



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

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>

KIRFs (Key Instant Recall Facts): This term our KIRFs is to be able to **recognise decimal equivalents of fractions**. *Please* support your child with the learning of these key facts.

Class update

Welcome back to the last half term of the year. How quickly it seems to have gone! However, we still have lots of to do and we are looking forward to the weeks ahead. We hope the sun keeps on shining and we can spend some more time outdoors, even though the rain this week has been in sharp contrast to half term!

This week in English, we used our new text, *The Last Bear*, to explore a character's thoughts and feelings. The children began to examine April's relationship with her dad, considering how what she says may be different from what she is really thinking and feeling. They also gathered evidence to support their opinions on whether April should help the bear. Some argued that she should help because the bear was hungry, lonely, and in need of kindness, while others felt she should not because it could be dangerous and because her father had warned her to stay away. The children then wrote more detailed responses to present and justify their points of view. There were some very thoughtful, well-reasoned, and balanced arguments on both sides.

This week in Maths, we have been focusing on telling the time. The children have been learning how to convert between analogue and digital clocks and have worked hard to understand the links between the two formats. We have also introduced the 24-hour clock and practised converting times from the 12-hour clock. Many children have found these concepts challenging, so continued practice at home would be very beneficial. Some the children have also completed additional challenge activities to deepen their understanding.



Spellings

Please also complete the assignments set on Spelling Shed and keep playing the games.

Week 6 Set 3.6.26 Test 10.6.26		
Spelling Pattern: Words with the prefixes super anti and auto		
Green Group	Yellow Group	Blue Group
supermarket	supermarket	supermarket
superstar	superstar	superstar
superhuman	superhuman	superhuman
antiseptic	antiseptic	antiseptic
automatic	automatic	automatic
antisocial	antisocial	
autography	autograph	
autobiography		
anticlockwise		
possession	possession	possession
potatoes	potatoes	potatoes
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 complete the times table practice sheets and prepare for the MTC check.

RE/English – Our value for this half term is forgiveness. We'd like the children to reflect on times they have been forgiven or been forgiving, have seen forgiveness in action or in a key historical event, and write something of their choice. This could be a poem, a factual account of a key historical figure, a story based on forgiveness etc.

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst



Key Instant Recall Facts

Year 4 – Summer 2

I can recognise decimal equivalents of fractions.

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

$$\frac{1}{2} = 0.5$$

$$\frac{1}{10} = 0.1$$

$$\frac{1}{100} = 0.01$$

$$\frac{1}{4} = 0.25$$

$$\frac{2}{10} = 0.2$$

$$\frac{7}{100} = 0.07$$

$$\frac{3}{4} = 0.75$$

$$\frac{5}{10} = 0.5$$

$$\frac{21}{100} = 0.21$$

$$\frac{6}{10} = 0.6$$

$$\frac{75}{100} = 0.75$$

$$\frac{9}{10} = 0.9$$

$$\frac{99}{100} = 0.99$$

Key Vocabulary

How many **tenths** is 0.8?

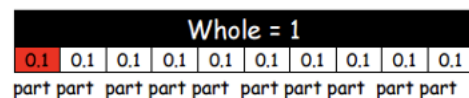
How many **hundredths** is 0.12?

Write 0.75 as a **fraction**?

Write $\frac{1}{4}$ as a **decimal**?

Key Imagery:

Prove using bar model:



(Each part represents 1/10 of the whole)

Children should be able to convert between decimals and fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any number of tenths and hundredths.

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: start with tenths before moving on to hundredths. If you would like more ideas, please speak to your child's teacher.

Play games - Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals on the other.

Equivalent posters- Using the bar model to make equivalent fraction, showing different decimals as a fraction, posters for tenths and hundredths.