



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

Swallows ‘Rescue the Rainforest’ fair – Friday 13th March 3:20-4:20

Kew Gardens trip – 19th March

Church Assembly– Wednesday 11th February

Swallows are taking the upcoming church assembly next Wednesday morning. We will be wearing PE kit (as it is our PE day) but a few children will need a slightly different change of clothes. If this is your child, then can we please ask that they wear their ‘outfit’ on Wednesday am and then change into their PE kit after the service. They have the only ‘costume’ roles.

Class update

In English we wrote our own versions of ‘The Great Kapok Tree’, basing these on the original text. We used the ‘boxing up’ strategy to do this. They are familiar with this as we used it in Year 3. **Boxing up** is a very useful strategy that helps children begin to internalize and to some extent visualize a sense of structure in their writing. It develops a story plan from pictorial representation to an initial stage of a written piece. Pictures give way to a summary of sections within a story. The process enables the writer to identify characters and events in an original text, ‘magpie’ ideas from these, before finally innovating their own composition from these. The children used this to good effect.

This week in Maths, we started a unit on Length and perimeter, focusing this week on measuring in kilometres and metres as well as understanding perimeter on a grid. In Year 3, the children were introduced to the idea of perimeter by measuring and calculating the perimeter with labelled side lengths. In this small step, the children explored perimeter further with a focus on rectilinear shapes, where all sides meet at right angles. These rectilinear shapes were drawn on squared grids, mainly centimetre squared grids. We will continue this work next week, extending and challenging the children further.

In Science we looked at the process of melting and freezing by making ice-cream, using a bag of ice, salt and a bag of milkshake. We explained to the children that adding salt to ice lowers the freezing point by a few degrees. When salt is added to the ice in the outer bag, the ice (which is at 0c) is suddenly above its freezing point and starts to melt. The melting requires energy which in this case



is taken from milk mixture in the inner bag, causing the milk to freeze. At the end of the lesson, most could understand that ice cream is made up of droplets of fat from milk jumbled up with millions of tiny crystals of ice and pockets of air. Well done, Swallows, you enjoyed this lesson!

Spellings

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

Week 5 Set 4.2. 26 Test 11.2 26		
Spelling Pattern: words ending – ious and eous		
Green Group	Yellow Group	Blue Group
obvious	obvious	obvious
serious	serious	serious
furious	furious	furious
hideous	hideous	hideous
various	various	
curious	curious	
victorious	victorious	
spontaneous		
courteous		
fruit	fruit	fruit
grammar	grammar	grammar
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. 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:

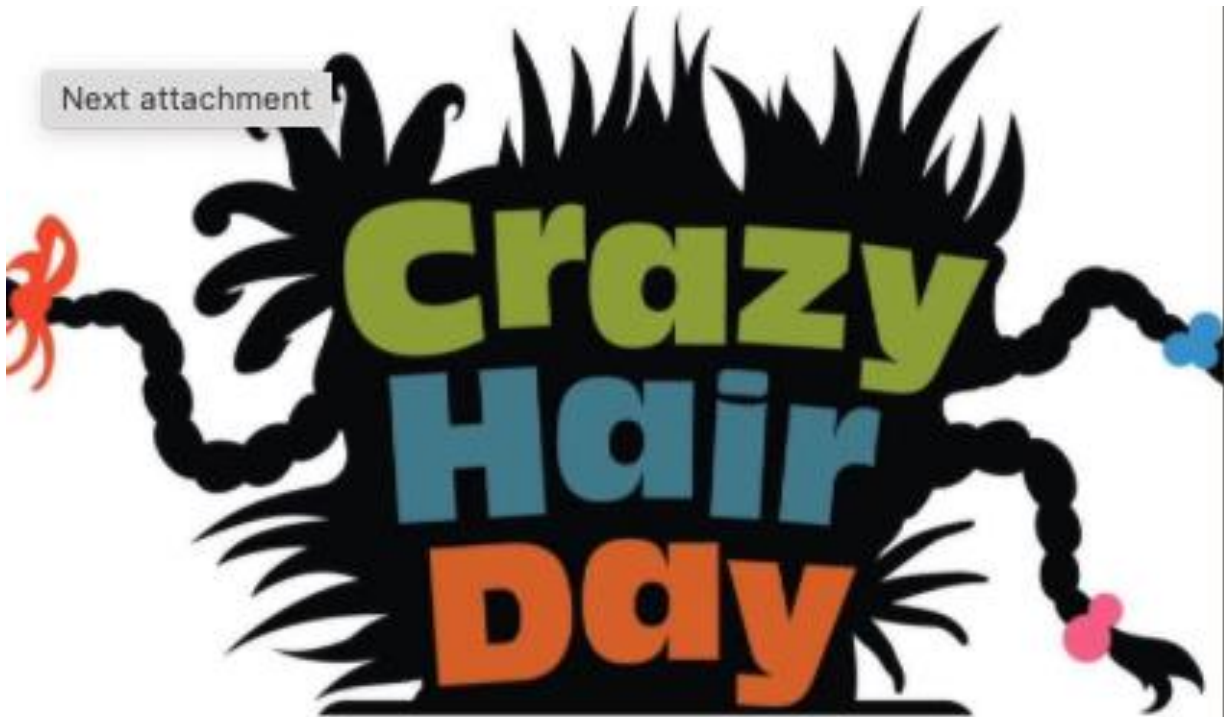
Maths – The Maths homework is to complete the tasks set on Mathletics.

English – We have spent much of this half term looking at rainforests, and we would like the children to find out a little about the rainforests still existing in this country! This could be a few facts written down, a poster inviting people to visit one of them, some pictures they have found and labelled – anything they feel reflects the research they have done.

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst

Next attachment



Friday 13th February

FROGS Fundraiser

Suggested donation of £2

Cash at the school gates

Collectiv link below



<https://pay.collectiv.com/grayswood-frogs-crazy-hair-day-25-26-57345>



PS...Its school uniform or PE kit as usual.
Only the hair goes wild!



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**?

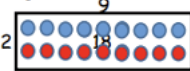
They should be able to answer these questions in any order, including missing number questions e.g.

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

Key Imagery:

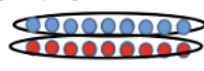
Prove using array:

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!

