



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
Rescue the rainforest fair – Friday 13th March

Kew Gardens trip – 19th March

Church Assembly: We were so proud of the children for their wonderful assembly on Lent - they all spoke beautifully and represented Swallows brilliantly.

Class update

This week in English, we have been focusing on sentence structure. The children have been learning to identify and write simple, compound and complex sentences, as well as using subordinating clauses to add extra detail to their writing. We have also explored how varying the length of sentences can create effect and make writing more interesting for the reader. It has been lovely to see the children beginning to apply these skills in their own work.

This week in Maths, we continued our work on Length and perimeter. The children continued to look at rectilinear shapes, focusing on finding missing side lengths. They explored the relationship between the sides of rectilinear shape, rather than finding the perimeter. They started by using addition to find the missing side lengths, then using Subtraction and finally using both operations to find more than one missing side length. We then moved on to calculating perimeter.

Spellings

Here are the new spellings for the next test on Wednesday, 25th February. **Next week is half term – we have also set the assignments on Spelling Shed** to last over half term.

Week 6 Set 11. 2. 26 Test 25.2 26. after half term		
Spelling Pattern: challenge words		
Green Group	Yellow Group	Blue Group
breath	breath	breath
business	business	business
caught	caught	caught
different	different	different
although	although	although
medicine	medicine	
thought	thought	
possession	possession	
group	group	group
guard	guard	guard
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.

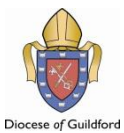
An explanation of the tasks can be found below:

English – some have requested to write a story, which I am eager to read if they do, but otherwise, please can the children enjoy as much reading time as possible.

Maths – The Maths homework is to do some revision of your time-tables, however you wish to do so. House points for any original or exciting ways of doing it!

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst



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





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**?

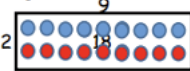
They should be able to answer these questions in any order, including missing number questions e.g.

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

Key Imagery:

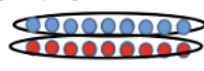
Prove using array:

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!

