



**YEAR 4 NATIONAL CURRICULUM**  
**SUMMER 1 MEDIUM TERM OBJECTIVES (6 weeks)**  
**THEME - THE UK AND THE WIDER WORLD - JAPAN (CONTRASTING LOCATION)**

ENGLISH Text types and class texts	MATHS (ABBC)	SCIENCE	HISTORY GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTING (SWITCHED ON)	P.E. (Taught externally)	PSHE (JIGSAW )	MUSIC (Music Express)
<p><b>THE UK AND THE WIDER WORLD</b></p> <p><b>Fiction: Stories from other Cultures:</b> The Willow Pattern Story 3 weeks</p> <p><b>Non-Fiction: Newspaper Report:</b> Current local and international news events 2 weeks</p> <p><b>Poetry:</b> Haikus 1 week</p>	<p><b>Number</b> Consolidate place value Compare and order Half-way between</p> <p><b>Addition and Subtraction</b> Mental addition and subtraction Apply formal columnar addition and subtraction Estimate and use inverse to check</p> <p><b>Multiplication &amp; division</b> Multiply three single digits mentally Formal method of multiplication Mental division</p> <p><b>Geometry:</b> properties of shapes <b>Symmetry</b> - lines of orientation Symmetric patterns</p> <p><b>Fractions and Decimals</b> Decimal bonds to 1 Position decimals on a number line Round to whole</p> <p><b>Measures -Time</b> Use timetables Convert between units of time</p>	<p><b>Living Things and their Habitats</b></p> <p>1. Recognise that living things can be grouped in a variety of ways</p> <p>2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>3. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>The UK and the Wider World - Japan (contrasting location) - Geography</b></p> <p>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>L2.8 - What does it mean to be a Hindu in Britain today?</b></p> <p>1. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>2. Describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>3. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>4. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p><b>ART Day - World Maps using paint</b></p> <p>1. To use a range of materials creatively to design and make products</p> <p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>We are Co-authors - Produce a wiki</b></p> <p>1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>2. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Games / Gym / Dance</b></p> <p>1. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>2. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>3. Take part in outdoor and adventurous activity challenges</p>	<p><b>Relationships</b></p> <p>1. Families</p> <p>2. Making Friends</p> <p>3. Greetings</p> <p>4. People who Help Us</p> <p>5. Being my own Best Friend</p> <p>6. Celebrating my Special Friendships</p>	<p><b>(Music Express)</b></p> <p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>2. Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>3. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>4. Play tuned instruments musically</p>

