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

Kew Gardens trip – 19th March

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.

Times tables – we have added a few ideas to support learning of the timetables at home below.

Class update

Another busy week with lots of thinking and learning. We would also like to commend the children on some fabulous thinking and reflecting during their work on the rainforest, A very well done from us both.

In English, we have been learning about settings and how to write an effective description. The focus has been on using descriptive language and ambitious vocabulary to help the reader picture the scene. We used these skills to write our own rainforest setting descriptions.

This week in Maths, we revised multiplying by 10 and 100 and moved on to dividing by 10 and 100. They divided whole numbers by 10, with questions that only have whole number answers. They needed to be able to visualise making a number one-tenth the size and understand that "one-tenth the size" is the same as "dividing by 10". The children used concrete resources and a place value chart to see the link between dividing by 10 and 100 and the position of the digits of a number before and after the calculation. They recognized that when dividing by 10, the digits move one place value column to the right, and when dividing by 100, they move two place value columns to the right, they begin to understand that multiplying by 10 and dividing by 10 are the inverse of each other. Finally, they brough together the skills learnt so far in this block as they explore calculations related to known facts.

Spellings

Here are the new spellings for next Wednesday. Please also complete the assignments set on Spelling Shed and enjoy playing the games.

Week 2 Set 14.1.26 Test 21.1.26		
Spelling Pattern: words with -ious		
Green Group	Yellow Group	Blue Group
precious	precious	precious
enormous	enormous	enormous
jealous	jealous	jealous
dangerous	dangerous	dangerous
perilous	perilous	
mountainous	mountainous	
tremendous	tremendous	
disastrous		
poisonous		
marvellous		
exercise	**exercise**	**exercise**
experience	**experience**	**experience**
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 two of the tasks recommended below to aid with times table learning. We were working on much higher numbers today e.g. 90 x 7 and with good knowledge of the times tables, the answer is very straightforward: without that knowledge it gets much trickier!

English – We have started a new reading passport for the Spring Term and we would like this week to be a reading week to get the children well immersed in their new book choices.

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst

Supporting Your Child to Learn Times Tables (Year 4)

Learning times tables is an important skill in Year 4. Children learn best when practice is **short, positive, and regular**. The ideas below are designed to be easy to use at home and to help build confidence.

How often should we practise?

- **5–10 minutes a day** is ideal
- Short, frequent practice is more effective than long sessions
- Try to practise at the **same time each day** so it becomes a routine

How you can help your child

- **Be positive** – praise effort, not just correct answers
- **Keep it relaxed** – mistakes are part of learning
- **Ask quick questions** during everyday moments (car journeys, mealtimes, walks)
- **Focus on one table at a time** until your child feels confident

Ways to practise times tables

- **Say tables aloud** together using claps, rhythm, or songs
- **Use visual aids** such as times table grids or flashcards
- **Play games** instead of using worksheets whenever possible
- **Link tables together** (e.g. 4× facts are double the 2× facts)
- **Use real-life examples** (e.g. "If there are 4 bags with 5 apples in each, how many apples?")

Useful websites for learning times tables

- **Hit the Button (Topmarks)** – fast-paced recall games
- **https://www.timestables.co.uk/ there are lots of options here to practice tables**
- **Topmarks** – a wide range of KS2 maths games
- **BBC Bitesize** – clear explanations and interactive activities
- **Mathsframe** – games and printable resources

A final tip

Confidence is key. Encouraging your child, keeping practice short, and making it fun will help them succeed.

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**?

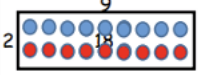
They should be able to answer these questions in any order, including missing number questions e.g.

9 × ◯ = 54 or ◯ ÷ 9 = 11.

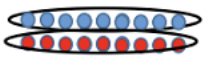
Key Imagery:

Prove using array:

Eg- 9 x 2 = 18



Prove using array using grouping 18 ÷ 2 = 9



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

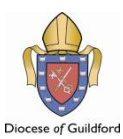
Top Tips

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!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Love one another
as I have loved you
John 15:12


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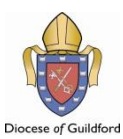
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