



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 \div 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 kept these ideas to support learning of the timetables at home attached below.

Class update

In English we continued our work on the Great Kapok Tree. We drew a story map to sequence and retell the story and acted out the character roles. The children spoke using both clarity and expression and then revised the conventions of speech when writing. Dialogue will be a key element of their stories, so this learning is key.

The children have been loving the rainforest topic and have really taken to heart how precious the natural world is. They will be running a fund raiser to raise money to buy an acre of rainforest and keep it safe! More details to come after we've had a bit more discussion, but in the meantime, do ask them about it! They are very enthusiastic and full of ideas. We are proud of how determined they are to make a difference in the world

This week in Maths, the children have been learning how to multiply two- and three-digit numbers by a one-digit number using both the expanded method and the formal written method. We focused on understanding place value first, breaking numbers into hundreds, tens and ones before moving on to the more formal layout. This helps children see what is really happening in the calculation, especially when exchanging is needed. We have also begun introducing division, starting with dividing a two-digit number by a one-digit number. A secure knowledge of times tables is extremely important for both multiplication and division, and regular practice at home will greatly support confidence and progress in these areas. In Maths we continued our work division, continuing some work from last week. They continued to develop their understanding of division by extending from dividing 2-digit numbers to dividing 3-digit numbers. Place value counters were used to represent the calculations, so that children can make sense of exchanges that are needed to complete the



division. Part-whole models are also used to show how flexible partitioning can support the process of division by looking for multiples of the number being divided by. An example is given below of a more challenging division.

We had a special visitor in Art this week – many thanks to Hugh’s mum – who demonstrated how she had used different shades of colour to create a realistic three-dimensional effect. The children will be able to use these ideas as they work towards a still life painting with objects that represent them.

Spellings

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

Week 3 Set 21.26 Test 28.1.26		
Spelling Pattern: words with -ious ge base		
Green Group	Yellow Group	Blue Group
famous	famous	famous
nervous	nervous	nervous
ridiculous	ridiculous	ridiculous
outrageous	outrageous	outrageous
adventurous	adventurous	
torturous	torturous	
courage		
rapturous		
extreme	extreme	extreme
famous	famous	famous
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 tasks set on Mathletics: these should support both times tables learning and our recent work on multiplying 1 digit by a 2 digit number..

English – Next week we will be writing a letter to our MP, urging him to take action against non-sustainable palm oil. The children need to research the impact of palm oil on the rainforest and its inhabitants, gathering useful facts and statistics they can include in their letter.

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. $4\times$ facts are double the $2\times$ 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**.

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

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**?

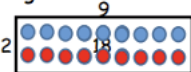
They should be able to answer these questions in any order, including missing number questions e.g.

$$9 \times \bigcirc = 54 \text{ or } \bigcirc \div 9 = 11.$$

Key Imagery:

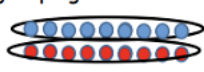
Prove using array:

Eg- $9 \times 2 = 18$



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

Prove using array using grouping $18 \div 2 = 9$



Top Tips

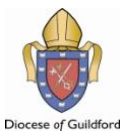
The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your 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. $7 \times 10 - 7 = 70 - 7 = 63$). What do you notice? What happens if you add your original number instead? (e.g. $7 \times 10 + 7 = 70 + 7 = 77$)

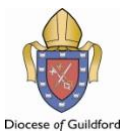
What do you already know? – Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It might be worth practising these again!





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





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

