p>Lesson 4 – Have people in England always spoken English?</p> <p>Lesson 5 – How did people in Britain travel a thousand years ago?</p>	<p>Lesson 1 - How do we protect our identity online?</p> <p>Lesson 2 - Are all programs designed to do good, or can some be harmful?</p> <p>Lesson 3 - Do we own what we find online?</p> <p>Lesson 4 - How much screen time is too much?</p>	<p>Lesson 1 – what are Barcelona's</p> <p>Lesson 2 – what would I do if I had a day in Barcelona?</p> <p>Lesson 3 – How much would my itinerary cost?</p> <p>Lesson 4, 5, 6 – what might attract someone to Barcelona?</p>	<p>Can't buy me love</p> <p>Yesterday</p> <p>Let it be</p>	<p>Provided externally by the local authority</p>	<p>Lesson 1 - Is it always best to run as fast as we can?</p> <p>Lesson 2 - How can we improve our sprinting?</p> <p>Lesson 3 - Do we only use our legs when distance jumping?</p> <p>Lesson 4 - What techniques improve our throwing distance?</p> <p>Lesson 5 - How is throwing a javelin different to throwing a ball?</p> <p>Lesson 6 - How can we help ourselves and others improve our performance?</p>	<p>Lesson 1 – What are the significant experiences in life?</p> <p>Lesson 2 – How do Christians show their commitment through different ceremonies?</p> <p>Lesson 3 – What is a bar/bat mitzvah?</p> <p>Lesson 4 – What significant milestones are there in the Islamic faith?</p> <p>Lesson 5 – What do different religions believe about life after death?</p>	