

Wednesday 23rd April 2025

Dear Year 4 Parents/Carers,

Year 4 Curriculum Letter – Summer 1

Message from the teachers

We hope you have had a fantastic Easter break and are excited to be back to school for the first term of summer! With the year 4 times table assessment getting closer, we encourage you to keep practicing times tables at home with your child. We are very fortunate to be visiting the West End to see a musical production this term, and are excited to start on many new and interesting school topics.

Our Core Values

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

Year 4 Staffing

Juniper class teachers: Miss Rowe

Spruce class teacher: Miss Heraty

Year 4 learning support assistants: Miss TJ and Mrs Eyre

Communication

Please feel free to arrange a meeting should you wish to speak to one of the teachers in person.

Alternatively, you can email class teachers directly on the class email accounts and we will do our best to get back to you within a couple of working days.

Juniperclass@harefieldjunior.com

Spruceclass@harefieldjunior.com

Homework

Homework will be sent out each Friday to be returned the following Friday. Please practice spellings and times tables ready for a small test each Friday.

Reading at home

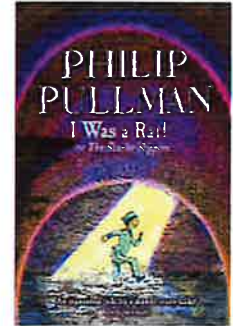
We have assessed the children's reading ages and home reading books, at the appropriate reading level, will be sent home every Monday. Please remember to send these books back to school each Monday. We will also visit the school library each Tuesday on a fortnightly basis, from where the children can select a book to borrow and read at home. Please return these books to school once your child has finished reading it. New home reading books and library books will not be issued until the previous ones have been returned.

Summer Term Learning


This half term we will be learning the following in each subject area.

English:

This half term, we will be reading 'I was a Rat' by Philip Pullman, a story about an unusual child called Roger who has a peculiar memory of being a rat. Year 4 will use this text to help them write their own 'Rags to Riches' tale, about a character in a poor situation who finds things turn out well for them in the end. We will then write diary recounts based on a variety of events from the same text.



Scott has 775p.



Use estimation to show that Scott cannot afford to buy all three items.
Which items can he afford?

Mathematics:

In mathematics this term, year 4 will continue to work with decimal numbers and gain further confidence recognising tenths and hundredths on a place value chart. Following this, the children will consolidate their understanding of money and time, and answer a range of reasoning questions on these topics.

Physical Education:

The outdoor P.E. unit for year 4 this summer term is Cricket. Children will learn the fundamental skills of both batting and bowling, developing their ability to hit and strike a ball towards different areas of the cricket ground. They will also learn the technique for bowling overarm from a standing position and practice their fielding skills, which focus on catching and stopping the cricket balls in a variety of ways. Furthermore, the children will also partake in athletics this half term and begin practicing for sports day later in the summer term.

Our PE days are:

Outdoor PE: **Wednesday** – Spruce class

Indoor PE: **Friday** – Spruce & Juniper classes.

Forest School:

Forest School will be taking place each **Wednesday** afternoon for **Juniper Class** this half term. The children will be given opportunities to learn in nature, building a range of skills and making observations of the changing seasons. Please ensure your child brings their Forest School clothing in to school in a bag on Tuesdays.

Music:

We are very fortunate to have a specialist music teacher in school every Wednesday to teach Year 4 music lessons, focusing on playing the violin.

Computing:

In computing this term, year 4 will be introduced the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. The lessons then compare a range of free animation software and children incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson.

Personal, Social, Health and Economic Education:

The PSHE topic for this half term is called "Relationships". Year 4 will discuss ways to deal with jealousy within friendships, the emotions involved with love and loss including making and losing friendships, and begin to discuss what healthy relationships look like as they grow older.



Address: Park Lane, Harefield, Middlesex, UB9 6BJ

Tel: 01895 824447

Email: office@harefieldjunior.com

Web: www.harefieldjunior.com

Executive Head Teacher: Mr A.Sunner

Head of School: Mr J.Downs

In **Science** year 4 will be learning about Data Collection and Habitats – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **History** year 4 will be studying the 'crime & punishment' unit, where the children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Religious Education** year 4 will be learning will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used within religions for celebrations, before applying all they have learnt to plan a celebratory feast event.

In **French** year 4 will be learning the topic 'What's the time?' where children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables, TV schedules, and answer simple questions about these – attached is a knowledge organiser with more information about what the children will be learning this unit.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully,

The Year 4 Team

Key Vocabulary

habitat – an area where animals and plants live



rural habitat – area of countryside with few buildings



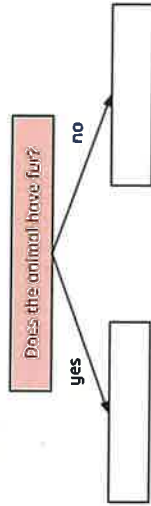
urban habitat – area with many buildings where people live and work



biodiversity – the variety of living things in a habitat



classification key – a way of separating living things using closed questions



vertebrate – an animal with a spine



invertebrate – an animal without a spine



flowering plant – a plant that can produce flowers and fruit



non-flowering plant – a plant that does not produce flowers and fruit



natural resources – materials that humans use that have been removed from the environment



deforestation – clearing trees from a woodland or forest habitat so the land can be used by humans



rewilding – a method of increasing biodiversity by reducing human activity



nature reserve – an area where living things are protected from human activity



Knowledge

- Habitats usually provide everything an animal or plant needs.
- There are lots of different types of habitat, including fields, woodland, urban areas and aquatic habitats.
- Rural and urban habitats can both be biodiverse but are not suitable for every animal.
- Animals can be sorted and classified in many ways.
- Classification keys can be used to classify animals.
- Closed questions are used in classification keys.
- Animals live within different habitats, depending on what they need to survive.
- Plants can be sorted and classified in many ways.
- Classification keys can be used to classify plants.
- Closed questions are used in classification keys.
- Plants live within different habitats depending on what they need to survive.
- Humans can have both positive and negative effects on the natural environment.
- Rewilding increases biodiversity by providing a greater range of habitats by returning a damaged habitat to how it used to be.
- Nature reserves offer a protected space for plants and animals to live and grow.
- Natural resources can be limited, and over-using them can damage the environment.

Anglo Saxon **Trial of Ordeal** Punishments

cold water ordeal	A person's hands and feet were tied together and they were thrown into an ice-cold lake.	If the person drowned, they were innocent. If they floated, they were guilty.
iron bar ordeal	Criminals would have to carry a glowing hot iron bar in their hands.	The person would have their hand bandaged for three days. After three days, if their hand healed without infection, they were innocent. If their hand was infected, they were guilty.
Hot water ordeal	A criminal's hand would be plunged into a pot of boiling water.	

Tudor Torture

To **deter** people from committing crimes, the Tudors came up with even more terrifying punishments, including public **humiliations**. Public **executions** were common. The scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for **treason**; and the dunking stool used out if someone was a witch.

Victorians Villains

The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes. Life in prison was very tough. Prisoners had to do very physically demanding tasks. These included:

- the treadwheel - using the steps on a huge wooden and iron wheel to move it
- shot drill - lifting a heavy iron cannonball
- the crank - machinery that victims turned 10,000 times a day



scold's bridle



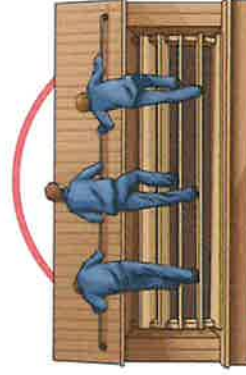
branding



the rack



the crank



treadwheel



shot drill

Key Vocabulary	
bobbies/ peelers	Police officers, named after Sir Robert Peel, who introduced the first police force in London in 1829.
deterrent	To discourage someone from doing something.
execution	A sentence of death.
highwaymen	Criminals who would rob people while they were travelling. This was very common during the Stuart and Georgian periods.
humiliation	To make someone feel ashamed and foolish.
judge	Someone who is in charge of a trial in court.
jury	A group of people who would listen to the facts in a trial and decide if the person is guilty or not guilty.
ordeal	A long and painful experience.
treason	A crime against the King, Queen or the government.
victim	A person who has suffered.
trial	A judge and jury listen to evidence in a court to decide whether a person is guilty of a crime.

The Romans

The Vikings

The Plantagenets

The Stuarts

The Victorians

43 450 793 1066 1154 1485 1603 1704 1837

The Anglo-Saxons

The Normans

The Tudors

The Georgians

Romans' Rule

Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime. Punishments were severe to **deter** people from not following them. People could pay to have their punishment lessened. **Judges** and **juries** were used to decide if someone was guilty or not guilty. There were lots of serious crimes such as murder, and less serious crimes, such as stealing. The worst crime, **treason**, was punishable by being thrown to the lions.



Anglo-Saxon Justice System

Anglo-Saxon people accused of a crime had a **trial**. If a decision as to whether the person was guilty or not guilty could not be made, a **trial** by **ordeal** would take place. It is thought that God would decide if they were guilty or not by the outcome of the **ordeal**. There were no prisons to send criminals to so punishments acted as huge **deterrents** and were often very brutal including stoning, whipping and hanging.

mutilation (body parts cut off)

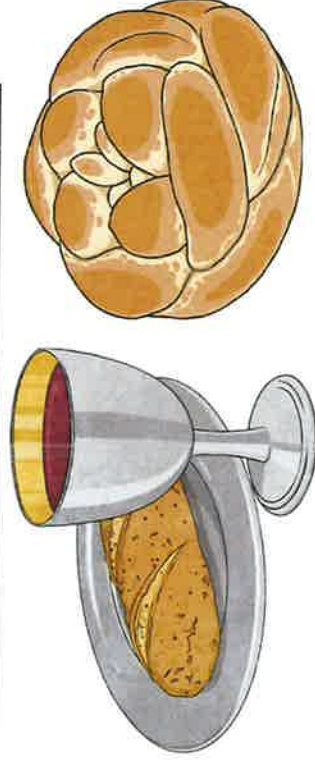


exile (being sent away)

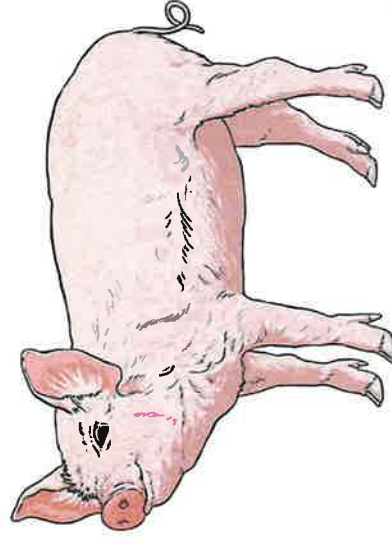


Key Vocabulary	
sustenance	The food and drink that keeps us alive.
community	A group of people that live in the same place or have interests or beliefs in common.
kosher	Food that meets the requirements of Jewish rules and can be eaten.
Jewish people	People who follow the religion of Judaism.
poultry	Flesh from birds such as: chicken, duck, goose, turkey. Some kinds of poultry are kosher .
parve	Fruit, vegetables, honey and grains are considered kosher . They are called parve foods. These can be eaten with either dairy or meat.

Kosher Food
Jewish people believe the laws of **kosher** come from God. The laws say Jewish people must eat kosher food. Dairy and eggs are **kosher** if they come from a kosher animal. Meat and dairy must be eaten separately. **Kosher** foods must be prepared in a particular way.



Kosher Food	Non-Kosher Food
Beef Poultry Fish (with fins and scales) Lamb	Pork Shellfish



Bread and Wine
 During a Christian church service, adults take a sip of wine and eat some bread to remember when Jesus shared these with his disciples and asked them to remember him. The bread symbolises the body of Jesus and the wine symbolises his blood.

Shabbat
Jewish people eat a Shabbat meal on Fridays. Challah bread is eaten, candles are lit, songs are sung and special words are recited.

Dates
 When a Muslim baby is born, date juice is rubbed on their gums, so that the first experience the baby has is a sweet one.

Key Vocabulary	
abstain	To stop doing something.
sacrifice	To give up something important to you, for the sake of something or someone else.
fast	Not eating or drinking for a particular length of time.
Islam	One of the main world religions. Followers of Islam are Muslims.
Sawm	This is fasting . Sawm is one of the five pillars of Islam .
Ramadan	The holiest month in the Islamic calendar.
Diwali	The Hindu festival of lights.

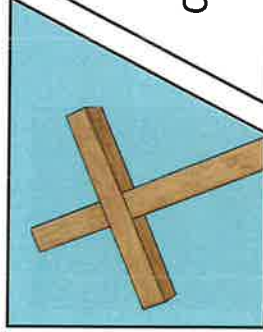
The Seder Plate

The Seder plate, during the Jewish festival of Passover, contains special foods that symbolise different parts of the passover story.

Why Do People Fast?

People **fast** because it makes them feel closer to their god or gods.

It allows them to focus on other things such as praying. **Fasting** brings communities together.

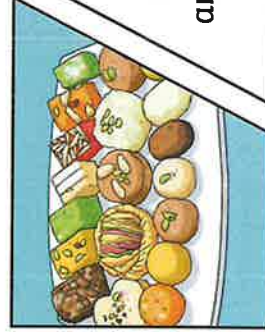


Lent

Lent is a time when many Christians **abstain** from eating particular foods. Lent lasts for around six weeks and leads up to Easter. Christians do this to remember Jesus' **sacrifice**.

Ramadan

During **Ramadan**, Muslims **fast** during daylight hours. Before sunrise, Muslims get up and share a meal (suhoor) with family and friends. After sunset, they share a special iftar meal. Pregnant women, young children or people who are unwell are not expected to fast.



Diwali

Diwali is one of the most important Hindu festivals. During **Diwali**, special food is eaten. Hindu women often meet to make sweets, which are then given as gifts.

Key Vocabulary – Time

Quelle heure est-il ? What time is it?

Il est une heure. It's 1 o'clock.
 Il est deux/trois/quatre heures... It's 2/3/4... o'clock.

Il est douze heures
 Il est onze heures
 Il est dix heures
 Il est neuf heures
 Il est huit heures
 Il est sept heures
 Il est six heures
 Il est cinq heures
 Il est quatre heures
 Il est trois heures
 Il est deux heures
 Il est une heure

...et quart quarter past...
 ...et demie half past...
 ...moins le quart quarter to...

À sept heures, je me lève.
 At 7 o'clock I get up.

À une heure, je mange mon déjeuner.
 At 1 o'clock I have lunch.









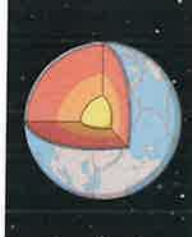

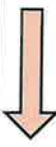
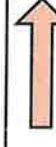
Key Vocabulary – My Day

je me lève	je mange mon petit déjeuner	je me brosse les dents	je vais à l'école	je mange mon déjeuner	je me couche
je rentre chez moi	je regarde la télévision	je mange mon dîner	je fais mes devoirs	je me couche	je me couche

Key Vocabulary – What's on TV?

Qu'est-ce qui passe à la télévision...	What's on TV...
...à une heure (et quart/et demie/moins le quart) ?	...at (quarter past/half past/quarter to) 1 o'clock?
...à deux/trois/quatre heures (et quart/et demie/moins le quart) ?	...at (quarter past/half past/quarter to) 2/3/4 o'clock?
C'est...	It's...

Key Vocabulary – The School Day

				
le dessin (m)	le français (m)	l'anglais (m)	l'informatique (f)	la musique (f)
				
les mathématiques (f)	les sciences (f)	l'histoire (f)	la géographie (f)	l'éducation physique (f)
	avant		après 	
la journée scolaire the school day	lundi Monday	mardi Tuesday	mercredi Wednesday	
jeudi Thursday	vendredi Friday	samedi Saturday	dimanche Sunday	

Jedi, l'anglais est avant les mathématiques.
On Thursday, English is before maths.

Mardi, la musique est après l'informatique.
On Tuesday, music is after IT.



Key Knowledge and Grammar

The verb **est** [he/she/it **is**] changes to **sont** for plural subjects:

- Le dessin **est** avant l'histoire. [Art **is** before history].
- Les mathématiques **sont** avant la géographie. [Maths **is** before geography].*
- *Maths and science are plural subjects in French and use **sont** (are).

Combien de minutes... How many minutes...



Combien de minutes de six heures à six heures et quart ?
How many minutes from six o'clock until quarter past six?

Il y a quinze minutes.
There are fifteen minutes.

Key Vocabulary – A Maths Lesson on Time

cinq 5	dix 10	quinze 15
vingt 20	vingt-cinq 25	trente 30
trente-cinq 35	quarante 40	quarante-cinq 45
cinquante 50	cinquante-cinq 55	soixante 60