YEAR 4 SWALLOWS

Class Teacher/s: Mrs Coult and Mrs Fairhurst

Learning Support Assistant/s: Mrs McQuillan (Monday – Wednesday mornings; Mrs Rose Callaghan (Thursday–Friday mornings)

Important diary dates and reminders

Year 4 class assembly – Thursday 12th March. Just advance warning for those who wish to come along and watch.

Kew Gardens trip – 19th March. Please do sign up on Arbor if you haven't already.

KIRFs: This term our KIRFs are to ***know the x and ÷ facts for the 9x & 11x tables***. We have attached the information sheet at the end of the newsletter. Please support your child with the learning of these key facts.

Class update

PE days are Wednesday and Fridays now we no longer have Forest School.

Welcome back! We hope you had a very happy Christmas and a Happy New Year, and once again a huge thank you for your generosity and thoughtfulness. We were so appreciative of your kind gifts.

It is always a little hard getting back into the routines of school life, but the children have remained both enthusiastic and engaged this week. They have worked very hard and slipped back seamlessly into our learning.

In English we will be looking at poetry over the next couple of weeks. We will learn all about the different types of poetry, poetry term definitions and how writers use poetic techniques to create images and stir emotions. This week we looked at responding to a rainforest poem and explained to the children that poetry is a type of literature that aims to evoke an emotional response in the reader through language chosen and arranged for its meaning, sound, and rhythm.

This week in Maths, we started our new block of learning on Multiplication and Division this week, but we did spend some time on revising factor pairs and understanding these. The children found this hard last term. They learnt that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are factors of the product.

For example, 3 × 5 = 15, so 3 and 5 are factors of 15. 3 and 5 are also referred to as a "factor pair" of 15. We also stressed the importance to work systematically when finding the factor pairs of a number to ensure that they find all the factors. For example, when finding factor pairs of 12, begin with 1 × 12, then 2 × 6, 3 × 4. At this stage, they should recognise that they have already used 4 in

the previous calculation, therefore all factor pairs have been identified. We hope this makes sense, but it is worth revising at home too. In Year 5 and 6, this knowledge is key

Spellings

Here are the new spellings for the first test on Wednesday, 14th January. Please also complete the assignments set on Spelling Shed and enjoy playing the games.

Week 1 Set 7.1.26 Test 14.1.26		
Spelling Pattern: words with -sion		
Green Group	Yellow Group	Blue Group
tension	tension	tension
invasion	invasion	invasion
provision	provision	provision
extension	extension	extension
erosion	erosion	erosion
exclusion	exclusion	
explosion	explosion	
suspension		
comprehension		
eighth	**eighth**	**eighth**
enough	**enough**	**enough**
Words in bold are taken from the Statutory list of words that children are introduced to in Year 3 and expected to be able to read and write by the end of Year 4.		

Home learning

The children should record their work in their blue homework books this week. We are happy for any homework completed to be handed in on Thursday of the following week.

An explanation of the tasks can be found below:

Maths – The Maths homework is to complete the six times table sheet and to visit www.URBrainy.com where they can have a go at the Multiplication Tables Check. Little and often really is key to getting this knowledge nicely embedded and giving the children confidence to handle trickier problems.

English – In preparation for our class assembly on the rainforest, we would like the children to find at least three 'good news' facts about the state of rainforests today.

Have a lovely weekend.

Mrs Coult and Mrs Fairhurst

Key Instant Recall Facts

Year 4 – Spring 1

I know the multiplication and division facts for the 9 and 11 times tables.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

9 × 1 = 9	9 ÷ 9 = 1	11 × 1 = 11	11 ÷ 11 = 1
9 × 2 = 18	18 ÷ 9 = 2	11 × 2 = 22	22 ÷ 11 = 2
9 × 3 = 27	27 ÷ 9 = 3	11 × 3 = 33	33 ÷ 11 = 3
9 × 4 = 36	36 ÷ 9 = 4	11 × 4 = 44	44 ÷ 11 = 4
9 × 5 = 45	45 ÷ 9 = 5	11 × 5 = 55	55 ÷ 11 = 5
9 × 6 = 54	54 ÷ 9 = 6	11 × 6 = 66	66 ÷ 11 = 6
9 × 7 = 63	63 ÷ 9 = 7	11 × 7 = 77	77 ÷ 11 = 7
9 × 8 = 72	72 ÷ 9 = 8	11 × 8 = 88	88 ÷ 11 = 8
9 × 9 = 81	81 ÷ 9 = 9	11 × 9 = 99	99 ÷ 11 = 9
9 × 10 = 90	90 ÷ 9 = 10	11 × 10 = 110	110 ÷ 11 = 10
9 × 11 = 99	99 ÷ 9 = 11	11 × 11 = 121	121 ÷ 11 = 11
9 × 12 = 108	108 ÷ 9 = 12	11 × 12 = 132	132 ÷ 11 = 12

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

What is the **whole**?

What are the **parts**?

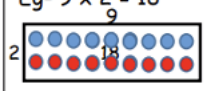
They should be able to answer these questions in any order, including missing number questions e.g.

9 × ◯ = 54 or ◯ ÷ 9 = 11.

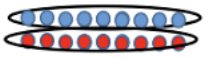
Key Imagery:

Prove using array:

Eg- 9 × 2 = 18



Prove using array using grouping 18 ÷ 2 = 9



(the **parts** are 9 and 2 and the **whole** is 18)

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Look for patterns – These times tables are full of patterns for your child to find. How many can they spot?

Use your ten times table – Multiply a number by 10 and subtract the original number (e.g. 7 × 10 – 7 = 70 – 7 = 63). What do you notice?
What happens if you add your original number instead?
(e.g. 7 × 10 + 7 = 70 + 7 = 77)

What do you already know? – Your child will already know many of these facts from the 2, 3, 4, 5. 6. 8 and 10 times tables. It might be worth practising these again!