



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

Don't forget Forest School for **Group 2** 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.

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.

Class update

The children have had a great week, and we have been as busy as ever.

This week in Maths, we worked on the development of mental maths strategies. Strong mental maths is so important, as is the quick and instant recall of times tables facts. The latter become even more important as the children make their way through Key Stage 2. We continued our focus on partitioning numbers up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They gave their answers using numerals, words and expanded form, for example $5,346 = 5$ thousands, 3 hundreds, 4 tens and 6 ones or $5,000 + 300 + 40 + 6$. They needed to understand the value of each digit and answered questions that include zero as a placeholder, so they understand this cannot be omitted.

In English, we used our text, the Stone Age boy to practice and learning about expanded noun phrases, fronted adverbials, and 1st person pronouns before we write a diary entry from the Stone Age Boy. Grammar provides the building blocks for children to understand and express themselves in longer and more complex ways. When children increase their language complexity (with word endings, or longer/more complex sentences), they can express and understand more complicated ideas. We shall work on this throughout the year.

In Science, Swallows had great fun modelling the digestive system! The children worked together to act out each stage, from chewing and swallowing to the stomach and intestines. There was lots of laughter, excitement, and plenty of noise as they squeezed, squashed, and demonstrated how food travels through the body. It was a memorable, hands-on way to bring science to life!

Spellings



Diocese of Guildford



Week 2 Set 18.9.26 Test 22.9.26		
Spelling Pattern: prefix in Step 2		
Green Group	Yellow Group	Blue Group
inactive	inactive	inactive
incorrect	incorrect	incorrect
insecure	insecure	insecure
invisible	invisible	invisible
inflexible	inflexible	inflexible
indefinite	indefinite	address
incurable	incurable	answer
inability	address	
inelegant	answer	
address		
answer		
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.		

A quick reminder: We will adjust the number of spellings for some groups, so please choose the colour group that best suits your child. At times, depending on the spelling rule or complexity of the words, the groups may be the same.

The last two words will remain consistent, as they are key words for Years 3 and 4.

Please also ensure your child completes the assignments set on Spelling Shed and enjoys playing the games. Although uptake across the school has been mixed, we strongly encourage all children to engage with these activities.

Log-in details for Spelling shed to access this site will be found at the front of reading records.

Home learning

Mathletics – the children should complete the tasks set which recap our class learning and help prepare for next week's learning. If they wish to do extra challenges, they are very welcome to do so, but only the two tasks set are required. The children have been shown again how to navigate the site, and all seem happy with how to do it, but do let us know if you need help. We could show you this at Meet the Teacher if need be.

English – the children did a wonderful job with their adverbial phrases last week. This week, we'd like them to choose one thing they did over the weekend (or during the week) and write a one paragraph diary entry about it. They should focus on correct punctuation, using first person e.g. *I loved it* and using a range of sentence structures. We'd prefer one short but perfect paragraph to a page that hasn't been checked carefully!

Please do contact us or the class rep/s should you have queries or questions.

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?

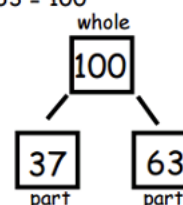
What is the **whole**?

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.