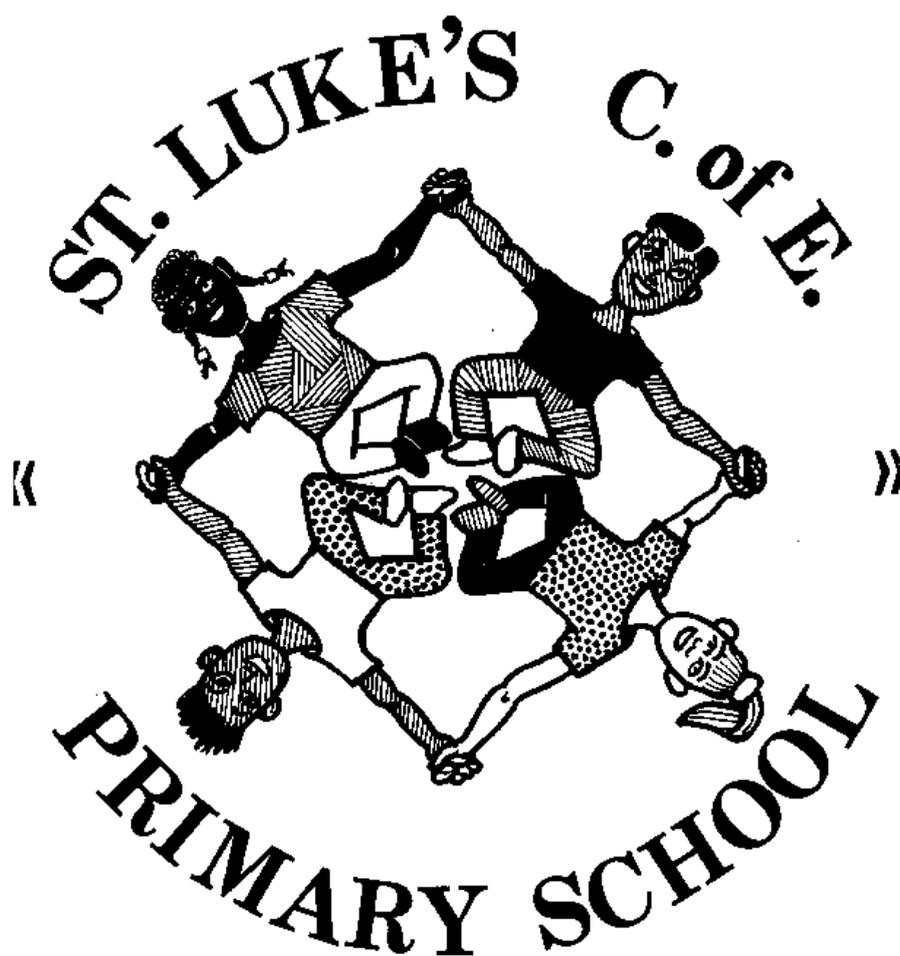


St Luke's CE Primary School



Year 4 Curriculum
2023/24

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 go swimming 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.

PROJECTS

All children throughout the school will be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

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	Scene Description Newspaper Reports Diary Entries	Scene Description Newspaper Reports Diary Entries	Narrative writing Report Writing Presentations	Narrative writing Report Writing Presentations	Letter Writing Description	Letter Writing Description
Numeracy	Place Value Addition and subtraction	Area Multiplication and division	Multiplication and division Length and perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics 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	Why do artists paint the things they do?		Are all parts of the world changing at the same rate?	Who had the bigger impact on how modern England was built, the Romans or the Saxons?							
Big Question	Why is Lowry so well loved in the North West?	Was carrying money easier in Medieval times?	How and why is my local area changing?	How much do the Ancient Romans influence our lives today?	How do we tell a computer what to do? (Coding)	How can I describe my family? ¿Cómo puedo describir a mi familia?	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 - Who was LS Lowry? Lesson 2 - What common features do we find across Lowry's work? Lesson 3 - What makes an urban scene?	Lesson 1 - How did people in the Middle Ages carry money? Lesson 2 - What materials would make a good purse? Lesson 3 - How can we make a medieval-style purse?	Lesson 1 - How was life in Manchester different 100 years ago? Lesson 2 - What makes towns change? Lesson 3 - Is it only a good thing when towns grow?	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 - Who is in my family and how do I talk about them in Spanish? Lesson 2 - Who lives in my house and what are they like? Lesson 3 - Who is in your family and what can I tell about them from what you've written? Lesson 4 - Why do some Spanish words for family members end in 'o' and others in 'a'? Lesson 5 - Where do I live and where have I come from?	Mamma Mia - Abba Dancing Queen - Abba The winner takes it all - Abba	Provided externally by the local authority	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 - Mrs Gren... Who is she? Lesson 2 - How can we group living things depending on their shared characteristics? Lesson 3 - How can we group organisms in different ways? Lesson 4 - How can organisms be classified? Lesson 5 - How can I create a classification key? Lesson 6 - What is the key to survival? Lesson 7 - 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	Why is Lowry so well loved in the North West?	Was carrying money easier in Medieval times?	How and why is my local area changing?	How much do the Ancient Romans influence our lives today?	Could using a computer be dangerous?	What time is it, Señor Lobo? ¿Qué hora es, señor lobo?	Pop 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	Lesson 4 - What's more important: silhouette or detail? Lesson 5 - What tools can help us transfer detail to a page?	Lesson 4 - How shall we test our designs? Lesson 5 - What challenges need to be overcome when making our purses? Lesson 6 - If we made our purses again, what would we do differently?	Lesson 4 - What environmental challenges does Manchester face? Lesson 5 - How can we help our ever-changing local area?	Lesson 4 - Was art as important to the Romans as it is to us today? Lesson 5 - How did the Romans change Britain? Lesson 6 - How important was religion to the Romans?	Lesson 1 - How do we protect our identity online? Lesson 2 - Are all programs designed to do good, or can some be harmful? Lesson 3 - Do we own what we find online? Lesson 4 - How much screen time is too much?	Lesson 1 - What are the seasons in Spanish? Lesson 2 - What are the days of the week in Spanish? Lesson 3 - What are the months of the year in Spanish? Lesson 4 - How do I write the date in Spanish? Lesson 5 - How would I ask a Spanish-speaking person what the time is? Lesson 6 - How would I tell a Spanish-speaking person what the time is?	Waterloo - Abba Super Trouper - Abba Thank you for the music - Abba	Lesson 1 - How can balances be altered to include a partner? Lesson 2 - What gives a jump control? Lesson 3 - What types of roll can be performed? Lesson 4 - What types of roll can be performed? (Continued) Lesson 5 - Can gymnastic movements increase strength? Lesson 6 - What makes an interesting partner sequence?	Provided externally by the Local Authority	Lesson 1 - What role do festivals play in Britain today? Lesson 2 - How many people celebrate Christmas? Lesson 3 - What is the difference between secular and religious Christmas celebrations? Lesson 4 - What is the story of Jesus' birth and how do Christians remember it? Lesson 5 - How is Chanukah celebrated worldwide by religious and non-religious people?	Lesson 1 - What are the main organs of the digestive system? Lesson 2 - How does the human digestive system work? Lesson 3 - How can I identify the different types of teeth in the human body and their functions? Lesson 4 - What is the structure of a tooth? Lesson 5 - Which drinks will cause more decay to our teeth? Lesson 6 - What happened in our tooth decay investigation?

Spring 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What makes a good piece of still-life art?	Can we model with light?	Why are deserts so dry and jungles so wet?		How could a spreadsheet help you organise your life?	What are some of the most important festivals in Spanish-speaking countries? ¿Cuáles son algunas de las fiestas más importantes en los países de habla hispana?	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?	Why are we so reliant on electricity?
Lesson Questions	Lesson 1 - What is still life? Lesson 2 - How important is realism in still life? Lesson 3 - Which media do I prefer for creating still-life? (Multiple sessions)	Lesson 1 - How can light be used for decoration? Lesson 2 - Can we use LEDs to add life to an ornament? Lesson 3 - Which materials and resources will be needed to make our ornaments?	Lesson 1 - Is climate just a synonym for weather? Lesson 2 - Is difference in heat the only thing that affects an environment? Lesson 3 - Does climate affect wildlife as well as plant life?		Lesson 1 - What are cells, and are they all the same? Lesson 2 - Could a spreadsheet be fun? Lesson 3 - Can you draw a graph as well as a computer? Lesson 4 - How could a spreadsheet help you look after your money? Lesson 5 - Could images be useful in a spreadsheet?	Lesson 1 - In which Spanish city does a food fight occur every August? Lesson 2 - How did 'La Tomatina' begin? Lesson 3 - Why do Latin American people celebrate 'The Day of the Dead'? Lesson 4 - Why Spanish people celebrate 'The Day of the Dead'?	Stop! Gotta be me - Secret Agent 23 Skidoo Radetzky March - Strauss	Provided externally by the local authority	Lesson 1 - How do we protect the ball when dribbling? Lesson 2 - What makes a good pass? Lesson 3 - Is football only about using your feet? Lesson 4 - How much harder is it to change direction when controlling the ball? Lesson 5 - Is chasing an attacking player the best way of stopping them? LQ: What tactics serve you best in a game?	Lesson 1 - Who is inspiring to you? Lesson 2 - What do we know about Jesus' life story? Lesson 3 - Was Jesus inspiring because of his actions? Lesson 4 - What did Jesus teach? Lesson 5 - How and why did Jesus' teachings inspire people?	Lesson 1 - Which machines need electricity to work? Lesson 2 - How and why is electricity dangerous? Lesson 3 - How does a circuit work? Lesson 4 - How does a circuit work and how can it be fixed? Lesson 5 - What are the electrical components and their symbols? Lesson 6 - Which objects are conductors, and which are insulators?

Spring 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What makes a good piece of still-life art?	Can we model with light?	Why are deserts so dry and jungles so wet?		What makes for better writing: the writer, or their tools?	What sports do people play in Spain? ¿Qué deportes practica la gente en España?	<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 do animals hear differently to humans?
Lesson Questions	Lesson 4 - Why not just have a photograph? Lesson 5 - Why do we see more still life of flowers and fruit than batteries and house bricks?	Lesson 4 - Is making a prototype valuable? Lesson 5 - Will our final designs match our initial visions? Lesson 6 - Would you display your ornament in your home?	Lesson 4 - How different can two deserts be? Lesson 5 - Why are jungles so important? Lesson 6 - How could climate change affect the world we live in?		Lesson 1 - How can text be changed to create impact? Lesson 2 - Do computers make taking notes easier? Lesson 3 - What advantages do you have when writing a final text using a word processor? Lesson 4 - Can we make a map of our thoughts? Lesson 5 - How much better can my writing be when using a computer?	Lesson 1 - What are some popular outdoor sports in Spain? Lesson 2 - What are some popular indoor sports in Spain? Lesson 3 - Which sports do I like and dislike? Lesson 4 - Why don't many Spanish people play cricket? Lesson 5 - What on earth is the Pelota Vasco?	Can't stop the feeling - Justin Timberlake Libertango - Astor Piazzolla Mas Que Nada - Black Eyed peas ft. Sergio Mendes	<i>Lessons hand-picked from a unit of 12 sessions</i> Lesson 1 - How could dance moves represent a spy? Lesson 3 - How closely can I resemble a mirror image? Lesson 5 - How can we bring the carnival into the dance hall? Lesson 6 - What are formations, canon, and unison? Lesson 10 - What can we take from dances of the past? Lesson 11 - How do we successfully make a retro-style dance to be performed with a partner?	<i>Provided externally by the Local Authority</i>	Lesson 6 - Who did Jesus say he was? Lesson 7 - What does Palm Sunday teach us about Jesus? Lesson 8 - Why do Christians call the day Jesus died 'Good Friday' Lesson 9 - What is celebrated on Easter Sunday? Lesson 10 - Is Jesus still important today?	Lesson 1 - How are sounds made and how do we hear things? Lesson 2 - How well does sound travel through different materials? Lesson 3 - What is pitch and how can I arrange sounds in order of it? Lesson 4 - Why do vibration levels change when sound levels go quieter or louder? Lesson 5 - Does vibration make a difference to sound? Lesson 6 - How do animals hear differently to humans?

Summer 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Was Picasso truly great?	How can you make a picture book come to life?		Why do we have Wednesday in England?	Can Maths be used for art and design work?	Do these animals belong in a home, a zoo or a farm? ¿Estos animales pertenecen a una casa, un zoológico o una granja?	<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 – Was it just that Picasso couldn't draw?</p> <p>Lesson 2 – What makes a great piece of cubism?</p> <p>Lesson 3 – Does a portrait always need to look like the person it's of?</p>	<p>Lesson 1 – What tricks do pop-up books use?</p> <p>Lesson 2 – What would make a good pop-up story?</p> <p>Lesson 3 – How can story ideas be attached to pop-up movements?</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 – How does a screen turtle follow instructions differently to a person?</p> <p>Lesson 2 – What can we create with lines?</p> <p>Lesson 3 – Why is the repeat command important?</p> <p>Lesson 4 – Can we create complex shapes with simple commands?</p>	<p>Lesson 1 – What are the names of common pets in Spanish?</p> <p>Lesson 2 – What are the names of common farm animals in Spanish?</p> <p>Lesson 3 – Which animals might I find in a zoo?</p> <p>Lesson 4 – 'A large, grey rhino' or 'A rhino large and grey'?! Where do adjectives go in Spanish?</p> <p>Lesson 5 – What can I remember to help me write about an animal I like?</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 – Is it always easy to decide if something is solid, liquid or gas?</p> <p>Lesson 2 – Is it possible to change between different states of matter?</p> <p>Lesson 3 – How can we group substances according to whether they are solids, liquids or gases?</p> <p>Lesson 4 – How can temperature cause solids to change to liquids and vice versa?</p> <p>Lesson 5 – Do certain particles have more energy?</p> <p>Lesson 6 – What is the science behind making slime?</p> <p>Lesson 7 – Does the temperature affect how fast the towels dry?</p> <p>Lesson 8 – 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	Was Picasso truly great?	How can you make a picture book come to life?		Why do we have Wednesday in England?	Can a drawing come to life?	Why is Barcelona so popular with tourists? <i>¿Por qué Barcelona es una ciudad tan popular para los turistas?</i>	<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?	What impact have famous scientists had on the world?
Lesson Questions	Lesson 4 – Which media suits cubism best? Lesson 5 – Is it possible to think a piece of art is good without actually liking it?	Lesson 4 – How can we test our pop-up ideas? Lesson 5 – What are the best ways to execute our designs? Lesson 6 – How well do our pop-up elements aid the story?		Lesson 4 – Have people in England always spoken English? Lesson 5 – How did people in Britain travel a thousand years ago?	Lesson 1 - How can we make a picture that changes as you watch it? Lesson 2 - How do you keep track of what you've already drawn in an animation? Lesson 2b: (Insert) Do we have to redraw an object for every frame? Lessons 3-5 - How is stop motion different to drawn animations?	Lesson 1 – What are Barcelona's Lesson 2 – What would I do if I had a day in Barcelona? Lesson 3 – How much would my itinerary cost? Lesson 4, 5, 6 – What might attract someone to Barcelona?	Can't buy me love Yesterday Let it be	Provided externally by the local authority	Lesson 1 - Is it always best to run as fast as we can? Lesson 2 - How can we improve our sprinting? Lesson 3 - Do we only use our legs when distance jumping? Lesson 4 - What techniques improve our throwing distance? Lesson 5 - How is throwing a javelin different to throwing a ball? Lesson 6 - How can we help ourselves and others improve our performance?	Lesson 1 – What are the significant experiences in life? Lesson 2 – How do Christians show their commitment through different ceremonies? Lesson 3 – What is a bar/bat mitzvah? Lesson 4 – What significant milestones are there in the Islamic faith? Lesson 5 - What do different religions believe about life after death?	Lesson 1 – How have electrical inventions changed people's lives? Lesson 2 – What did Alexander Graham Bell invent and how has it changed things? Lesson 3 – How Gerald Durrell helped to save Madagascar's living things? Lesson 4 – Which scientists have made a great impact on the modern world? Lesson 5 – How did these scientists change the world?