

Monday 9th January 2026

Dear Year 4 Parents/Carers,

Year 4 Curriculum Letter – Spring (1st Half)

Message from the teachers

Welcome back everyone! We hope you have all had a lovely Christmas break and are nice and refreshed, ready for the new year! We are excited to kick start 2026 with a lot of fantastic new topics of learning. This letter will tell you about some of the exciting things Year 4 will be learning about this term.

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 regularly assess the children's reading ages and home reading books, at the appropriate reading level, are sent home every Monday. Please remember to send these books back to school each Monday.

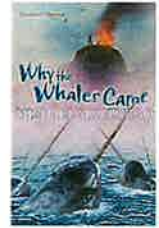
We will also visit the school library each Tuesday on a fortnightly basis, from where the children can select a book to borrow and read at home. Please return these books to school once your child has finished reading it. New home reading books and library books will not be issued until the previous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

Spring Term Learning

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

English:

The year 4 core text for the Spring Term is 'Why the Whales Came' by Michael Morpurgo. We will be using this text to help write a tale of fear story, where the children will practise using suspenseful writing techniques to create a spooky setting description. We will also create an information text which focuses on the history, culture and famous landmarks on a fictional island.



Mathematics:

In mathematics this spring half term, year 4 are continuing with multiplication and division skills. We will be practising how to mentally multiply and divide by 10 and 100, before moving on to learn different written methods to solve multiplication and division problems. We will complete the half term by learning how to measure the length and perimeter of different shapes.

Please continue to practise times tables regularly at home using Times Tables Rockstars – teachers can remind you of your personal log in details if you have forgotten:

<https://trockstars.com/>

2 Here are 4 cards.

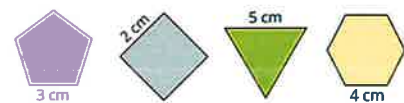


Use two cards to complete the calculations.

$$500 \boxed{} = 5$$

$$37 \boxed{} = 3,700$$

5 Tick all the shapes with a perimeter of 15 cm.



Physical Education:

The outdoor P.E. unit for year 4 this spring term is 'invasion games', with a focus on hockey skills. This unit will equip the children with the basic skills needed to play hockey. The children will learn how to pass, receive and travel with the ball, as well as learning about tackling and penalty shuffles.

The indoor unit this term is called gymnastics. The children will learn straight jumps, full turns, cat leap, half turns, straddle rolls, lunges into cartwheels while also while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully.

Our PE days are:

Outdoor PE: **Wednesday** – Spruce class

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

Please ensure your child comes to school wearing the correct PE kit on the above days.

Forest School:

Forest School will be taking place each **Wednesday** afternoon for **Juniper Class** next 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. The children will continue building on the skills they developed last term playing the glockenspiel.

Computing:

In computing this term, year 4 will be introduced to the topic of online safety. The children will learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety.

Personal, Social, Health and Economic Education:

The PSHE topic for this half term is 'Dreams and Goals'. Year 4 will discuss some common hopes and dreams for the future, think about how to overcome disappointments and to stay resilient in the face of challenge, and about maintaining a positive attitude toward themselves and others they work with in order to achieve their goals.

In **Science** year 4 will be learning about sound, how sound travels through vibrations and the difference between the volume and pitch of a sound. Later in the half term, we will also revisit data collection. The children will continue their observation over time enquiry from the Autumn term to name and identify living things in their local area. They will collect data to gain a deeper understanding of how seasonal changes influence plant and animal life whilst drawing upon their knowledge of plants and animals from Autumn Block 1 to help them identify familiar species. – attached are knowledge organisers with more information about what the children will be learning in these units.

In **Geography** this half term, the children are learning about how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together.

In **Religious Education** year 4 will be learning about Buddhism. They will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists – attached is a knowledge organiser with more information about what the children will be learning this unit.

In **French** year 4 will be learning about 'Going Shopping'. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers – attached is a knowledge organiser with more information about what the children will be learning this unit.



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Executive Head Teacher: Mr A. Sunner

Head of School: Mr J. Downs

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

Yours faithfully,

Miss Mayling and Miss Faghiri.

Key Vocabulary

vibration - a quick back-and-forth movement



ear - an organ in humans (and many other animals) that detects vibrations, allowing hearing



sound - vibrations that travel through the air, or another medium, and are heard when they reach an ear



volume - how loud or quiet a sound is

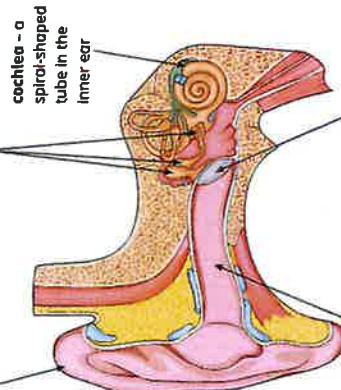


pitch - how high or low a sound is



outer ear - the visible part of the ear

ear bones - tiny bones that transfer vibrations from the ear drum to the inner ear



ear canal - the tube that runs from the outer ear to the ear drum

ear drum - a thin layer that can vibrate

insulate - to protect something from the transfer of heat, sound or electricity



decibel (dB) - a measure of the loudness of a sound



decibel meter - a piece of equipment used to measure the loudness of sound



high-pitched - describes a high sound



low-pitched - describes a low sound



independent variable (what will change) - the distance from the sound source



dependent variable (what will be measured) - the volume of the sound heard in decibels



controlled variables (what is kept the same) - the volume of the sound source and the level of background noise (wherever possible)



background noise - any type of noise that is not the sound that you are listening to or measuring

conclusion - what has been found out during an investigation based on experimental measurements and observations

Distance (metres)	Volume of sound (decibels)
0	67
2	60
4	56
6	51
8	47

evaluate - to consider the quality of the results recorded and suggest improvements to the investigation

Knowledge

- A vibration is a quick back-and-forth movement.
- Sounds are made when objects vibrate.
- The vibrations travel from the object to our ears.
- Sounds can be heard when these vibrations reach our ears.
- Sound vibrations travel through the air.
- The outer ear funnels the vibrations into the ear canal.
- The vibrations move down the ear canal.
- The vibrations are passed to the ear drum.
- The vibrations from the ear drum are passed along the ear bones and into the cochlea.
- Signals are then sent to the brain, where they are processed and interpreted as sounds we understand.
- Sound volume is measured in decibels (dB).
- A decibel is a measure of the loudness of sounds.
- A decibel meter can be used to measure the loudness of sounds.
- If humans are exposed to loud sounds too often, their hearing can be damaged.
- A vibration is a quick back-and-forth movement.
- Sounds are made when objects vibrate.
- The louder the sound, the bigger the vibration.
- The quieter the sound, the smaller the vibration.
- Pitch means how high or low a sound is.
- High-pitched sounds produce faster or more frequent vibrations.
- Low-pitched sounds produce slower or less frequent vibrations.
- There are different ways to change the pitch of an instrument.

Key Vocabulary

agriculture	The farming of crops or animals.
early settlers	The first people to settle in an area including Romans, Vikings and Anglo-Saxons.
healthcare	Includes, doctors, dentists, hospitals etc.
industrial	Businesses that provide products or services.
leisure	Time spent away from work relaxing.
retail	Shops selling products to people.
settlement	A village, town or city where people live.



Early Settlers

- Many of the places where people live today have existed for hundreds or even thousands of years.
- They were created by **early settlers** to the UK including Romans, Vikings, Anglo-Saxons.
- London – AD 43, Grimsby – AD 800, Milton Keynes – AD 1967



What Did Early Settlers Need to Have?

- shelter
- water
- food

What Would Early Settlers Have Liked to Have?

- transport links
- healthcare**
- electricity

What Would Early Settlers Not Have Needed?

- entertainment
- friends
- shops

Place Names

Place names give us clues as to who first settled in an area and what it was like.

Romans	Anglo-Saxons	Vikings
-chester = castle -caster = castle -cester = castle - e.g. Manchester 	-ham = village -ton = farm -ford = river crossing - e.g. Birmingham 	-by = village -thorpe = farm -toft = house - e.g. Scunthorpe 

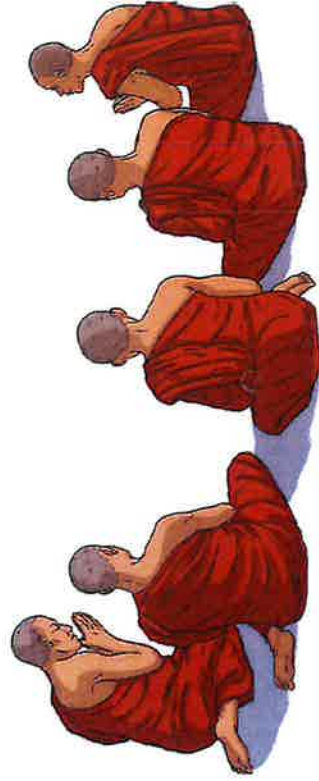
An Ideal Place to Settle		Desirable		Unwanted
Essential	shelter	entertainment/shops	open to attack	
		education		
	water supply		exposure to weather	
		green space		
food		neighbours	prone to flooding	
		healthcare		
	electricity/fuel supply	transport links		
				

How Is Land Used in Settlements?

agriculture	industrial
	
housing	leisure
	
business	retail
	

Key Vocabulary

the Buddha	The teacher and creator of Buddhism.
meditate	When Buddhists close their eyes and breathe deeply, trying to empty their minds of thoughts.
enlightenment	Breaking the Buddhist cycle of rebirth and reaching Nirvana .
Eightfold Path	The rules laid out by the Buddha which will lead to Nirvana .
Dharmachakra	'The Wheel of Dharma'.
Nirvana	Perfect peace with no suffering.

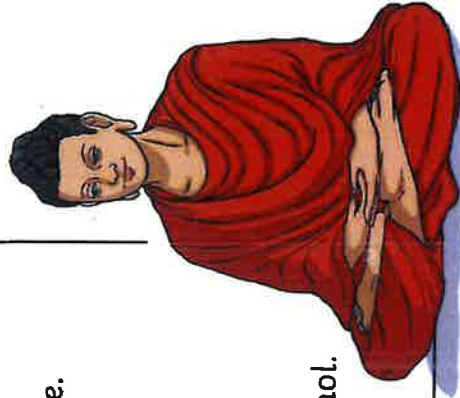


The Buddha

There are no gods in Buddhism. Buddhism was created by a man called Siddhartha Gautama, who was born into a noble family. He lived a sheltered early life but when he was older he went out into the world and saw that sickness, age and death came to everyone. After seeing this, Gautama **meditated** and found the answer to life. This made him **the Buddha**. This was called **enlightenment** and **the Buddha** decided to teach others how to reach it.

Buddhists live by five rules:

- Never take the life of a living creature.
- Do not steal.
- Be faithful to your partner.
- Do not lie.
- Do not drink alcohol.



Buddhism originated in Northeast India and now has followers from all over the world. The **Dharmachakra** is a symbol used in Buddhism.

Dukkha	Samudaya	Nirodha	Magga
Everyone suffers in life.	The cause of suffering is a craving for things and wanting to control things.	To end the suffering, life must be lived one day at a time. You must also let go of cravings.	To end the suffering for good, people must follow the Eightfold Path created by the Buddha .

Key Vocabulary

puja	The Buddhist act of worship.
shrine	A special place that is linked with a holy object or person
Vesak	Important Buddhist festival when Buddhists try to clear their minds of negative thoughts.
Dhvaja	Buddhist symbol meaning 'spiritual victory', often popular with warriors.
Chattra	Buddhist symbol meaning 'parasol', a protection from suffering.



The Buddhist teachings are called 'Pali Canon' and 'Sanskrit Canon'.

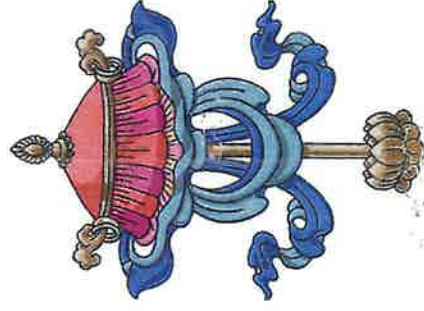
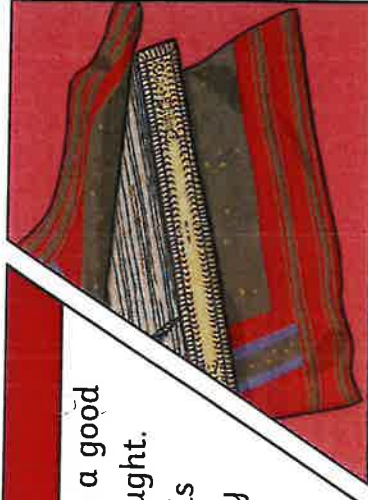
Special Shrines

Buddhists can worship from home or at a temple, which are built in a variety of shapes. Buddhists worship by sitting on the floor, making sure their feet face away from any image of **the Buddha**.

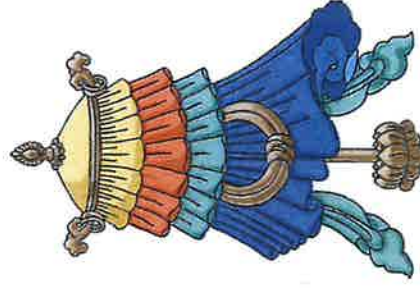
Their head and body face the image of **the Buddha**. This act of worship is called **puja**. Buddhists chant to show their love for **the Buddha** and make offerings of flowers and incense at **shrines**.

Holy Books

When **the Buddha** died, people thought it would be a good idea to write down what **the Buddha** said and thought. 500 Buddhist monks met to check the content of his teachings. The teachings were then passed down by word of mouth for around 400 years before being written down.



Chattra



Dhvaja

Vesak is an important Buddhist festival that celebrates **the Buddha's** birthday.

Key Language in Context

Où puis-je acheter... ? Where can I buy...?

Vous pouvez

l'acheter à la bijouterie.

You can buy **it** at the jeweller's.

Vous pouvez les

acheter au magasin de chaussures.

You can buy **them** at the shoe shop.

The response 'at' in French is either **au** if the shop is masculine, e.g. **au magasin de jouets** [at the toy shop] or **à la** if the shop is feminine, e.g. **à la boulangerie** [at the bakery].

Key Vocabulary - Shops

le magasin de chaussures (m)



la fromagerie (f)



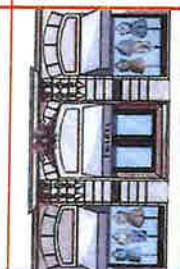
la boucherie (f)



la pâtisserie (f)



le magasin de vêtements (m)



la boulangerie (f)



le magasin de jouets (m)



la bijouterie (f)



la confiserie (f)



le marché (m)



Key Vocabulary - Shops

une robe (f)



un manteau (m)



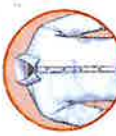
un pull (m)



un pantalon (m)



une chemise (f)



un cardigan (m)



une jupe (f)



une écharpe (f)



Key Knowledge and Grammar

Colours are **adjectives**. They agree with the **gender** (whether it is masculine or feminine) of the **noun** they describe.

Colour



Masculine form

blanc
violet
noir
gris
bleu
vert

Feminine form

blanche
violette
noire
grise
bleue
verte

These colours stay the same in the masculine and feminine forms: **orange**, **rouge**, **rose**, **marron**, **jaune**.

Key Vocabulary – Fruit and Vegetables

f = feminine		m = masculine	
la pomme (f)		la poire (f)	
la banane (f)		la fraise (f)	
la pêche (f)		les raisins (m)	
l'ail (m)		le chou-fleur (m)	
la carotte (f)		le poivron (m)	
l'oignon (m)		le brocoli (m)	
la pomme de terre (f)			



Aimes-tu... ?
Do you like...?

J'aime un peu...	
J'aime...	
J'aime beaucoup...	
Je n'aime pas...	



Key Knowledge and Grammar

- **Un** and **une** mean 'a/an'. Use **un** before a masculine singular noun and **une** before a feminine singular noun, e.g. **Je voudrais un poivron** [I would like a pepper].
- **Du, de la, des** and **de l'** mean 'some':
 - Use **du** before masculine singular nouns, e.g. **Je voudrais du brocoli** [I would like some broccoli].
 - Use **de la** before feminine nouns, e.g. **Je voudrais de la pastèque** [I would like some watermelon].
 - Use **de l'** before nouns that begin with a vowel, e.g. **Je voudrais de l'ail** [I would like some garlic].
- Use **des** for masculine and feminine plural nouns, e.g. **Je voudrais des pommes de terre** [I would like some potatoes].

