Westfields JUNIOR SCHOOL

Year 4 Recommended Reads

Andrea Beaty	Ada Twist and the Perilous Pantaloons
Lucy Coats	Gods of the North
Nicola Davies	Ariki and the Island of Wonders
Maria Farrer	Joe's New World
Bear Grylls	The Cave Challenge
Sam Hearn	Sherlock and the Disappearing Diamond
Sean Leahy	The Monster Café
Tom McLaughlin	The Accidental President
Santa Montefiore	The Great Diamond Chase
Tom Moorhouse	Toad in Troubled Waters
Sally Morgan	My Best Friend the Evacuee
Ruth Quayle	The Battle of the Blighty Bling
Megan Rix	Winston and the Marmalade Cat
Michael Rosen	Dread Cat
Nick Sharratt	Nice Work for the Cat and the King
Sarah Todd Taylor	The Disappearing Diva
Joe Todd-Stanton	Marcy and the Riddle of the Sphinx
Lou Treleaven	Teachers on Pluto
Marcia Williams	Cloud Boy

Questions to promote comprehension:

Vocabulary

- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- How has the author made you/the character feel/happy/sad/angry/frustrated?

Retrieval

- Where/when does the story take place? Find evidence in the text.
- Where in the text would you find. . .?
- Which part of the story best describes . . .?

Summarising

- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important part in this paragraph? Is it mentioned anywhere else?

Inference

- What do these words mean and why might the author have chosen them?
- Can you explain why. . .?
- Which words give you the impression that . . . .?

Prediction

- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Will they act the same way?

Commentary

- Explain how a character's feelings change throughout the story. How do you know?
- What is similar/different about these two characters?
- How could this part of the text be improved?

Author Choice

- What does the word . . . . tell you about . . .?
- By writing in this way, what effects has the author created?
- Which words do you think are the most important? Why?

Writing Mat

Fronted Adverbials

Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows. When we use them at the beginning of a sentence, we follow it with a comma.

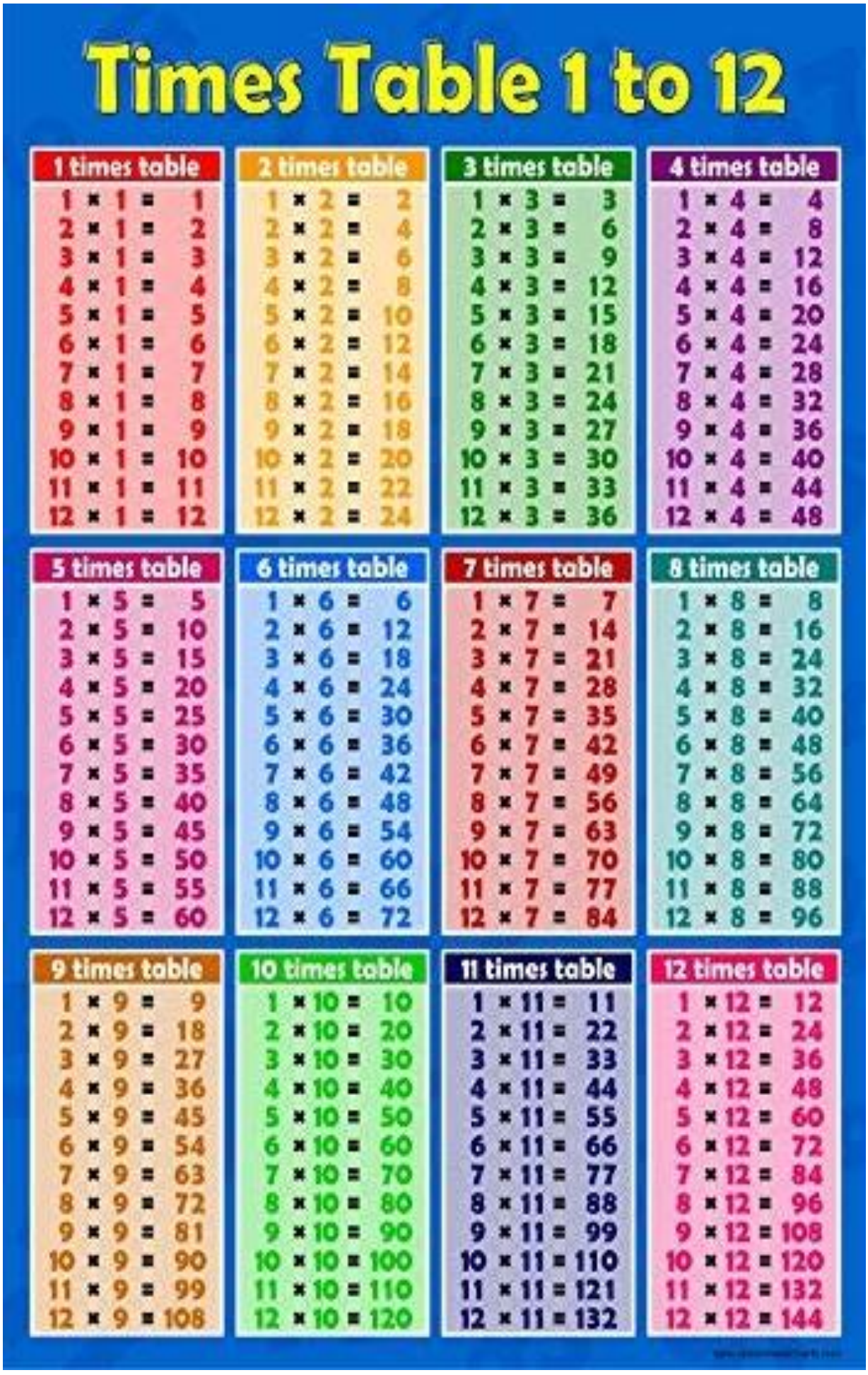
Time	Manner	Frequency	Place	Degree
Afterwards,	Sadly,	Often,	Above the clouds,	Almost unbelievably,
Already,	Suddenly,	Again,	Below the sea,	Much admired,
Always,	Anxiously,	Daily,	Here,	Nearly asleep,
Immediately,	Silently,	Weekly,	Outside,	Quite understandably,
Yesterday,	Slowly,	Fortnightly,	Back at the house,	Really happily,
First,	Happily,	Yearly,	Nearby,	Perhaps,
As soon as she could,	Bravely,	Sometimes,	Down by the cliffs,	Hardly out of breath,
After a while,	Like a ...,	Rarely,	Behind the shed,	Perfectly confident,
Soon,	As quick as a flash,	Three times,	In the wooden box,	Positivity trembling with excitement,
Now,	As fast as he could,	Constantly,	Over my bed,	Purely practically,
In the morning,	Without a sound,	Regularly,	Somewhere near here,	Somewhat flustered,
Just then,	Without warning,	Rarely,	Far away,	Utterly joyous,
Finally,	Frantically,	Never in my life,	Wherever they went,	Totally overwhelmed,
	Courageously,	Never before,	North of here,	

An **expanded noun phrase** gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example. **She walked through the dark, mysterious forest.**

A **determiner** is a word that comes before the noun phrase. They tell us whether the noun phrase is specific or general **eg a, an, the**

Conjunctions	Adjectives	Verbs	Prepositions	Pronouns
when	enthusiastic	daydream	before	them or they
before	excited	ponder	after	I
while	fantastic	reflect	during	it
so	healthy	skip	in	we or us
because	joyful	crawl	because of	you or yours
since	dizzy	leap	above	me or mine
where	colossal	wander	below	he or him
later	ancient	dash	under	she or her
unless	modern	bounce	through	
until	dizzy	visualize	on	
yet	magnificent	eat	beside	
once	intimidating	lick	due	
that	helpful	smell	to	
if		taste	with	

Maths


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

Math Magicians Guild:
Fluency

Alchemist:

210+ __ = 1000	1000 – 0 = __	620 + __ = 1000
320 + __ = 1000	__ + 150 = 1000	__ + 720 = 1000
1000 – 780 = __	1000 – 390 = __	280 + __ = 1000
290 + __ = 1000	1000 – 230 = __	__ + 480 = 1000
1000 – 550 = __	760 + __ = 1000	__ + 1000 = 1000
590 + __ = 1000	__ + 50 = 1000	1000 – 460 - __

Archane Alchemist:

5372 = __ + __ + __ + __	1526 = __ + __ + __ + __	620 + __ = 1000
2799 = __ + __ + __ +__	__ + 150 = 1000	109 = __ + __ + __
1000 – 780 = __	999 = __ + __ + __	1638 = __ + __ + __ + __
2103 = __ + __ + __ + __	3640 = __ + __ + __ + __	199 = __ + __ + __
1000 – 550 = __	3027 = __ + __ + __	1111 = __ + __ + __ + __
383 = __ + __ + __	7378 = __ + __ + __ + __	1000 – 460 = __

Pyromancer:

6,865 □ 8,685	3,564 □ 6,221	6,453 □ 4,653	3,672 □ 3,671	4,009 □ 4,909
63,003 □ 64,003	35,266 □ 36,256	36,327 □ 36,374	64,278 □ 63,766	37,387 □ 23,621
6,352 □ 6,352 □ 6,442	8,657 □ 8,355 □ 8,622	5,356 □ 5,357 □ 5,311	7,748 □ 7,735 □ 2,672	5,463 □ 3,626 □ 5,643
Put these numbers into ascending order: 2.514 6,327 5,145 ,6,271 1,241				

Archane Pyromancer:

What number do you reach?	Start at 0. Count back 4	Start at 5. Count back 6	Start at 2. Count back 5	Start at 4. Count back 6
	Start at 4. Ccount back 8	Start at 0. Ccount back 6	Start at 1. Ccount back 9	Start at 8. Ccount back 11
Complete these number sequences.	4, 2, 0, -2, __, __, __		16, 12, 8, 4, __, __, __	
	15, 12, 9, 6, __, __, __		2, 1 __, __, __, -3, -4	

Elementalist:

	453	987	1,299	2,551	4,115
Round to nearest 10					
Round to nearest 100					
Round to nearest 1,000					

Archane Elementalist::

34 – 9 =	1347 + 6 =	154 – 87 =	65 + 79 =	2748 – 206 =
647 – 74 =	91 – 55 =	850 - __ = 490	930 – 200 =	4678 – 400 =
132 – 51 =	436 + 89 =	55 + 19 =	82 – 47 =	3782 – 750 =
4637 + 570 =	180 + __ = 620	327 + 37 =	320 + 7009 =	762 – 500 +

Math Magicians Guild:

Times tables

Alchemist:

3 x 9 =	72 ÷ 9 =	6 x 3 =	1 x 9 =	45 ÷ 9 =
8 x 6 =	6 x 10 =	5 x 9 =	36 ÷ 9 =	3 x 7 =
5 x 9 =	7 x 9 =	24 ÷ 6 =	42 ÷ 6 =	54 ÷ 9 =
18 ÷ 6 =	9 x 4 =	7 x 8 =	99 ÷ 9 =	9 x 8 =

Archane Alchemist:

5 x 11 =	33 ÷ 11 =	6 x 43 =	12 ÷ 12 =	45 ÷ 9 =
8 x 6 =	9 x 11 =	108 ÷ 12 =	55 ÷ 11 =	11 x 11 =
84 ÷12 =	121 ÷ 11 =	5 x 12 =	132 ÷ 12 =	12 x 11 =
18 ÷ 6 =	8 x 12 =	1 x 11 =	9 x 12 =	96 ÷ 12 =

Pyromancer:

40 x 10 =	511 x 10 =	800 x 10 =	8 x 25 =	164 x 100 =
9100 ÷ 10 =	960 x 10 =	830 ÷ 10 =	20000 ÷ 100 =	3 x 25 =
70000 ÷ 1000 =	60000 ÷ 100 =	28 x 100 =	90 x 100 =	4000 ÷ 10 =
7 x 100 =	6500 ÷ 10 =	19300 ÷ 100 =	7 x 25 =	50000 ÷ 1000 =

Archane Pyromancer:

70 ÷ 100 =	3 ÷ 10 =	8 x 100 =	4 x 10 =	20 ÷ 100 =
3 x 10 =	4 x 10 =	36 ÷ 100 =	45 x 100 =	30 ÷ 10 =
40 ÷ 10 =	89 x 10 =	3 x 10 =	3.4 ÷ 10 =	8 x 10 =
6 x 100 =	240 ÷ 10 =	3.2 x 100 =	52 x 100 =	560 ÷ 100 =

Elementalist:

Count in tenths	0.2, 0.3, __, __, __, __	0.7, 0.9, __, __, __, __
	2.6, 2.4, __, __, __, __	8.3, 8.1, __, __, __, __
	1.5, 2, __, __, __, __	4.4, 4.1, __, __, __, __
Count in hundredths	0.08, 0.09, __, __, __, __	0.52, 0.51, __, __, __, __
	0.96, 0.98, __, __, __, __	1.12, 1.15, __, __, __, __
	2.24, 2.14, __, __, __, __	5.25, 5.5, __, __, __, __

Archane Elementalist:

1/3 of 24 =	4/5 of 20 =	7/8 of 24 =	9/100 of 400 =	2/3 of 12 =
1/5 of 15 =	4/9 of 72 =	1/10 of 40 =	4/5 of 25 =	4/7 of 35 =
3/10 of 20 =	1/3 of 24 =	1/10 of 60 =	9/10 of 30 =	3/10 of 70 =
7/8 of 54 =	1/3 of 12 =	1/4 of 16 =	1/5 of 55 =	5/6 of 24 =

Times Tables

The key to learning times tables is frequent repetition and regular revision. Here are some ideas to help your child memorise their multiplication and division facts.

1. Chanting

When beginning to learn a times table this is key. Repeatedly reading a times table out aloud will help your child become familiar with the multiples for that times table. Try and keep a rhythm, changing vocabulary regularly (two times three is six, two threes are six, two lots of three are six etc). Clapping or marching may help with keeping the rhythm going.

2. Flash Cards

Make a set of cards for the times table being learnt by putting a question on one side of the card (6x5=) and the answer on the reverse (30). Go through the cards reading the question and then turning over to see the answer. Try and say the answer before you turn over. When familiar with the multiplication table, the cards can then be shuffled and used in a random order.

3. Testing and Timing

Make this fun. When your child has become more confident at learning a particular times table, ask them questions on it and see how many they can get correct in a particular time. Alternatively write some questions out of order and get them to time how long it takes to complete the questions. Can they beat their time and score?

4. Using a Multiplication Square

A multiplication square is particularly useful for establishing the link between multiplication and division facts but can also be used instead of a times table list. When children are more confident with their times table knowledge, a blank multiplication square can be filled in. Time your child to complete their square, or see how many multiples they can complete in a set time. Can they beat their score and time?

5. Times Tables Games

- Bingo is a great way of learning times tables as a family. Write 6 multiples from a particular times table down in a grid and the caller reads out questions from the same multiplication table.
- Rolling dice and multiplying the numbers together is a good way to compete with each other to get the correct answer first. Two dice can be rolled at once to create all questions up to 12 x 12. A similar game can be created with playing cards where two cards are chosen and their values multiplied together. The Jack, Queen and King need to be 11, 12 and 0.

6. Online Resources

There are many free multiplication and division games available online. Here are a few places to get you started:

www.topmarks.co.uk/maths-games/hit-the-button
www.multiplication.com
www.coolmath-gmaes.com
www.transum.org/Tables/Times_Tables.asp
www.tablestest.com

7. Quick Questions Anywhere!

A few questions here and there are much better than hundreds in one go.

✓on the way to school ✓whilst getting dressed ✓in advert breaks ✓a few before bed

Top Times Tables Hints

It may seem a daunting task to learn so many multiplication facts, but because of the commutative property of multiplication, there are fewer facts than you may think. For example, 3 x 4 and 4 x 3 give the same answer so you need to only learn this once.

Zero Times Table

Anything multiplied by zero will always equal zero.

One Times Table

Any number multiplied by one is itself.

Two Times Table

Any number multiplied by two is double the number. 7x = 14, 7 +7 = 14, double 7 is 14

Three Times Table

Digits within this times table add up to multiples of 3. For example:
3, 6, 9, 12 (1+2=3), 15 (1+5=6), 18 (1+8=9), 21 (2+1=3), 24 (2+4=6) etc.
The numbers also follow the pattern of: odd, even, odd, even (3,6,9.12).

Four Times Table

The four times table is double the two times table. 4x2=8, 4x4=16, 16 is double 8.
Alternatively the fours can be thought of as double double. So double 3 (6) and double again (12) is the same as 3x4 =12

Five Times Table

All multiples of 5 end in five or zero. For even numbers (eg 8x5) you can then halve the number (4) and then put a zero after it (40). For odd numbers (eg 7 x 5) you can subtract one from the number (6), halve it (3) and then put a 5 after it (35).
Any odd number times 5 ends in a 5. Any even number times 5 ends in 0.

Six Times Table

The six times table is double the three times table. So 5x3=15, 5x6=30, 30 is double 15.

Seven Times Table

Combine the 5 and the 2 times table: 7x4=28 or (5x4) + (2x4) = 28.

Eight Times Table

The eight times table is double the four times table. So 7x4=28, 7x8=56, 56 is double 28.
The units in the multiples of eight also go down in twos.
8, 16, 24, 32, 40, 48, 56, 64, 72, 80 (8, 6, 4, 2, 0, 8, 6, 4, 2, 0).

Nine Times Table

Fingers can be used to work out the nine times table up to 10x9. The first finger is put down for 1x9 and the remaining fingers show 9 units (1x9=9). Then the second finder is put down for 2x9 and the remaining fingers show 1 ten (to the left) and 8 units (to the right) which equals 18, and so on. For example: the digits found in the multiples of nine when added together also equal nie. For example: 9=9, 18 (1+8) = 9, 27 (2+7)=9, 36 (3+6)=9, 45 (4+5)=9 etc.

Ten Times Table

All the digits in the ten times table end in zero.

Eleven Times Table

Most of the multiples in the eleven times table are recalled by putting two of the numbers side by side.
7x11=77, 8x11=88.

Twelve Times Table

The units in the twelve times table go up in twos. 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144 (2, 4, 6, 8, 0, 2, 4, 6, 8, 0). The multiples of 12 are also the multiples of 10 and the multiples of 2 combined.