



# 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

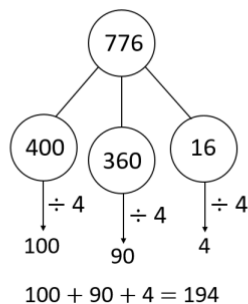
**KIRFs:** This term our KIRFs are to *know the  $x$  and  $\div$  facts for the  $9x$  &  $11x$  tables*. We have attached the information sheet at the end of the newsletter. Please support your child with the learning of these key facts.

## Class update

In English we have been looking at the art of persuasion and writing persuasive letters. Persuasive writing is a style of writing in which the author tries to convince the reader to agree with them about a topic or idea. Persuasive texts use imperative verbs, repetition, facts, and other techniques to guide the reader to a certain conclusion. We looked and learnt about these features and other persuasive devices and then applied them to our writing. They wrote to their MP about the plight of the rainforest and the effects of deforestation - all nicely linked in with our text of the Great kapok Tree.

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.

$$776 \div 4 = 194 \qquad 776 - 400 = 376$$



The children had a good understanding of division which will support them when they move on to the formal written method next year. It was hard work so well done all!

### Spellings

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

Week 4 Set 28.1.26 Test 4.2 26		
Spelling Pattern: suffix added to y words		
Green Group	Yellow Group	Blue Group
happily	happily	happily
silliness	silliness	silliness
beautiful	beautiful	beautiful
happiness	happiness	happiness
penniless	penniless	
prettiest	prettiest	
nastiness	nastiness	
merriment		
plentiful		
<b>favourite</b>	<b>favourite</b>	<b>favourite</b>
<b>forward</b>	<b>forward</b>	<b>forward</b>
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.		

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### Homework:

**Maths** – There are five activities set on Mathletics, some of which recap the trickier parts of our recent lessons. Others should be much easier and help revise number knowledge – please encourage your child to have a go at them all.

**English** – The reading homework from last fortnight was a big hit for the children, and it was lovely to see how many of them came in proudly stating how many chapters they had read or even that they’d got caught up and finished their book! Seeing as the Maths homework is a little more challenging this week, the class convinced us that another reading homework is in order. At least half an hour reading please but much more is firmly encouraged.

## 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**.

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

### 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**?

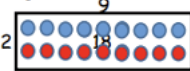
They should be able to answer these questions in any order, including missing number questions e.g.

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

### Key Imagery:

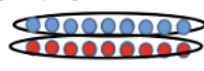
Prove using array:

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

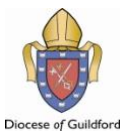
The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your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

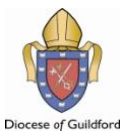
What do you already know? – Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It might be worth practising these again!





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





*Love* one another  
as I have loved you  
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