



YEAR 4 SWALLOWS

Class Teacher/s: Mrs Coult and Mrs Fairhurst

Learning Support Assistant/s: Mrs McQuillan (Tuesday– Wednesday mornings; Mrs Rose Callaghan (Thursday–Friday mornings)

Important diary dates and reminders

Year 4 Bikeability will take place next week beginning 20th April.

Year 4 Football tournament – Thursday 23rd April. Children to be dropped off at school and picked up as normal. Uniforms will be sent home the day before.

Next week, we will be recognising **Allergy Awareness Week** across the school. As part of this, all classes will take part in an age-appropriate lesson to help children better understand allergies, including what they are, how they can affect others, and how we can all play a role in keeping our school community safe.

A growing number of our pupils and staff members live with allergies, and it is important that all children develop awareness, empathy, and a sense of responsibility towards one another. These sessions will support pupils in understanding the importance of being mindful about food, sharing and following school guidance.

We hope this will be a valuable opportunity to build understanding and reinforce our shared commitment to ensuring a safe and inclusive environment for everyone.

Multiplication check websites – the check is done on a computer with a 6 second time given for each question. The times tables that are currently causing some trouble for some are x6, x7, x8, x9, x12. If you just insert MTC check into the search engine, a selection will come up, such as:

<https://www.timestables.co.uk/multiplication-tables-check/>

KIRFs: Our KIRFs this half term will be to *multiply and divide single-digit numbers by 10 and 100*. 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

We hope you have had a very happy Easter and welcome back!

In English this week we focused on Imagery. This is a literary device used in poetry, novels, and other writing that uses vivid description that appeals to a readers' senses to create an image or idea in



their head. Through language, imagery does not only paint a picture but aims to portray the sensory and emotional experience within text. The children responded to personification, metaphors and onomatopoeia in poems. We were really impressed with their understanding and shall do more work on this next week.

This week in Maths, we have been learning about dividing a 1 digit or 2 digit by 10 and applying this knowledge. Counters on a place value chart are a good resource for this. The key learning is that both digits of the number move in the same direction by the same number of places. The digits are together before dividing and are still together after dividing. We also discussed that if a multiple of 10 is divided by 10, then nothing is needed in the tenths column, for example $50 \div 10 = 5$, not 5.0. We also looked at hundredths as fractions and decimals and the key understanding that 10 hundredths (10/100) is the same as 1 tenth (1/10).

Spellings

Please note we will set the new spellings on Wednesday (22nd April) for the following week (29th April). We shall be revising and consolidating previous words with all the spelling rules learnt so far. Retrieving past knowledge and remembering this is key in all areas of the children learning including spellings.

Food Reminder

Packed lunches are to be placed on arrival into school on the trolleys which will be stationed near the gate. We ask that absolutely no lunch boxes are kept in the cloakrooms.

Snacks for break time (fruit or veg only) are to be kept in bags.

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.

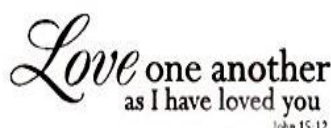
An explanation of the tasks can be found below:

Art – Children should create a **smaller than A4** mood-board on the theme of the rainforest, collating different colours and textures that will inspire their final art piece this half term. They could look at leaf patterns, the fur of rainforest animals, the light/shade created by the dense canopy etc. To make the mood board, they can use pictures from magazines, printed out images, physical leaves or materials etc. This will need to be in school next Thursday, so aiming for Wednesday might be safer!

Maths – The Maths homework is to get working on their timetables, which have fallen out of their memories a little over the Easter break! We have set some Mathletics activities to help, or they can practise however works best for them.

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst





Key Instant Recall Facts

Year 4 – Summer 1

I can multiply and divide single-digit numbers by 10 and 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$7 \times 10 = 70$	$30 \times 10 = 300$	$0.8 \times 10 = 8$
$10 \times 7 = 70$	$10 \times 30 = 300$	$10 \times 0.8 = 8$
$70 \div 7 = 10$	$300 \div 30 = 10$	$8 \div 0.8 = 10$
$70 \div 10 = 7$	$300 \div 10 = 30$	$8 \div 10 = 0.8$
$6 \times 100 = 600$	$40 \times 100 = 4000$	$0.2 \times 10 = 2$
$100 \times 6 = 600$	$100 \times 40 = 4000$	$10 \times 0.2 = 2$
$600 \div 6 = 100$	$4000 \div 40 = 100$	$2 \div 0.2 = 10$
$600 \div 100 = 6$	$4000 \div 100 = 40$	$2 \div 10 = 0.2$

Key Vocabulary

What is 5 **multiplied by** 10?

What is 10 **times** 0.9?

What is 700 **divided by** 70?

hundreds, tens, ones

tenths, hundredths, fact family, inverse equation, whole, parts

These are just examples of the facts for this term. Children should be able to answer these questions in any order, including missing number questions e.g. $10 \times \bigcirc = 5$ or $\bigcirc \div 10 = 60$.

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?

Quick-fire questions- Chose a whole number and see how quick you can write the fact family. To make it harder try missing out a part. For example: "What are the missing parts?"

$$6 \times \underline{\quad} = 600$$

$$\underline{\quad} \times 6 = 600$$

$$600 \div \underline{\quad} = 100$$

$$\underline{\quad} \div 100 = 6$$