Rhino Class T3 & T4
Year 4

Class Teachers: Mrs S Pain- Mon – Thurs
Mrs J Ivinson – Fri
Mrs Walker – Weds am
TA's – Mrs Jeffery: Mon – Weds pm
Mrs Ivinson – Mon – all day, Tues & Weds am
Mrs McLauglin: Thurs & Fri all day
Mrs Griffiths: Thurs & Fri pm

We hope you had a relaxing Christmas break! Here you will find some key information about the expectations in Rhino class in these two terms.

WELCOME TO TERM 3 and 4!

MATHS: Multiplication & Division B, Length & Perimeter, Fractions, Decimals A

HISTORY: Term 3: How hard was it to invade and settle in Britain? (Term 3)

HISTORY: Term 4: How did the achievements of the Maya civilisation influence their society and beyond? (Term 4)

ART: Painting & Mixed Media (Term 3)

DT: Structures – Pavilions (Term 4)

COMPUTING: Repetition in shapes and games (Term 3) Data Logging (Term 4)

RE: Gospel – What kind of world did Jesus want? (Term 3)

RE: Salvation - Why do Christians call the day Jesus died 'Good Friday'? (Term 4)

SCIENCE: Materials – States of Matter (Term 3)

SCIENCE: Energy – Sounds and Vibration (Term 4)

MUSIC: English National Opera – Composition Project (Term 3)/ Classroom percussion (Term 4)

PSHE: Health & Wellbeing continued (Term 3) Safety & the changing body (Term 4)

FRENCH: Little Red Riding Hood (Term 3) My family (Term 4)

CORE TEXTS: Odd and the Frost giants – Neil Gaiman (Term 3) The Chocolate Tree – Linda Lowery & Richard Keep (Term 4)

PE: Gymnastics & Fitness (Term 3) Tennis (Term 4)

FOREST SCHOOL: Tuesdays (Term 4)

Year 4 - Health and wellbeing

Fluoride	A chemical found in toothpaste that helps keep our teeth strong and healthy.
Healthy	Being well, both physically and mentally.
Mental health	Our emotional wellbeing.
Negative emotions	Emotions which make us feel sad or angry.
Positive emotions	Emotions which make us and others around us feel happy.
Relaxation	Doing calming activities such as having a bath or reading a book
Resilience	A willingness to keep trying even when things become very hard.
Skill	The ability to do something well.
Visualise	To create an image of something in the mind.

Health tips

Visit a dentist regularly to make sure your teeth are healthy.

Keep a diary of things which happen to you and how they make you feel.

Your physical and mental health are equally important and there are things you can do to look after them both.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

There are number of things we can do to keep our teeth healthy including: brushing twice a day, visiting the dentist, avoiding sugary food and drinks and using a fluoride toothpaste.

Visualising a special place can help us to relax and deal with problems.

We can learn from our mistakes.

We can all learn new skills.

Different things make different people happy.

Emotions can be positive and negative and we need to learn to deal with both.

Sometimes, people have problems with their mental health. If they do, there are people who can help them.

Year 4 - Safety and the changing body

Age restriction	Something that is restricted from access until a user turns a particular age.

Asthma	
A common lung condition that causes breathing problems.	
If someone is having an asthma attack, keep them calm and help them to use their inhaler.	

Law	Rules enforced by the government that define what we can and cannot do.
Tobacco	A plant grown for its leaves which contains a highly addictive drug called 'nicotine'.

Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Genitals	The external sex organs. This word is used for both males and females.
Hygiene	Keeping clean.
Penis	The male external sex organ.
Puberty	The physical and emotional changes a child goes through to become an adult.
Testicles/testes	Produce sperm and male sex hormones.

Getting help

In an emergency, call 111 or 999.

If you are worried about something, talk to an adult you trust at home or at school.

Contact: Childline

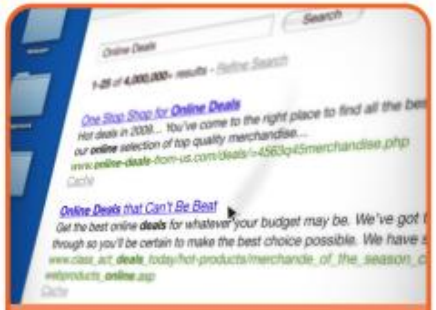
www.childline.org | **0800 1111** | Calls **DO NOT** show on the phone bill.

Key concepts

Age restrictions are there to protect children.

Some adults choose to smoke tobacco and this can harm their bodies.

Surprises are positive as they are usually something nice. Secrets are often negative as they are things people want to hide.



Search engines do not always list the most useful or reliable websites first.

Sharing information and images on the internet can be risky.

When you look for information online, think about whether the website is reliable.

Remember the **PANTS** rule:

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up - someone can help

History - How hard was it to invade and settle in Britain?

claimant	A person who believes they are entitled to be the king or queen.
inference	A conclusion reached by using evidence.
invasion	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement	A place where a community of people live.
settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.

Key vocabulary

Anglo-Saxon settlements

The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth and family. They left their villages only to trade with others for essential items.

Anglo-Saxon kingdoms

By AD 600, England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. Each one was ruled by a king who made laws. Over time, Wessex became the most important kingdom and in AD 925, Aethlstan became the first king of England.

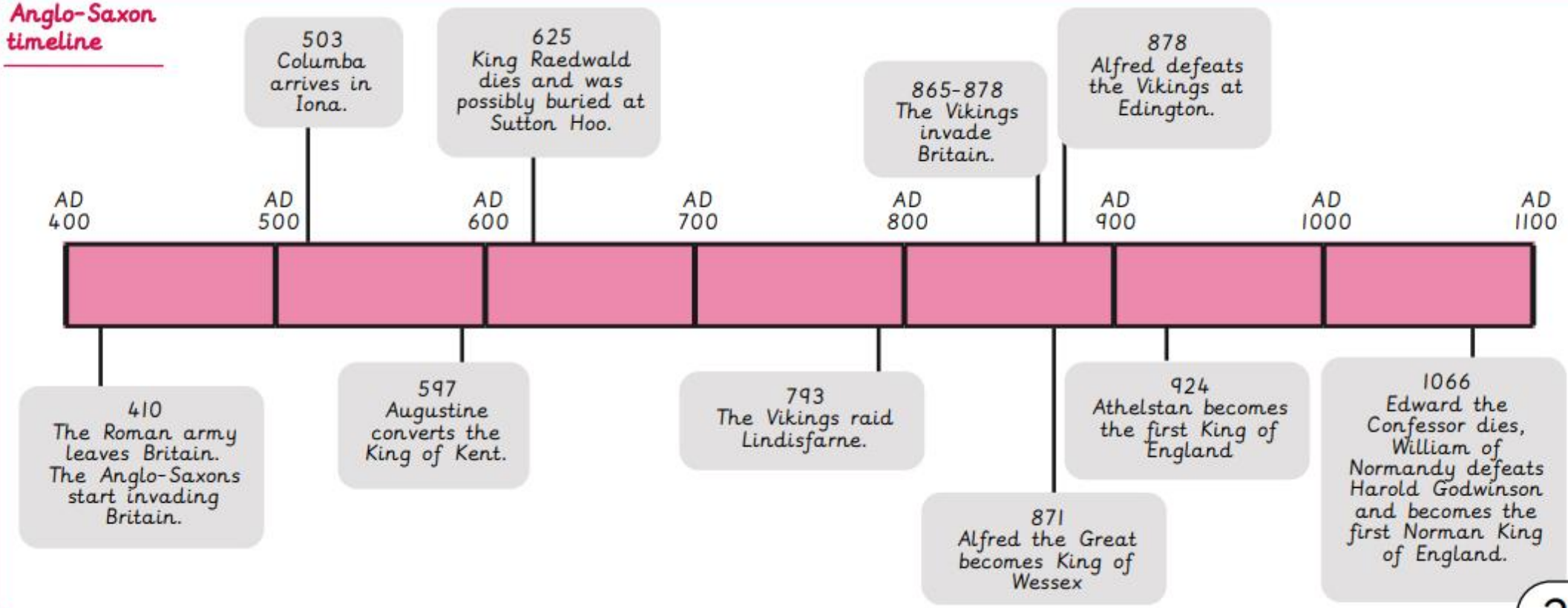
Christian missionaries

Columba, Aidan and Augustine were important Anglo-Saxon missionaries who arrived in Britain in the 6th and 7th centuries. Columba founded a monastery on the island of Iona and spread Christianity in Scotland. Aidan, from Iona, became a missionary in Northumbria, founding the monastery at Lindisfarne. Augustine was sent by the Pope to convert the Anglo-Saxons in Kent, establishing a church in Canterbury. Their work helped spread Christianity across Britain.

The Viking raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.

Anglo-Saxon timeline

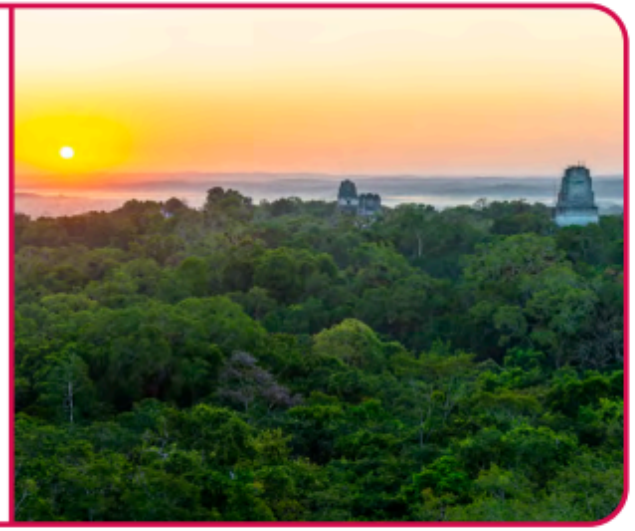


achievement	A significant accomplishment or contribution that had a lasting impact.	**creation**	Something being made.
ancient	From a very long time ago.	**currency**	The type of money that a country uses for buying and selling goods and services.
archivist	Someone who takes care of important documents and records, making sure they are safely kept and can be looked at in the future.	**decline**	A situation where something becomes less important or successful.
archaeologist	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.	**Mesoamerica**	A historical region in Central America made up of the modern-day countries of northern Costa Rica, Honduras, El Salvador, Guatemala, Belize and central to southern Mexico.
categorise	To put people or things into groups with the same features.	**ritual**	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.
civilisation	A large group of people with a common language, way of life and governance.	**theory**	An idea that is intended to explain facts or events, often based on some evidence.

Key vocabulary

Maya settlements in a rainforest

The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters and developing crops that could grow successfully in the conditions, such as cacao and maize.



Ancient Maya vocabulary bank

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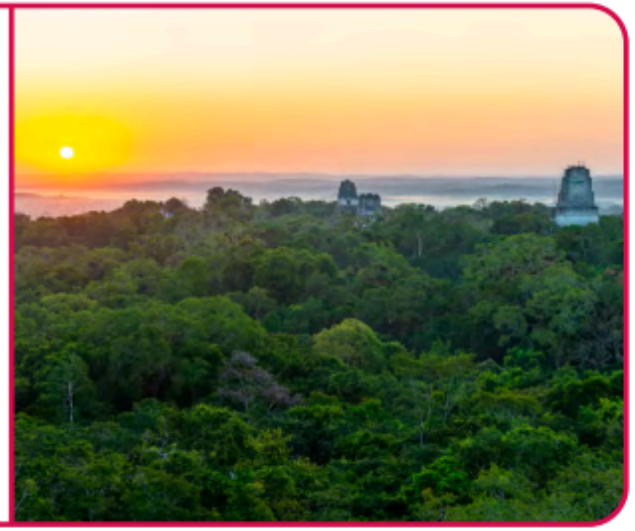


Ancient Maya vocabulary bank

History - How did the achievements of the Maya civilisation impact their society and beyond?

Maya inventions

The Ancient Maya developed many things and each invention was linked to their beliefs about the world. Some examples include the ball game, which was a form of telling stories about heroes and gods; calendars to know when to plant their crops and celebrate festivals that honoured the stars and the seasons; temples where people went to give gifts to their gods and writing used to write down important things, including stories about gods and goddesses.

Credit: Heritage Image Partnership Ltd / Alamy Stock Photo

Maya city states

Ancient Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings (such as temples, observatory towers, ball courts and palaces) were found. Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings).

Ancient Maya periods

Pre-Classic period

From 2000 BC to AD 250, the Ancient Maya went from hunter-gatherers (hunting animals and gathering food from nature) to living in cities.

Classic period

From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.

Post-Classic period

From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.

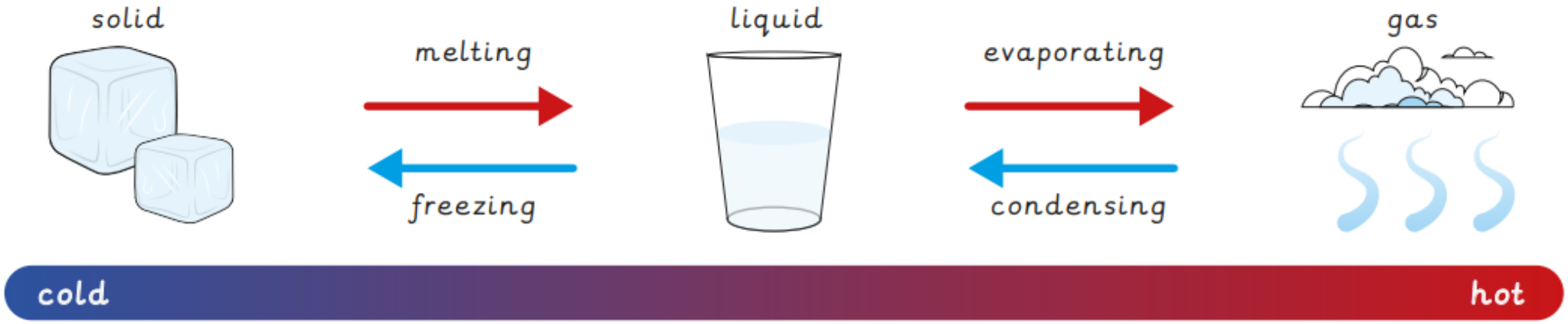
Contact and Spanish conquest period

From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.

Science - States of matter

Matter takes up space and can be weighed. There are three states of matter: solid, liquid and gas.

Solids have a fixed shape and volume. The shape can be changed by applying a force.	Liquids have a fixed volume but not a fixed shape. They will flow when poured and take the shape of the container they are in.	Gases do not have a fixed shape or volume. They will spread out to fill a container.

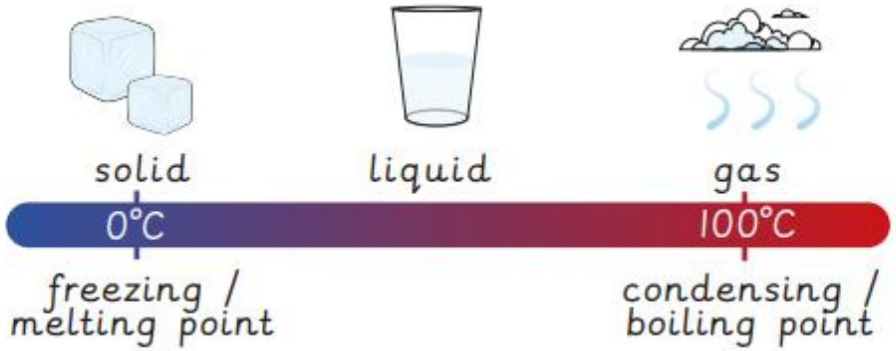


Cooling a liquid below its **freezing point** will cause it to freeze. **Freezing** is a change of state from a liquid to a solid.	Heating a solid above its **melting point** will cause it to melt. **Melting** is a change of state from a solid to a liquid.	Cooling a liquid below its **condensing point** will cause it to condense. Condensing is a change of state from a gas to a liquid.	Heating a liquid above its **boiling point** will cause it to evaporate. Evaporating is a change of state from a liquid to a gas.

Science - States of matter

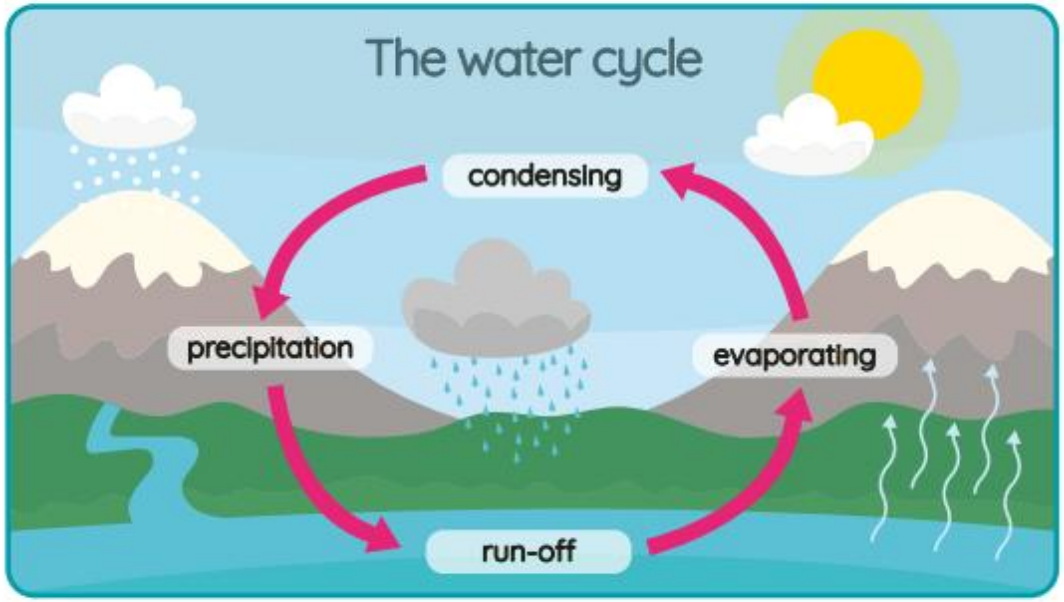
Temperature affects the **rate** (how quickly) at which **changes of state** happen. The windier and hotter the weather, the faster the **evaporation rate**.

Water is a material that can exist in all three states depending on the temperature.



The water cycle is being affected by **climate change**. Increasing temperatures are causing:

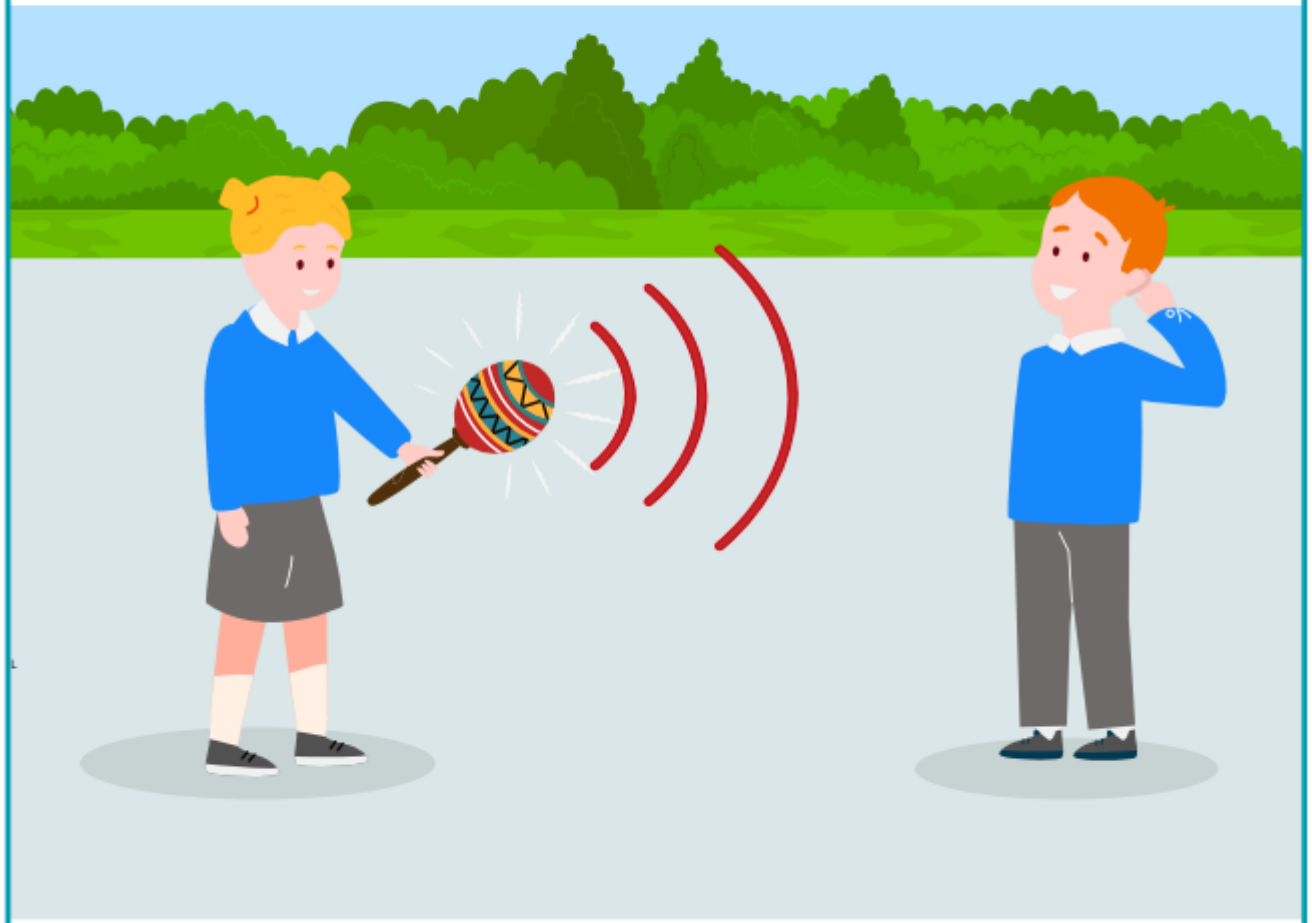
- Melting of ice and snow; leading to rising sea levels.
- Faster evaporation rates:
    - causing more rainfall in some areas leading to **flooding**;
    - causing less rainfall in some areas leading to **droughts**.



The water cycle is the constant movement of water from one place and state to another:

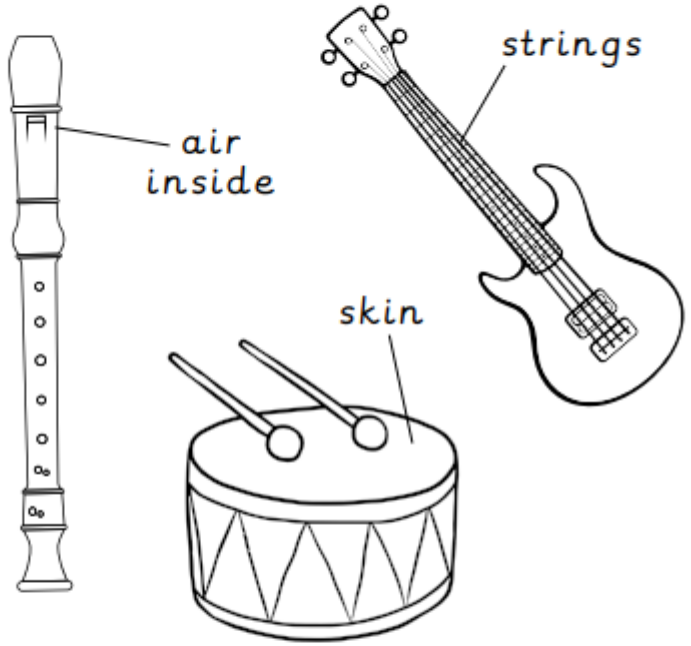
- **Evaporating**: water in water stores, such as seas and lakes, is heated by the Sun and evaporates into water vapour.
- **Condensing**: water vapour cools as it rises and condenses to form clouds; tiny liquid droplets of water.
- **Precipitation**: water falls from the clouds in a liquid state (e.g. rain) or a solid state (e.g. snow).
- **Run-off**: precipitation runs off the land into rivers and streams and back to water stores like the sea.

Sound is made by **vibrations**. When something vibrates, it moves the air around it, creating a **sound wave**. Sound waves can travel through different mediums (solids, liquids and gases) to our **ears**, allowing us to hear sounds.



Sound waves travel fastest and farthest through solids, then liquids and slowest through gases.

Different **musical instruments** make vibrations in different ways:

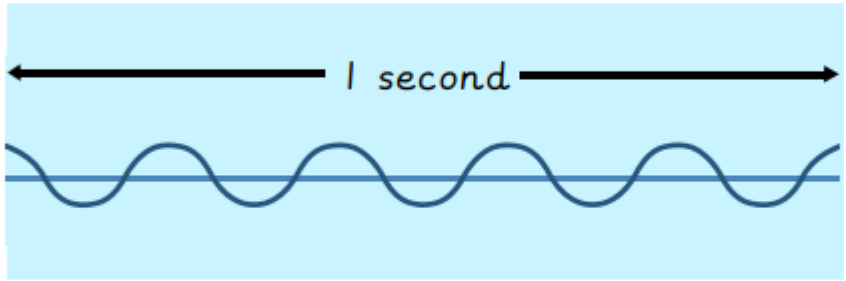


The volume of an instrument can be changed, for example, by plucking, blowing or hitting harder.

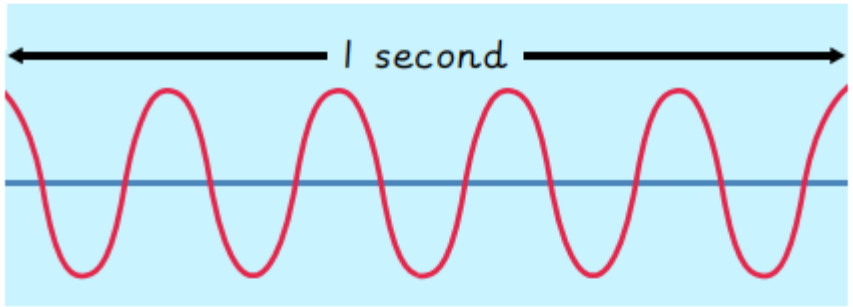
The pitch of some instruments can be changed, for example, by pressing a different key or plucking a different string.

Science - Sound and vibrations

slower waves = lower pitch sound



faster waves = higher pitch sound



The **pitch** of a sound depends on the speed of the vibrations.

Pitch can be measured in **hertz (Hz)**. High pitch sounds can be dangerous to the ear and cause hearing loss.

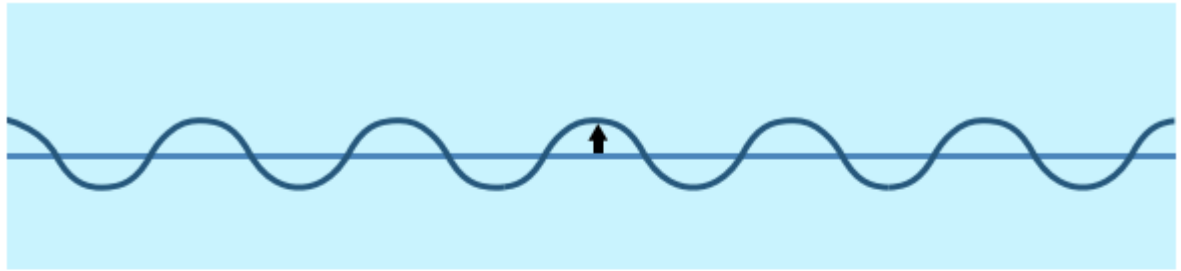
Materials that do not let sounds pass through quickly are called **insulators** and can be used to muffle loud sounds.

The **volume** of a sound depends on the strength of the vibrations.

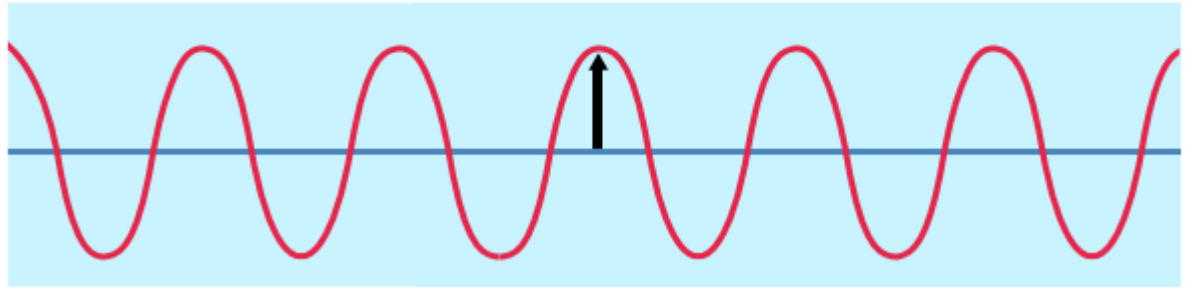
The volume of a sound decreases as the **distance** from the source increases.

Volume can be measured in **decibels (dB)** using a decibel meter. Sounds above 80 dB can be dangerous to the ear and cause hearing loss. **Ear protectors** can be worn to muffle loud sounds.

weaker vibrations = smaller waves = quieter sounds



stronger vibrations = bigger waves = louder sounds



Year 4 - Painting and mixed media

Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	How light or dark a colour is

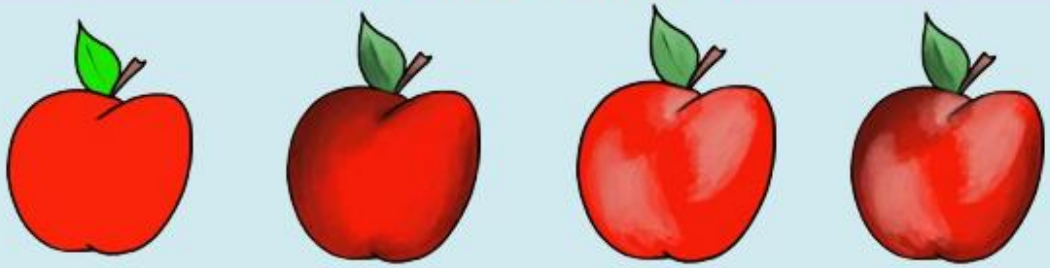
Still life

Creating contrast

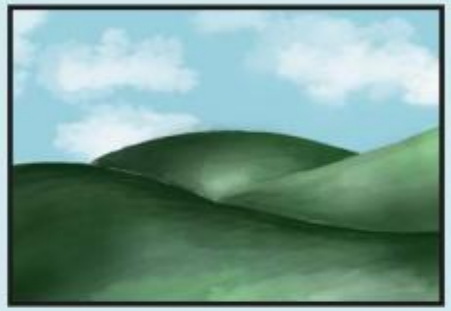
Contrasting texture

Contrasting colours

Using tints and shades can help a painted object appear three-dimensional



Portrait



Landscape

Colour mixing

Making colours lighter:

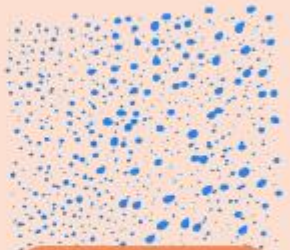
+ a lighter colour
+ water
+ white

Making colours darker:

+ a darker colour
+ black

Painting techniques

Dabbing



Stippling

Pointillism

Adding texture to paint

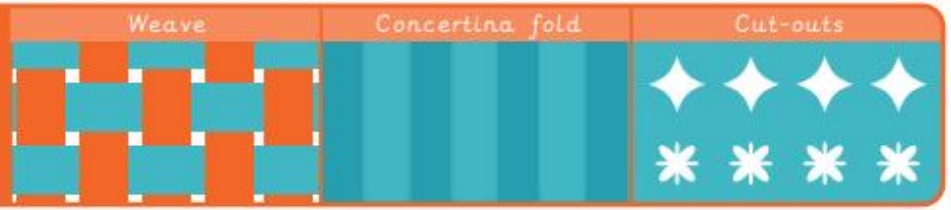
Washes

Using different tools

Structure - Pavilions

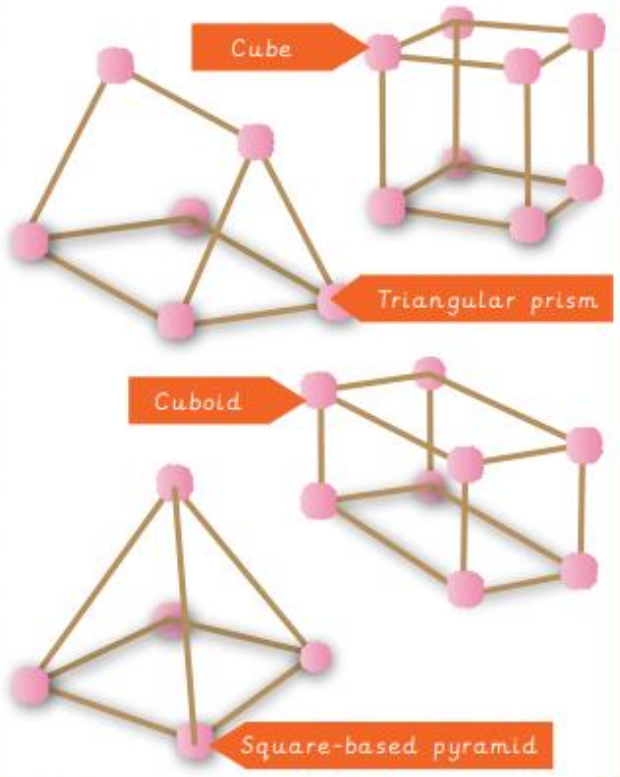
Aesthetic	How an object or product looks.
Cladding	A material put on top of another material or on a structure as protection or to improve appearance.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Frame structure	A way of building something so that the inside supports are built first and the outside covering is added afterwards as cladding.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Inspiration	To gain ideas from different sources such as the internet, magazines and books.
Pavilion	A decorative building or structure for leisure activities.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Stable	Object does not easily topple over.
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Texture	The way that something feels when you touch it (e.g. soft, rough, smooth).
Theme	An idea or specific design that your product or structure is based on (e.g. space-themed).

You can create all sorts of **textures** for your **cladding** designs using different materials and techniques.



Key facts

There are variety of ways to assemble a **frame structure**.



What materials and equipment could you use to make your **structure**?

Multiplication and Division

Knowledge Organiser

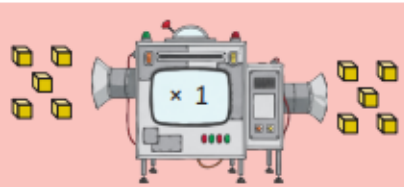
Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

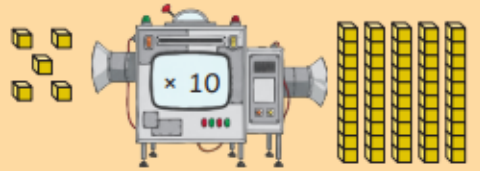
Multiplication and Division Facts

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

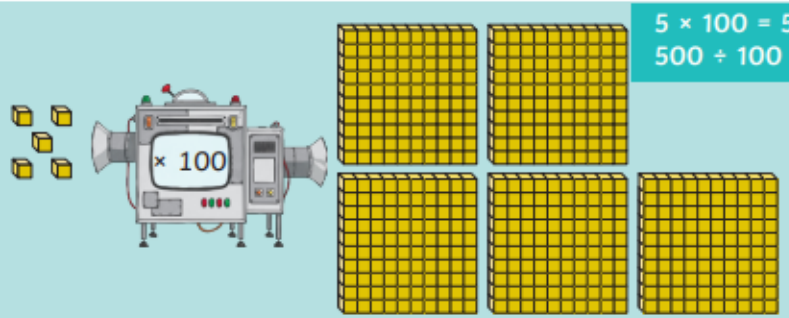
Use Place Value to Multiply and Divide Mentally



5 × 1 = 5
5 ÷ 1 = 5

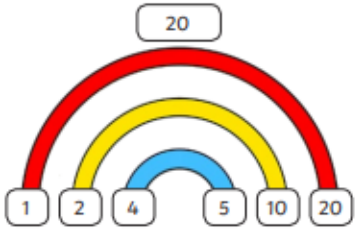


5 × 10 = 50
50 ÷ 10 = 5



5 × 100 = 500
500 ÷ 100 = 5

Factor pairs and Commutativity



The factors of 20 are 1, 2, 4, 5, 10 and 20.

The factor pairs are:

1 and 20 | 2 and 10 | 4 and 5

5 × 4 = 20

4 × 5 = 20

Multiply Using Formal Written Methods

Th	H	T	O	
	5	4	3	
×			4	
		1	2	(4 × 3)
	1	6	0	(4 × 40)
2	0	0	0	(4 × 500)
2	1	7	2	

Th	H	T	O
	5	4	3
×			4
2	1	7	2
	1	1	

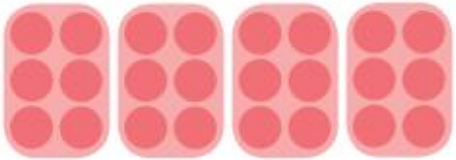
Remember to move any regrouped numbers into the next column. After the next multiplication, add the regrouped number to the answer.

Multiplication and Division

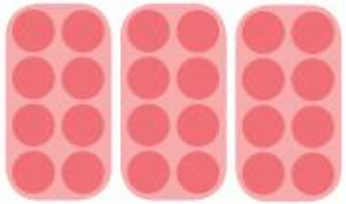
Knowledge Organiser

Mental Calculations for Solving Problems

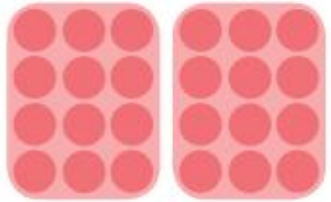
$(2 \times 3) \times 4 = 24$

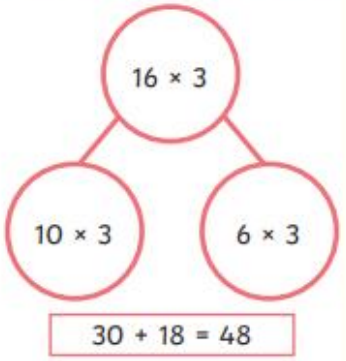


$(2 \times 4) \times 3 = 24$



$(3 \times 4) \times 2 = 24$





30 + 18 = 48

Integer Scaling Problems

10 pencils

10 x 4 = 40 pencils

75g

75g × 2 = 150g

Short Division with Exact Answers

There are 69 tennis balls packed in tubes of 3.

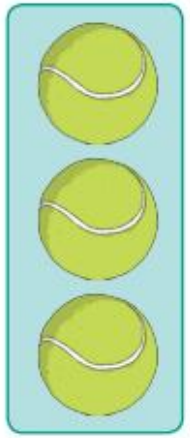
There are 23 tubes altogether.

$69 \div 3 = 23$

$$3 \overline{)\,69}$$

23

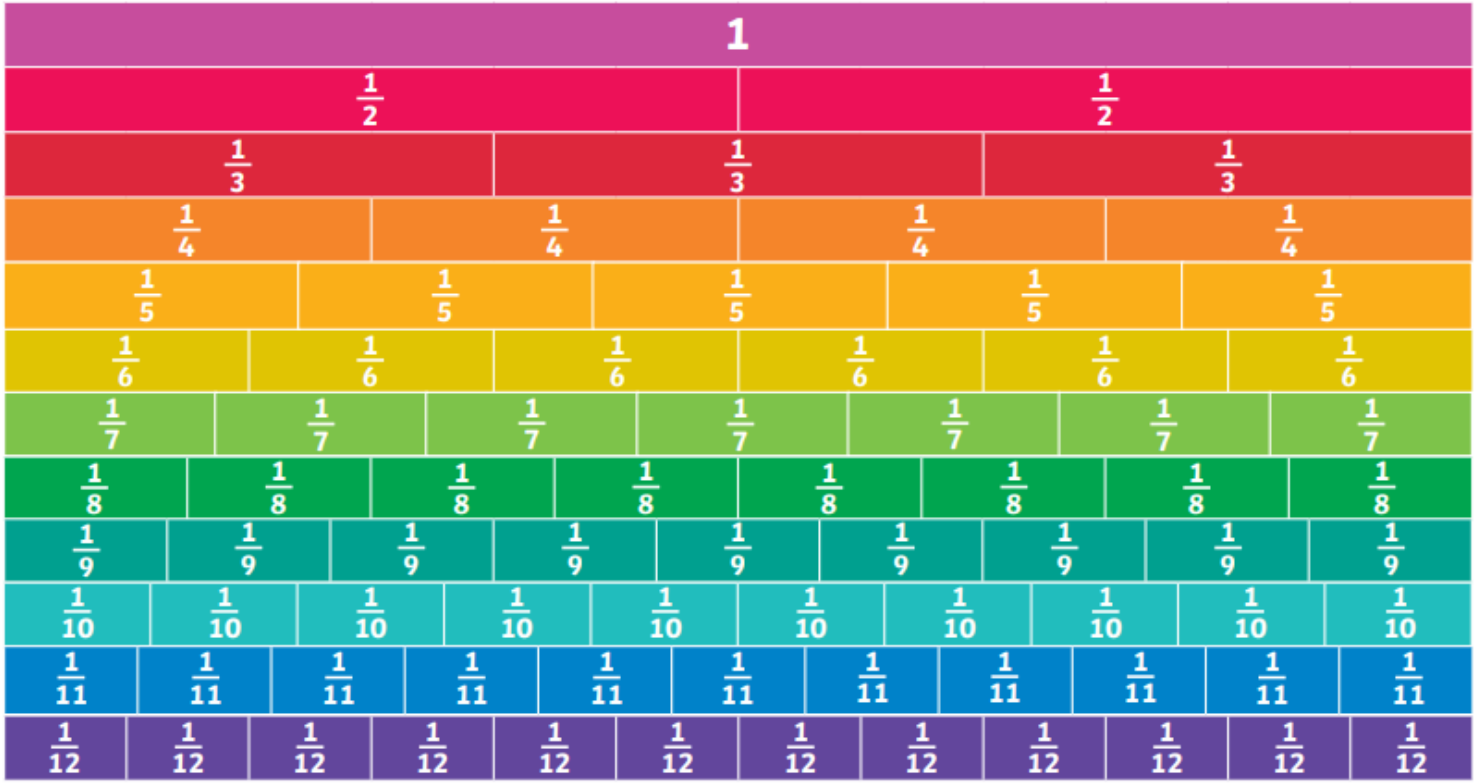
69		
23	23	23



Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- equivalent
- quantities
- whole
- halves
- thirds
- quarters
- fifths
- sixths
- sevenths
- eighths
- ninths
- tenths
- elevenths
- twelfths
- quantities

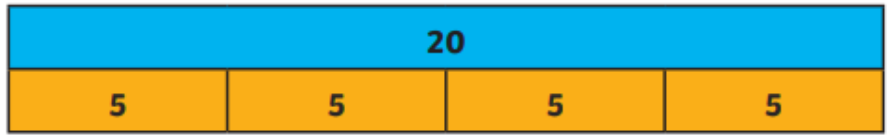
Fraction Families



Fractions of Quantities

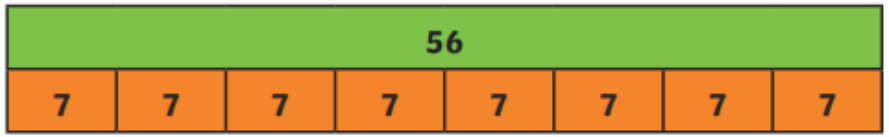
To find a fraction of a number, divide by the denominator and multiply by numerator.

To find quarters of 20:



$\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20

To find eighths of 56:



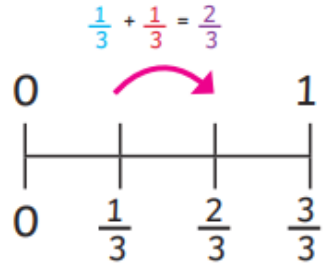
$\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28

$\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56

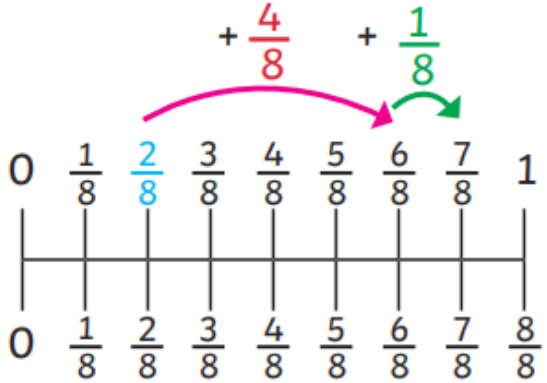
Adding Fractions

Fractions can be added when the denominators are the same.

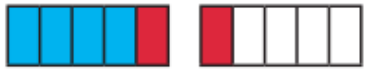
$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

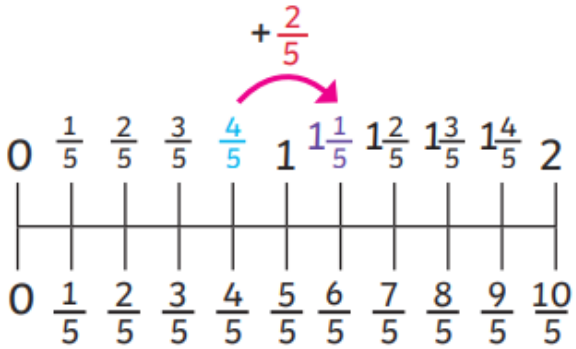


$\frac{2}{8} + \frac{4}{8} + \frac{1}{8} = \frac{7}{8}$



$\frac{4}{5} + \frac{2}{5} = \frac{6}{5}$ or $1\frac{1}{5}$

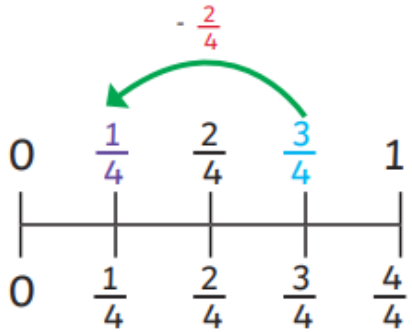




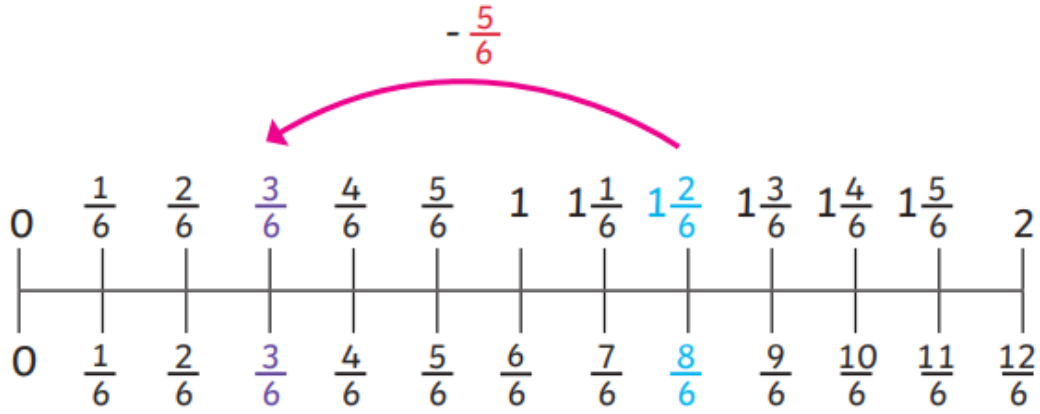
Subtracting fractions

Fractions can be subtracted when the denominators are the same.

$\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$



$\frac{8}{6} - \frac{5}{6} = \frac{3}{6}$



Decimals

Knowledge Organiser

Key Vocabulary

- tenths
- hundredths
- decimal tenths
- decimal hundredths
- decimal equivalents
- part-whole model
- rounding
- decimal point
- place value

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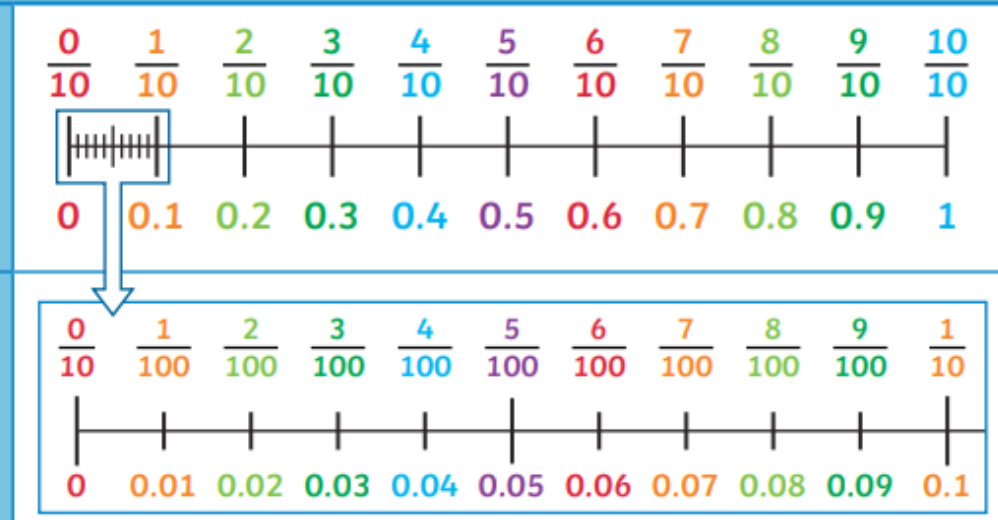
Tenths and Hundredths



Fraction and Decimal Equivalents

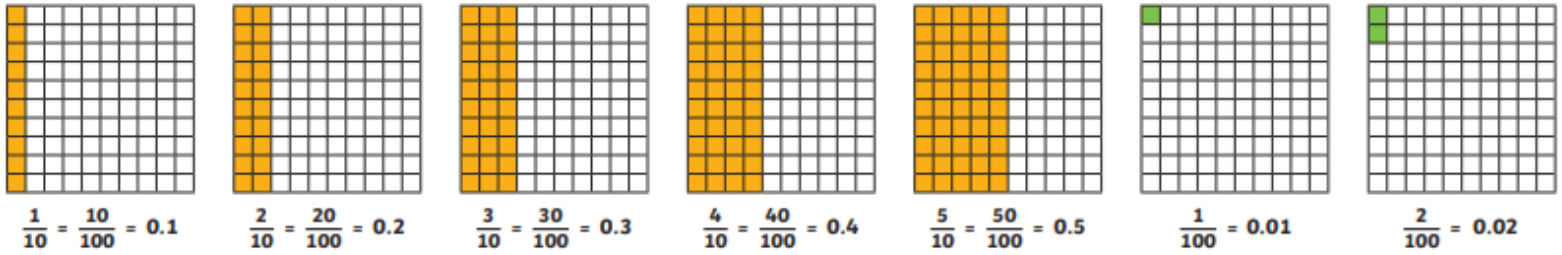
$= \frac{1}{2} = 0.5$

$= \frac{1}{4} = 0.25$

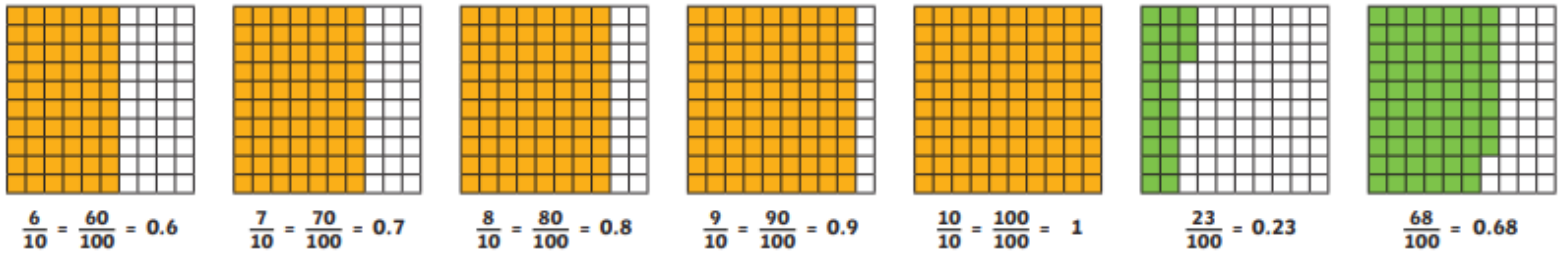
$= \frac{3}{4} = 0.75$

$= \frac{1}{10} = 0.1$

Tenth and Hundredth Decimal Equivalents



$\frac{1}{10} = \frac{10}{100} = 0.1$ $\frac{2}{10} = \frac{20}{100} = 0.2$ $\frac{3}{10} = \frac{30}{100} = 0.3$ $\frac{4}{10} = \frac{40}{100} = 0.4$ $\frac{5}{10} = \frac{50}{100} = 0.5$ $\frac{1}{100} = 0.01$ $\frac{2}{100} = 0.02$



$\frac{6}{10} = \frac{60}{100} = 0.6$ $\frac{7}{10} = \frac{70}{100} = 0.7$ $\frac{8}{10} = \frac{80}{100} = 0.8$ $\frac{9}{10} = \frac{90}{100} = 0.9$ $\frac{10}{10} = \frac{100}{100} = 1$ $\frac{23}{100} = 0.23$ $\frac{68}{100} = 0.68$

Decimals

Knowledge Organiser

Dividing by 10

Tens	Ones
8	5

÷ 10

÷ 10

Tens	Ones	Tenths
	8 •	5

÷ 10

Dividing by 100

Tens	Ones
8	5

÷ 100

÷ 100

Tens	Ones	Tenths	Hundredths
	0 •	8	5

÷ 100

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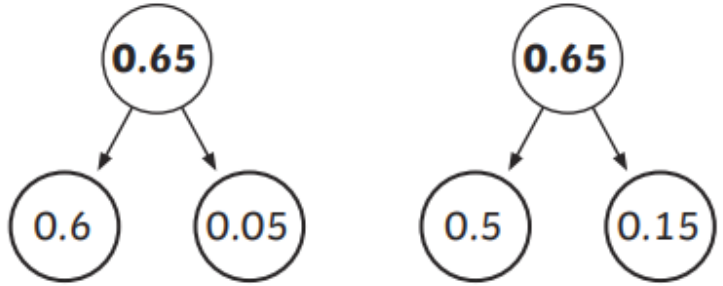
Rounding Decimals

If the tenths digit is **1, 2, 3 or 4,** we round **down** to the nearest whole number.

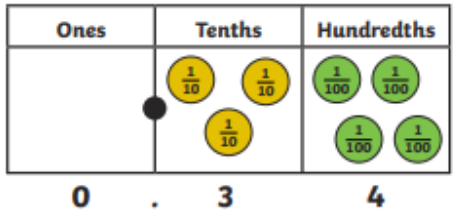
If the tenths digit is **5, 6, 7, 8 or 9,** we round **up** to the nearest whole number.

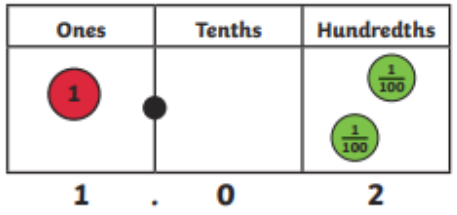
Make a Whole

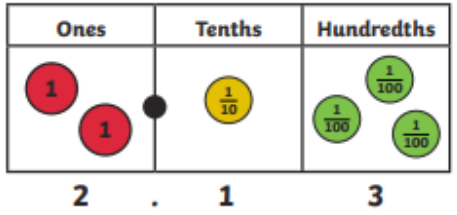
Partitioning Tenths and Hundredths



Comparing Numbers with Two Decimal Places







EQUIPMENT FOR SCHOOL

Equipment will be provided for all lessons however if children wish to bring their own **NAMED** items into school, they should be as follows:

- Small, transparent pencil case (plain)
- Berol handwriting pen (no erasable pens)
- Glue stick (e.g. pritt)
- Ruler
- HB Pencil
- Pencil Sharpener

It is important that all equipment (either personal or belonging to the school) is treated with respect and used in the correct way.)

PE

PE will be on **Wednesday** mornings and **Thursday** afternoons.

Children should bring their PE kit into school at the start of term and it can stay in school until the end of that term. PLEAS MAKE SURE ALL KIT IS NAMED INCLUDING PE BAGS.

Children should always have trainers or plimsoles that they can easily put on **quickly** so that they can complete the **DAILY MILE** on non-PE days. (No laces unless children can tie them for themselves.)

Please do not wear ear rings to school on PE days. If you have to, then they must bring a container to store them in and they must be able to take them out themselves.

HOMEWORK - Reading

We expect children to be reading at least 3 times a week for 20 minutes.

You child will be given a reading record to write down what they are reading and for you to add a signature. Whilst many children will be reading independently. I strongly encourage you to spend time reading with or to your child as well and take the time to enjoy books together and have discussions about what you are reading.

We will check this weekly and expect reading records to be in school every day.

Children who read 5 times a week will receive a raffle ticket to reward their efforts.

The reading record will also have log in details for all websites that we use to support home learning. (More details of these will be on the next pages)

HOMEWORK – Times tables

By the end of Year 3, children should be fluent with their 2,3,4,5,8 and 10 times tables.

In Year 4, much emphasis is placed on mastering fluency in all times tables as they are an essential part of all areas of mathematical knowledge and so if children can develop fast recall of facts, it will make application of times tables much easier.

Children **MUST** practise in order to develop their recall skills. We use TTRS as an online tool for practising and specific games will be set that children should play in order to build their fluency. (Log in details will be in reading records)

This should not be lengthy periods of time – but around 5 minutes at least 3 to 4 times a week. Efforts will be rewarded in school assemblies and in the classroom. Further information for parents will be added to the class web page to support you in understanding the games on TTRS.

At the end of the year, children will take a multiplication check test of 25 questions and our aim is that every child will be able to confidently score between 20 and 25.

The 36 times tables facts

If you already know your 2, 5 and 10 times tables – these are the only other facts you need to learn.

1 x table	2 x table	3 x table	4 x table	5 x table	6 x table
1 x 1 = 1	2 x 2 = 4	**3 x 3 = 9**	**4 x 4 = 16**	5 x 5 = 25	**6 x 6 = 36**
2 x 1 = 2	3 x 2 = 6	**4 x 3 = 12**	5 x 4 = 20	6 x 5 = 30	**7 x 6 = 42**
3 x 1 = 3	4 x 2 = 8	5 x 3 = 15	**6 x 4 = 24**	7 x 5 = 35	**8 x 6 = 48**
4 x 1 = 4	5 x 2 = 10	**6 x 3 = 18**	**7 x 4 = 28**	8 x 5 = 40	**9 x 6 = 54**
5 x 1 = 5	6 x 2 = 12	**7 x 3 = 21**	**8 x 4 = 32**	9 x 5 = 45	10 x 6 = 60
6 x 1 = 6	7 x 2 = 14	**8 x 3 = 24**	**9 x 4 = 36**	10 x 5 = 50	**11 x 6 = 66**
7 x 1 = 7	8 x 2 = 16	**9 x 3 = 27**	10 x 4 = 40	11 x 5 = 55	**12 x 6 = 72**
8 x 1 = 8	9 x 2 = 18	10 x 3 = 30	**11 x 4 = 44**	12 x 5 = 60	
9 x 1 = 9	10 x 2 = 20	**11 x 3 = 33**	**12 x 4 = 48**		
10 x 1 = 10	11 x 2 = 22	**12 x 3 = 36**			
11 x 1 = 11	12 x 2 = 24				
12 x 1 = 12					

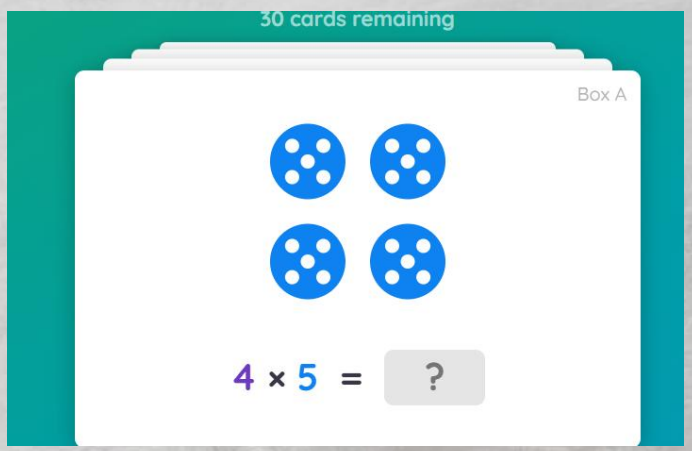
7 x table	8 x table	9 x table	10 x table	11 x table	12 x table
7 x 7 = 49	**8 x 8 = 64**	**9 x 9 = 81**	10 x 10 = 100	**11 x 11 = 121**	**12 x 12 = 144**
8 x 7 = 56	**9 x 8 = 72**	10 x 9 = 90	11 x 10 = 110	**12 x 11 = 132**	
9 x 7 = 63	10 x 8 = 80	**11 x 9 = 99**	12 x 10 = 120		
10 x 7 = 70	**11 x 8 = 88**	**12 x 9 = 108**			
11 x 7 = 77	**12 x 8 = 96**				
12 x 7 = 84					

Times tables resources

https://www.timestables.co.uk/

https://fluency.amplify.com/

This is a great website for daily visual fluency practise. Children can log in via their school google account if they click on the link in google classroom.



https://www.topmarks.co.uk/maths-games/7-11-years/times-tables

Lots of great different games and activities to use to help with times tables fluency.

HOMEWORK - Spellings

This year we will be using 'Spelling Shed' to teach spellings and children will all receive a log in so that they can practise the spellings that are assigned to them each week in a range of fun games. Spellings assigned will include the spellings we are teaching but also spellings that are part of key vocabulary in other subjects e.g. maths or history vocabulary.

Children should aim to play game 3 times a week for a short period – e.g. 5 to 10 minutes. I will also send home a book with some other spelling strategies to use at home. Paper spelling homework with be provided each Monday and sent via studybugs.

Children will also be able to use Spelling Shed website in school and play whole class 'Hive' games with their class.

Each Monday we will select 5 words in a mini quiz to check up on homework practise.

HOMEWORK - Summary

Maths: TTRS – 3 to 4 times a week – approx. 5 minutes

Reading: Minimum of 3 times a week - 20 minutes

Spellings: Spelling Shed – 3 times a week – approx. 5 – 10 minutes

(You may use other spelling practise strategies as listed in reading records)

Occasionally, we may set an interest based homework or a short activity to complete in advance of a lesson.