

YEAR 4 SWALLOWS

Class Teacher/s: Mrs Coult and Mrs Fairhurst

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

Important diary dates and reminders

Class assembly –Thursday 21st January

Butser Farm Trip –Monday 9th November. Please remember your lunch and suitable footwear! The weather looks cloudy now, but light rain could be a possibility so please also remember warm clothes and a rain jacket.

KIRFs: Our KIRF is to know the multiplication and division facts for the 6 times table which the children will be tested on before we break for the Christmas holidays. 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. This is also true for the other times tables.

Curriculum map: This can be viewed on the website and on our class pages.

Bikeability Level 1

We are excited to be able to offer Swallows the Bikeability Level 1 course, provided by Surrey County Council. More information about the course can be found here: https://www.bikeability.org.uk/get-cycling/cycle-training-for-children/bikeability-level-1/

It is due to take place during the school day, in the playground, w/c 19th April. Children will need to bring in a bike and helmet to use.

We have offered the course here for many years, with much success. Completion of the course enables students to take part in the Level 2 course in Year 6 which equips children with the skills to ride on the road.

Spaces can be booked here: https://surreycycletraining.online/public/school_training/113207/

The deadline to sign-up is: 0900hr 20th March

Class update

In English, we wrote our non-chronological reports on the Anglo-Saxons, using our homework research alongside resources provided in class. The children demonstrated a good understanding of the features of this type of writing and included many of them accurately in their work.
Moving forward, we still need to work on constructing clear, simple sentences, using punctuation accurately and remembering capital letters for proper nouns. These are important skills that we will continue to practice and develop.

We continued our work on subtraction, focusing on subtracting numbers with more than one exchange. Many children found this challenging, so it was important to take things slowly and ensure they understood each stage of the process, particularly the place value of each column. We will continue to practice this in the coming week to build confidence and accuracy. We also extended the children's learning through reasoning and problem-solving activities, encouraging them to apply their understanding and explain their thinking.

We also had a wonderful Diwali workshop where the children learned and performed a fantastic dance to tell the story of the festival of lights. There are a few photos at the end of the note, but they don't really show how brilliantly the children did – it was truly a great performance!

Spellings

Here are the spellings for the week. These will be tested after half term.
Please also ensure your child completes the assignments set on Spelling Shed and enjoys playing the games.

Week 7 Set 6.11.26 Test 10.11.26		
Spelling Pattern: suffix – words ending in -ation		
Green Group	Yellow Group	Blue Group
information	information	information
sensation	sensation	sensation
vibration	vibration	vibration
donation	donation	donation
population	population	population
decoration	decoration	
duration	duration	
registration		
determination		
century	**century**	**century**
certain	**certain**	**certain**
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 home learning books this week.

An explanation of the tasks can be found below:

Remembrance Day Homework - this is inside their home learning books. We'd like the children to choose something to do to mark Remembrance Day. For those taking part in parades/ceremonies through brownies or cubs etc, we are happy for that to be their homework – if the children want to stick a photo in or just explain where they did it, that would be lovely too.

Mathletics – as always, there are a few tasks set on Mathletics to help the children cement their recent learning.

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

Have a lovely weekend,

Mrs Coult and Mrs Fairhurst






House points



Key Instant Recall Facts

Year 4 – Autumn 2

I know the multiplication and division facts for the 6 times table.

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

6 × 1 = 6	1 × 6 = 6	6 ÷ 6 = 1	6 ÷ 1 = 6
6 × 2 = 12	2 × 6 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
6 × 3 = 18	3 × 6 = 18	18 ÷ 6 = 3	18 ÷ 3 = 6
6 × 4 = 24	4 × 6 = 24	24 ÷ 6 = 4	24 ÷ 4 = 6
6 × 5 = 30	5 × 6 = 30	30 ÷ 6 = 5	30 ÷ 5 = 6
6 × 6 = 36	6 × 6 = 36	36 ÷ 6 = 6	36 ÷ 6 = 6
6 × 7 = 42	7 × 6 = 42	42 ÷ 6 = 7	42 ÷ 7 = 6
6 × 8 = 48	8 × 6 = 48	48 ÷ 6 = 8	48 ÷ 8 = 6
6 × 9 = 54	9 × 6 = 54	54 ÷ 6 = 9	54 ÷ 9 = 6
6 × 10 = 60	10 × 6 = 60	60 ÷ 6 = 10	60 ÷ 10 = 6
6 × 11 = 66	11 × 6 = 66	66 ÷ 6 = 11	66 ÷ 11 = 6
6 × 12 = 72	12 × 6 = 72	72 ÷ 6 = 12	72 ÷ 12 = 6

They should be able to answer these questions in any order, including missing number questions e.g. 6 × ◯ = 72 or ◯ ÷ 6 = 7.

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

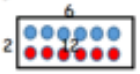
What is 24 **divided by** 6?

What is the **whole**?

What are the **parts**?

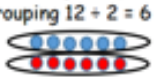
Key Imagery:

Prove using array:
Eg- 6 x 2 = 12



(the **parts** are 2 and 6 and the **whole** is 12)

Prove using array using grouping 12 ÷ 2 = 6



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.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Double your threes – Multiplying a number by 6 is the same as multiplying by 3 and then doubling the answer. 7 × 3 = 21 and double 21 is 42, so 7 × 6 = 42.

Buy one get three free – If your child knows one fact (e.g. 3 × 6 = 18), can they tell you the other three facts in the same fact family?

Warning! – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra.
E.g. 6 × 12 = 72. The answer to the multiplication is 72, so 72 ÷ 6 = 12 and 72 ÷ 12 = 6