



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

25th- 29th May- Half term holiday

Monday 1st June- INSET day

Friday 5th June- Sports day

Multiplication check website – please do ask your child to have a go at these. We are aiming high: 25/25, or at least 24! If they get any wrong, they can check their answers and record them. They can then practise these ones. We do this in class at least three or four times a week, so they are familiar with it.

<https://urbrainy.com/mtc>

Class update

This week in English, we used our text, *The Firework-Maker's Daughter*, to plan a recount using Chapter 3, which describes the full moon ceremony. We will be writing this next week from the point of view of Hamlet the elephant.

We also had a renewed focus on the correct use of punctuation and grammar. Sometimes the children are still missing the basics, such as capital letters and full stops, so we are continuing to reinforce these key skills.

We also discussed the importance of “show, not tell” when describing feelings and emotions. This means encouraging the children to describe actions, thoughts and reactions (for example, “his hands trembled and his heart raced”) rather than simply stating feelings (such as “he was scared”). This helps to make their writing more vivid and engaging for the reader.

This week in Maths, we compared and ordered decimals. It was important that children considered the values of the digits in place value order, comparing digits in the greatest place value column first. We also whether all the place value columns need to be compared. For example, when comparing 6.73 and 2.98, only the ones need to be compared; but when comparing 5.37 and 5.39, all the places need to be compared. They then applied their knowledge of decimal 1 equivalent of hundredths and tenths to recognize and write $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ as decimals.

Spelling

These are the new spellings for next week's test. Please also complete the assignments set on Spelling Shed and enjoy playing the games! **We have noticed that there are quite a few children who have not had a go at any of these. Please ask if you have any problems as the games are set to support and aid the children's spellings.**

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Week 3 (Step 26) Set 6.5.26 Test 13.5.26		
Spelling Pattern: Words spelt with 'c' before 'l' and 'e'		
Green Group	Yellow Group	Blue Group
circle	circle	circle
circus	circus	circus
princess	princess	princess
voice	voice	voice
medicine	medicine	celebrate
celebrate	celebrate	
celery	celery	
pencil	pencil	
century		
centaur		
naughty	naughty	naughty
occasion	occasion	occasion
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 do several test runs of the MTC check using the website URBrainy.com/mtc. This should help boost their confidence and get them used to the process of answering the questions.

English – Draw or write something inspired by the icy landscape of Bear Island. This could be a descriptive paragraph, a travel advert, a poem, a painting, anything that conveys the isolation and drama of the Arctic Circle. We're looking forward to seeing what the children decide to create!

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?

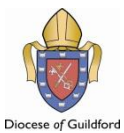
Quick-fire questions- Chose a whole number and see how quick you can write the fact family. To make it harder try missing out a part. For example: "What are the missing parts?"

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

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

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

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



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

