

Dear Year 4 Parents/Carers,

Friday 24th October 2025

Year 4 Curriculum Letter - Autumn 2

Message from the teachers

Well done year 4 for the amazing start you have all made! We are very much looking forward to the next half term and the lead up to Christmas. We're also excited about our upcoming trip to Bedfont Lakes on Tuesday 11th November 2025. This visit links to our Science topic, Grouping and Classifying Living Things, and will include hands-on activities such as mini-beast hunts, pond dipping, and animal handling. This letter will further outline all of the interesting things we will be learning in class.

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 teacher: Miss Mayling

Spruce class teacher: Miss Faghiri

Year 4 learning support assistants: Mrs Thomas and Mrs Pinchen.

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, along with answers, will be sent out each Friday to be returned the following 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.

Autumn Term Learning

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

English:

This half term, we will be reading 'The Day I Fell Into A Fairytale' by Ben Miller. We will use this text to write 'character flaw' narrative stories, where a main character with a particular flaw land themselves into a problem. We will also be using this story to support us writing a non-narrative persuasive text, encouraging readers to visit a superstore with a magical twist.



Mathematics:

In mathematics this term, year 4 will be focusing on multiplication and division. The children will be practising their times table knowledge and applying this to related division facts. Please continue to practise times tables regularly at home, using the Maths Frame Times Table Check website: <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Fact Family

$$12 \div 3 = 4 \quad 4 \times 3 = 12$$

$$12 \div 4 = 3 \quad 3 \times 4 = 12$$

Physical Education:

The outdoor P.E. unit for Year 4 this autumn term is called 'Tag Rugby'. This unit will teach children the skills players need to play both defensively and offensively as a tag rugby player. The children will learn how to catch and throw while both stationary and on the move. They will develop their skills of tagging and sidestepping as well as making tactical decisions about when to make passes and tags.

The indoor unit this term is called 'Circuit Training'. This unit will allow children to focus on different types of exercise, participating in a range of activities that focus on the upper body, lower body and core muscles.

Our PE days are:

Outdoor PE: **Wednesday** – Juniper

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

Forest School:

Forest School will be taking place each **Wednesday** afternoon for **Spruce 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 continue with the 'Word Processing'. In this unit children will learn about formatting images and organising content into effective layouts.



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Executive Head Teacher: Mr A. Sunner

Head of School: Mr J. Downs

Personal, Social, Health and Economic Education:

The PSHE topic for this half term is 'Celebrating Difference'. Year 4 will discuss the importance of not making judgements by the appearance of something, understanding what bullying is and how to prevent it from happening, before concluding by celebrating the many differences that make us unique.

In **Science** Year 4 will be learning about grouping and classifying living things – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Art** this term, year 4 will continue with the theme of 'Autumn'. Children will learn how to use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills.

In **History** year 4 will be learning about the Romans, the spread of the Roman Empire from Italy and how Britain changed following conquest – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **Religious Education** year 4 will learning about Christianity with a specific focus on the Bible – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **French** year 4 will be learning the topic 'On The Move', where they will be introduced to vocabulary describing movement, transport and directions – 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

bird	An animal that has feathers, wings and a beak. They lay eggs which their young hatch from.
mammal	An animal that has fur or hair. They give birth to live young that feed on milk. Some live on land and some in water.
fish	An animal that lives in water and has fins and gills. Most fish also have scales covering their bodies and produce eggs.
reptile	An animal that has dry scales covering much of its body. Some give birth to live young and some lay eggs.
amphibian	An animal that can live in water and on land. They lay eggs and can breathe underwater.

Basic Needs for Survival

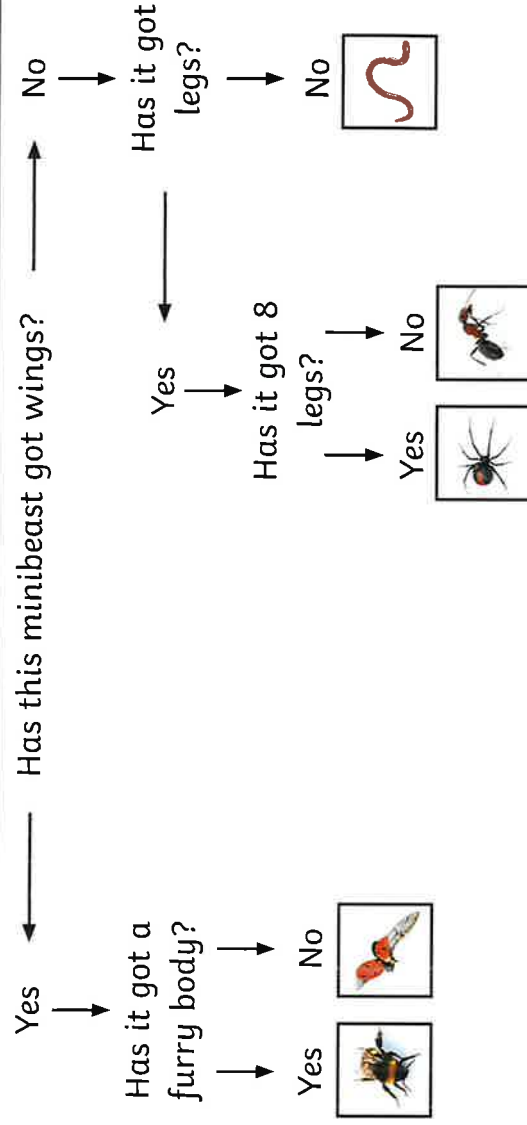
Most animals have the same basic needs to survive. These include air, water, food and shelter. **Reptiles** also need direct heat to survive.

Animals can be carnivores, herbivores or omnivores. Some need to be on land to breathe air while others can breathe in water. Animals find shelter in different ways and live in different habitats. Animals have adaptations to be able to survive in their environment.

Classification Keys

Classification keys help scientists identify and classify living things.

A classification key is a series of questions about the features of animals or plants. They can be used to group animals or plants and compare similarities and differences between them.



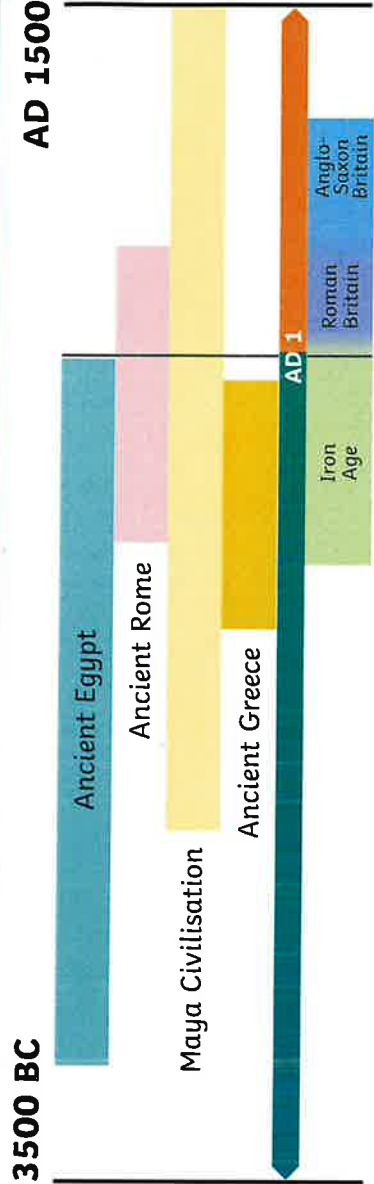
Key Vocabulary	
insect	A small invertebrate with six legs, three body sections and antennae. They also have an exoskeleton.
arachnids	A type of invertebrate with two body sections and eight legs.
vertebrate	An animal with a backbone (spine). These include mammals, fish, reptiles and amphibians.
invertebrate	An animal without a backbone (spine). They have a hard or soft body. Some live on land and others in water.
stamen	The male reproductive part of a plant. It produces pollen.
carpel	The female reproductive part of a plant. It is in the middle of the flower and produces seeds.

Physical Features of Plants		
Flowering plants produce flowers and fruit. Some have petals and roots. Flowers can have one or more carpels and multiple stamens for reproduction. Some of the fruits that flowering plants produce are often called 'vegetables' and contain the plant's seeds.		
Non-flowering plants do not produce flowers and fruit. They do not have petals and most have roots.		
Wild Plants	Garden Plants	Trees
Grow where their seeds land.	Can be plants that people choose to grow in their gardens.	A deciduous tree loses its leaves each year.
They are not planted by humans and do not need to be cared for as they grow.	They will often need to be cared for. For example, they may need a human to supply them with water.	An evergreen tree has leaves all year round.
Examples: dandelion, daisy, clover and bramble.	Examples: lavender, sunflower, pansy, rose.	Deciduous example: horse chestnut. Evergreen example: fir.

Key Vocabulary

Celts	People living in Britain in tribes , including the Iceni, Brigantes and Catuvellauni.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire , only citizens were able to vote.
conquest	Taking control of a place by force, often with an army.
emperor	The ruler of an empire .
empire	A group of countries controlled by one ruler (emperor or empress) or government.
legion	A large section of the Roman army, made up of around 5000 soldiers.
rebellion	An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.
Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
tribe	A group of people who share the same culture and values.

Timeline



The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, **conquered** many lands to create a huge **empire**.



Julius Caesar Invades in 55 BC and 54 BC

The Roman General Julius Caesar made two attempts to **conquer** Britain. He wanted to add the rich land to the **Roman Empire** and punish the **Celts** for helping his enemies. His **legions** weren't able to overcome the **Celts** in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the **Celts** could continue to live as they were.



Emperor Claudius Conquers Britain in AD 43

In AD 43, **Emperor** Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to **conquer** the **Celtic tribes**. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.

Boudicca Rebels in AD 60/61

The Romans seized the land and wealth of the Iceni **tribe** after King Prasutagus died. Queen Boudicca objected and she led a **rebellion** against the Romans. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the **Celts**. Many people were killed in the **rebellion**.



Hadrian's Wall in AD 122

In AD 122, **Emperor** Hadrian gave an order to build a wall in the north of the country. Roman **legions** had tried to **conquer** Caledonia (Scotland), but the Picts would not give up their lands and they also raided land that the Romans controlled. Hadrian's Wall took around six years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's



Wall so they could defend this northern border of the **Roman Empire**.

Roman Roads and Towns

The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole **Roman Empire**. They boosted trade, communication with the **Emperor** and helped the **legions** to keep control of all the different provinces.



The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes; larger towns had an amphitheatre. Bath houses were elaborately designed and were popular places to relax and meet friends.



Roman Villas

Wealthy Romans and some **Celts** built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, bath house, workshops and gardens.



Did you know...?

Romans worshipped their own gods when they came to Britain and later introduced Christianity.



Key Vocabulary	
sacred	Very holy and special.
Christians	People who follow the religion of Christianity.
Bible	The holy book followed by Christians.
revelation	The Christian belief that God reveals himself to people through words or actions.
Jewish	People who follow the religion of Judaism.



A Sacred Text
The Bible is a sacred book for Christians. It is treated with respect by those who use it. Christians believe that the words in the Bible are important and were revealed by God. This is known as revelation. The Bible has been translated into more than 600 languages.



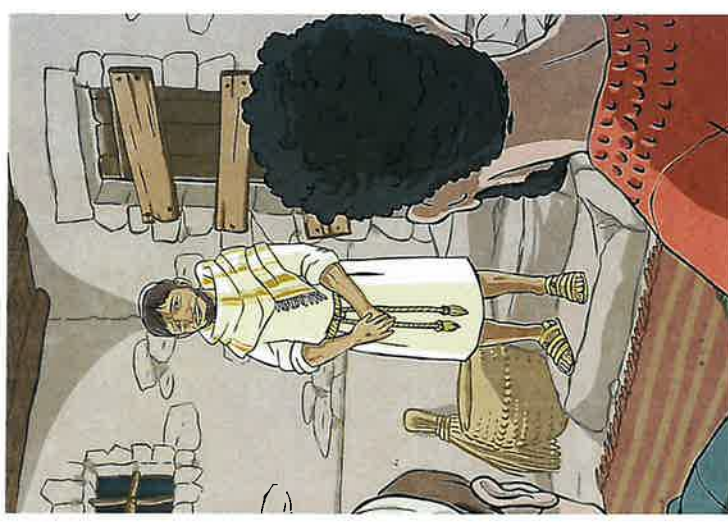
When Was the Bible Written?	The Old Testament	The New Testament
The Bible was written over a period of 1500 years. It contains 66 books, written by around 40 authors. The authors of the Bible were inspired by God to write their ideas down. It is split into two parts: the Old Testament and the New Testament.	The Old Testament contains stories and writings from before the birth of Jesus. The first five books of the Old Testament (the books of Moses) are also sacred texts to Jewish people.	The New Testament is about the life and teachings of Jesus and his followers. The final book in the Bible is a prophecy about how Jesus will return one day.

Key Vocabulary	
psalms	Poems and songs recorded in the Bible .
parables	A story told by Jesus, to teach a particular lesson.
proverbs	Wise sayings recorded in the Bible .
Gospels	Four books in the New Testament that tell us about Jesus' life, from his birth up to his death and resurrection.
prophecy	A message given by God, that is delivered to his people by a specially chosen person (a prophet).



What's in the Bible?
The Bible contains lots of different types of texts. There are: • psalms; • proverbs; • letters; • laws; • histories; • prophecies; • parables.

The Gospels
The four gospel writers are: Matthew; Mark; Luke; John. Different versions of the same story can be found in the gospels.



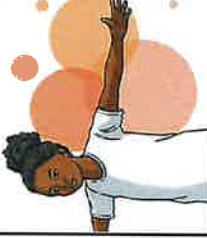
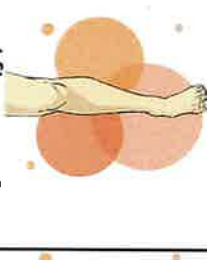
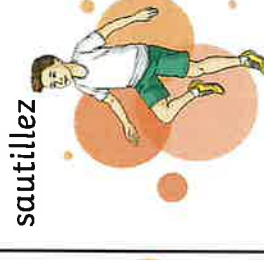
Parables	How Do Christians Use the Bible?
When Jesus wanted to teach a particular lesson to a crowd of people, he would often tell them parables. Jesus told parables so people could remember and understand what he had taught them.	Christians read the Bible because it contains rules and advice from God. They may talk to other Christians about what it means to them. Some Christians study the Bible. This means that they read and think about it in detail, to gain a better understanding of God.

Key Vocabulary – Transport							
f = feminine		m = masculine					
une voiture		un autobus		un vélo		à pied	
un cheval		un train		un camion		un hélicoptère	
un avion		une moto		un taxi		une trottinette	

Key Language in Context

Comment vas-tu à l'école ? How do you get to school?	
Je vais à l'école en autobus	Ils vont à l'école à pied.
	

Key Vocabulary – Body and Actions

le bras (m)		le coude (m)		la jambe (f)		la main (f)	
courez		marchez		sautillez		sautez à cloche-pied	
pliez	bend/fold	tendez	stretch/extend	liez	link/bind	tenez	hold
lâchez	let go/release	arrêtez	stop	Liez les bras !	Link your arms!	Tenez les mains !	Hold hands!

Verb – aller (to go)

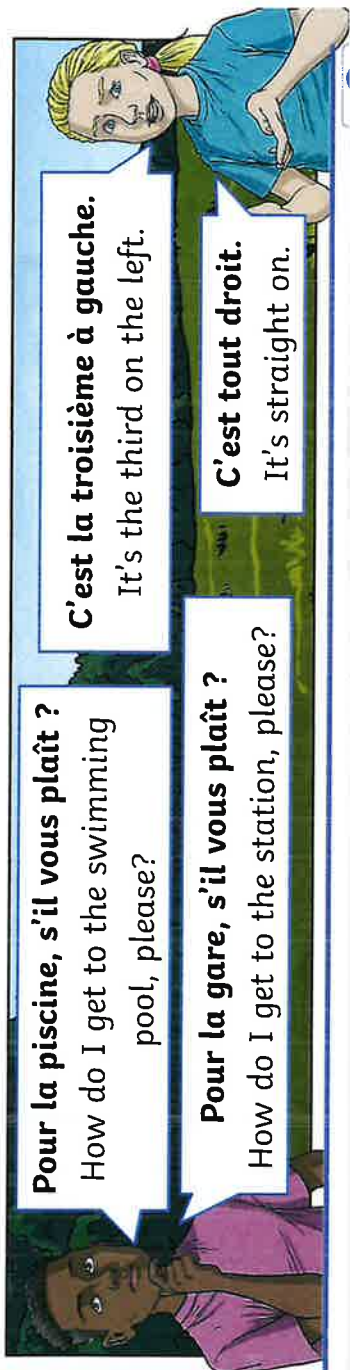
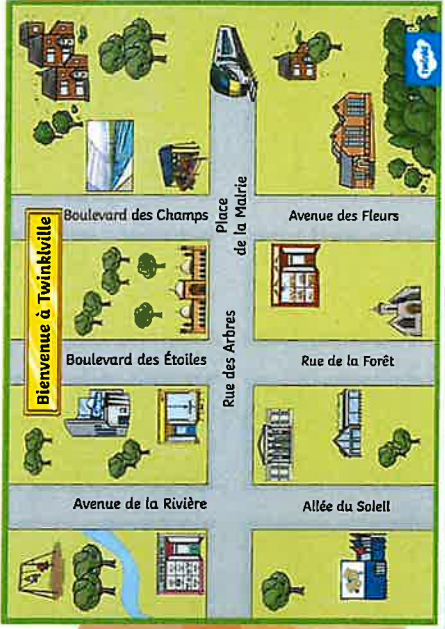
je vais	I go	tu vas	you go	il/elle va	he/she/it goes
nous allons	we go	vous allez	you (plural) go	ils/elles vont	they (m/f) go

Key Vocabulary – Directions

allez go	tournez turn	tout droit straight on	à droite to the right
à gauche to the left	c'est it is	la première first	la deuxième second
la troisième third	voilà there you are	bien sûr of course	Pour le/la/l'..., s'il vous plaît ? How do I get to the..., please?

Pronunciation

- The last **e** in the word **gauche** is silent and the **ch** is pronounced /sh/.
- The last **e** in **à droite** makes the **t** voiced but in **tout droit** the **t** is silent as usual.



Pour la piscine, s'il vous plaît ?

How do I get to the swimming pool, please?

C'est la troisième à gauche.

It's the third on the left.

Pour la gare, s'il vous plaît ?

How do I get to the station, please?

C'est tout droit.

It's straight on.

Key Knowledge and Grammar

The prepositions **en** and **à** are used to introduce the type of transport you use to travel to places. Use **en** for any kind of vehicle (it means **by**). Use **à** for anything involving human/animal power (it means **on**). Just like in English, you will not need the determiner **une/une** before the transport name.

- e.g. Je vais à l'école **en** voiture [I go to school **by** car].
- e.g. Je vais à l'école **à** pied [I go to school **on** foot].

The preposition **à** is used to say where you are going and it means to, e.g. Je vais **à** la piscine [I go to the swimming pool], Je vais **à** l'école [I go to the school].

However, remember that when using the preposition **à** before **le** (definite article in the masculine singular), **à** + **le** becomes **au**: e.g. **le marché** is a masculine noun, so you would say Je vais **au** marché [I go to the market].

In the plural form of French verbs, **ils** means 'they' for plural males or a group of males/females together. You only use **elles** for a group consisting purely of females.