



YEAR 4 SWALLOWS

Class Teacher/s: Mrs Coult and Mrs Fairhurst

Learning Support Assistant/s: Mrs Reilly (Tuesday– Friday) mornings

Important diary dates and reminders

Meet the Teacher-This will be in the Year 4 classroom on Tuesday 22nd September at 2:50.

Class assembly – advance notice that this will be on Thursday 21st January

Pencil cases – Just a small reminder and request please that these are not TOO full. Some are bursting at the seams!

KIRFs: Our KIRF this term is to know number bonds to 100 which the children will be tested on before we break for half-term. Please refer to the **KIRF sheet at the end of this letter** to support your child with their learning. The key to success is practising little and often.

Don't forget Forest School for **Group 1** next Tuesday! Please ensure your child comes in with the correct clothing. Just a reminder, that as Year 4 do have a Forest School session, there is only one timetabled PE lesson. This is on Tuesday too, and they will change into their PE kit.

Class update

The children have had a good first full week back. They are gradually getting used to the new rules and routines, and all are rising to the challenge of being in Year 4. Just a reminder: please can you ensure that your child is bringing in their reading records and changing their books once they have finished them. Learning to take responsibility for this is valuable, even at such a young age. Thank you for your support with this.

This week in Maths, we been started our first block of learning on Place value. The children learnt how to represent numbers to 1,000 in Year 3. This concept was reinforced this week before we moved on to representing numbers to 10,000. Children used different representations such as place value charts to highlight the place value of the digits in the numbers. It is important that the children understood the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000. We revised partitioning numbers up to 1,000 into hundreds, tens and ones and particular attention was paid to numbers that include zero as a placeholder. We then explored numbers beyond 1,000. The children looked at the composition of multiples of 1,000 by exploring how many hundreds they are made of. We also continue to practice our reasoning and problem-solving skills.

We started our new English topic based on our new text 'Stone Age boy'. It is all about a little boy who goes on an adventure into the Stone Age (we will be learning more about the Stone Age in our



History lessons over the term). We will be using this short narrative to create their own narratives. It includes some detailed factual information on Stone Age life which the children were very much engaged in.

Spellings

As mentioned last week, there will be three spelling groups: **Green, Yellow, and Blue**. We will note all spellings for each group on the same document. We would like your child, with your support and input, to decide which group they would like to practice for the week's test. Although it is crucial there is challenge, it is equally important that they understand the pattern and can accurately spell the less complex words. These will be added to the Friday note, as below. Your child can change groups weekly should they wish and will provide a degree of flexibility.

Please also ensure your child completes the **assignments set on Spelling Shed** and enjoys playing the games.. These games will be assigned from the Monday through to the following Monday, giving the children time to start practicing some of their spellings for the Tuesday test.

The first spellings will be set next week on Friday 11th September and tested the following Tuesday.

Week 1 Set 11.9.26 Test 15. 9.25		
Spelling Pattern: homophones/near homophones Step 1		
Green Group	Yellow Group	Blue Group
not	not	not
knot	knot	knot
peace	peace	peace
piece	piece	piece
plain	plain	plain
plane	plane	plane
accept	accept	
except	except	
accident	accident	accident
actual	actual	actual
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

A note about the home learning books – these can be covered with sticky-back plastic or pretty wrapping paper etc if the children wish, as long as they are kept neat and tidy.

Mathletics – logs in have now been stuck into reading records and two tasks have been set which need to be completed by next Thursday please. Any queries regarding logging in or usernames etc please contact Mrs Fairhurst.

English – The children have a choice of tasks this week. We have been working on adverbial phrases to start our sentences e.g. **Trying not to laugh**, the children sat down. The children should either write five of their own sentences that start with an adverbial phrase OR find five sentences in their reading book that begin with an adverbial phrase. These should be copied into their homework books.

Please do contact us or the class rep/s should you have queries or questions. We are really looking forward to the year ahead with this lovely class!

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst



Key Instant Recall Facts

Year 4 – Autumn 1

I know number bonds to 100.

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

Some examples:

$60 + 40 = 100$	$37 + 63 = 100$
$40 + 60 = 100$	$63 + 37 = 100$
$100 - 40 = 60$	$100 - 63 = 37$
$100 - 60 = 40$	$100 - 37 = 63$

$75 + 25 = 100$	$48 + 52 = 100$
$25 + 75 = 100$	$52 + 48 = 100$
$100 - 25 = 75$	$100 - 52 = 48$
$100 - 75 = 25$	$100 - 48 = 52$

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. $49 + \bigcirc = 100$ or $100 - \bigcirc = 72$.

Key Vocabulary

What do I **add** to 65 to make 100?

What is 100 **take away** 6?

What is 13 **less than** 100?

How many more than 98 is 100?

What is the **difference** between 89 and 100?

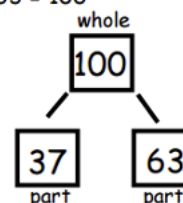
What is the **whole**?

What are the **parts**?

Key Imagery:

Prove using whole/part model:

Eg- $37 + 63 = 100$



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 of the day. If you would like more ideas, please speak to your child's teacher.

Buy one get three free - If your child knows one fact (e.g. $8 + 5 = 13$), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?

Play games – There are missing number questions at www.conkermaths.org See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.