



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

Auction of Promises- Saturday 16th May

May Half term- Monday 25th May – Friday 29th

INSET day- Monday 1st June

Sports Day- Friday 5th June

Back-up Sports Day- Friday 12th June

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 write the recount from the viewpoint of Hamlet the elephant. The children came up with some lovely descriptive language and were very successful in their writing. We placed a particular emphasis on vocabulary, especially the careful choice of verbs and adjectives, to help bring their writing to life. Rather than using simple verbs like "went" or "looked," the children were encouraged to choose more precise and powerful alternatives such as "stomped," "gazed," or "lurched." Similarly, they explored using rich adjectives to add detail and atmosphere, helping the reader to picture the scene more clearly.

We also discussed how these choices affect the tone and impact of their writing, making it more engaging and vivid for the reader. It was wonderful to see the children experimenting with language and taking pride in crafting more imaginative and expressive sentences.

This week in Maths, we started a new block on Monday and the children explored the use of pounds and pence notation. We moved on from reading and writing money using decimal notation to converting between different types of notations and between different units of money and comparing amounts of money.

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 4 (Step 27) Set 13.5.26 Test 20.5.26		
Spelling Pattern: Words containing 'sol' and 'real'		
Green Group	Yellow Group	Blue Group
solution	solution	solution
soluble	soluble	soluble
real	real	real
realistic	realistic	realistic
dissolve	dissolve	unreal
solve	solve	solve
insoluble		
realisation		
reality		
ordinary	ordinary	ordinary
particular	particular	particular
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 have a few attempts at the MTC check – we are seeing such great improvements in their skills so thank you for supporting this! We have also sent home a decimal worksheet because some of the children found decimals a bit tricky. Hopefully working through it slowly will help build their confidence.

English - Please could the children spend at least half an hour reading.

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?

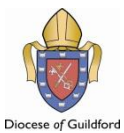
Quick-fire questions- Chose a whole number and see how quick you can write the fact family. To make it harder try missing out a part. For example: "What are the missing parts?"

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

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

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

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



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

