



**These are your overviews of what needs to be practised daily at home (5-10 minutes each) throughout Year 4.**

Ever practised something and you've got it; but then two or three weeks later it's not as clear? This is because it's only gone into your short-term memory, not your long-term memory. To make it go into your long-term memory you have to 'over-learn': do it again and again and again and again and again and again and again and again and again

## Reading



- 🦉 Make sure that you are filling in your reading record at least **3 times a week**.
- 🦉 This is **your job**, not your parents'.
- 🦉 I am asking you **what you think** of the book you are reading...
- 🦉 And which **new words** you have found.

## Maths – Key Instant Recall Facts (KIRFs)

More information on the KIRFs is available on the website, or just ask!

<p><b>I know number bonds to 100.</b></p> <ul style="list-style-type: none"> <li>✓ <b>For example</b> - <math>60 + 40 = 100</math>, <math>37 + 63 = 100</math>, <math>100 - 63 = 37</math></li> <li>✓ <b>Buy one get three free</b> - If your child knows one fact (e.g. <math>8 + 5 = 13</math>), can they tell you the other three facts in the same fact family?</li> <li>✓ <b>Use number bonds to 10</b> - How can number bonds to 10 help you work out number bonds to 100?</li> <li>✓ <b>Play games</b> – There are missing number questions at <a href="http://www.conkermaths.com">www.conkermaths.com</a></li> </ul>	<p><b>I can multiply and divide single-digit numbers by 10 and 100.</b></p> <ul style="list-style-type: none"> <li>✓ <b>For example</b> - <math>7 \times 10 = 70</math>, <math>7 \times 100 = 700</math>, <math>0.8 \times 10 = 8</math></li> <li>✓ Children should be able to answer questions in any order, including missing number questions</li> </ul>
<p><b>I can recognise decimal equivalents of fractions</b></p> <ul style="list-style-type: none"> <li>✓ <b>For example</b> - <math>1/2 = 0.5</math>, <math>1/4 = 0.25</math>, <math>3/4 = 0.75</math>, <math>1/10 = 0.1</math>, <math>1/100 = 0.01</math></li> <li>✓ <b>Play games</b> - 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</li> </ul>	<p><b>I know the multiplication and division facts for all times tables.</b></p> <ul style="list-style-type: none"> <li>✓ <b>Songs and Chants</b> – 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.</li> <li>✓ <b>Double your threes</b> – Multiplying a number by 6 is the same as multiplying by 3 and then doubling the answer. <math>7 \times 3 = 21</math> and double 21 is 42, so <math>7 \times 6 = 42</math>.</li> </ul>

**If there is anything else I can help with, please let me know – Miss McIntee ☺**

### Year 4 Spellings

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
accident	calendar	interest	perhaps	promise	strange
accidentally	complete	knowledge	peculiar	purpose	strength
although	different	medicine	popular	question	suppose
believe	disappear	natural	position	regular	surprise
bicycle	exercise	naughty	possess	reign	thought
business	experiment	occasion	possession	remember	therefore
ordinary	experience	occasionally	possible	sentence	various
pressure	favourite	opposite	potatoes	separate	woman
important	grammar	particular	probably	special	women
treasure	immature	guide	intervene	straight	weight
enclosure	illegal	guarantee	interrupt	scissors	envious
peace	they	adventure	profession	collide	definitely
piece	trouble	moisture	magician	intrude	unfinished
fair	awakening	scene	interpreter	weather	angrily
fare	forgotten	seen	electrician	whether	automatic

The best way to learn them is to pick four spellings and practise those, then when you've got those add in a couple more. When you've got those as well, stop doing the original four and add in a couple more and keep going like that. But, every week or so test yourself on the previous ones – can you still remember them? If you can, carry on; if not just pop them back in again.

These lists should not limit your learning, continuously work forward and back through all lists of spellings.

Spelling checks will regularly occur during the half term, ensuring support is given to progress children's understanding. After each, words they are not as confident spelling will be highlighted to remind children to focus on these spelling patterns.