



## YEAR 4 SWALLOWS

**Class Teacher/s:** Mrs Coult and Mrs Fairhurst

**Learning Support Assistant/s**

### ***Important diary dates and reminders***

**Friday 10th July-** INSET day

**Thursday 16th July-** Whole school open afternoon (2pm)

**Friday 22nd July-** End of term 1:15pm

**ARBOR** – Please check that the information held on your Arbor app is up to date before we break up for the summer holidays. This includes details regarding medical conditions and dietary requirements so that new class teachers have access to the most up-to-date information available.

**Email addresses** – Please also check that your email address is correct, as this is where end-of-year pupil reports will be sent. **Many thanks.**

**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**

Thankfully, the weather was much cooler this week, which made learning much more comfortable for everyone. It does look as though temperatures are set to rise again next week, so please could you ensure that your child comes to school with a named sun hat and that sun cream is applied before they arrive each morning.

In Maths, we continued our block of learning on Statistics. In Year 3, they learnt how to interpret and draw pictograms and bar charts to represent discrete data. They also learnt how to collect and represent data in a table, so we revised this learning before using charts to compare data. We also introduced to line graphs for the first time. Most of the line graphs look at changes of a variable, such as temperature, over time.

This week our English learning we used our text as an inspiration to plan our non-chronological report on polar bears. The children were so engaged with the topic and we gleaned further information from each other, their homework, the internet and different texts.

Non-chronological report writing can be a challenging task for KS2 children. However, there are some common features that these text types include, such as: a topic title; an introductory paragraph; information divided into paragraphs; subheadings; written in the third person; bullet

points and numbered lists; information; technical language; a formal tone. We learnt and identified these features this week in preparation for next week's writing task

## Spellings

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

| Week 10 ( Step 33)                                                                                                                                                 |                 |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|
| Set 1.7.26 Test 8.1.27                                                                                                                                             |                 |                 |
| Spelling Pattern: Revision words                                                                                                                                   |                 |                 |
| Green Group                                                                                                                                                        | Yellow Group    | Blue Group      |
| expression                                                                                                                                                         | expression      | expression      |
| except                                                                                                                                                             | except          | except          |
| solve                                                                                                                                                              | solve           | solve           |
| group                                                                                                                                                              | group           | group           |
| scene                                                                                                                                                              | scene           | scene           |
| circle                                                                                                                                                             | circle          | circle          |
| supermarket                                                                                                                                                        | supermarket     |                 |
| bicycle                                                                                                                                                            | bicycle         |                 |
| musician                                                                                                                                                           |                 |                 |
| reluctantly                                                                                                                                                        |                 |                 |
| <b>remember</b>                                                                                                                                                    | <b>remember</b> | <b>remember</b> |
| <b>separate</b>                                                                                                                                                    | <b>separate</b> | <b>separate</b> |
| 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 tasks set on Mathletics. They should help finish off our statistics unit with strong results.

**English** – Please can the children complete their tasks for the Young Leaders Award. They have chosen two tasks to make their local community better e.g. tidying their room without being asked or picking up some rubbish at a local playground.

Have a lovely weekend,

Mrs Coult and Mrs Fairhurs





# 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**.

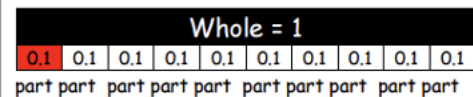
|                      |                      |                         |
|----------------------|----------------------|-------------------------|
| $\frac{1}{2} = 0.5$  | $\frac{1}{10} = 0.1$ | $\frac{1}{100} = 0.01$  |
| $\frac{1}{4} = 0.25$ | $\frac{2}{10} = 0.2$ | $\frac{7}{100} = 0.07$  |
| $\frac{3}{4} = 0.75$ | $\frac{5}{10} = 0.5$ | $\frac{21}{100} = 0.21$ |
|                      | $\frac{6}{10} = 0.6$ | $\frac{75}{100} = 0.75$ |
|                      | $\frac{9}{10} = 0.9$ | $\frac{99}{100} = 0.99$ |

#### 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.