






## Year 4 Homework – Term 2 – (Weeks 6-10)

(revised April 2025)

Remember to **READ EVERY NIGHT!** Practice your reading goal

Week	English	Spelling	Mathematics	Science								
6	Continue working on your website about a dog or a cat, adding multimodal and visual features to make the website more appealing to an audience of your peers.	<u>Look, Say, Cover, Write, Check</u> Look at the word, say the word, cover the word, write the word, then check the word.	Convert the following times: <table><tr><td>60 seconds</td><td>___ minutes</td></tr><tr><td>120 minutes</td><td>___ hours</td></tr><tr><td>___ minutes</td><td>1 hour</td></tr><tr><td>14 days</td><td>___ weeks</td></tr></table>	60 seconds	___ minutes	120 minutes	___ hours	___ minutes	1 hour	14 days	___ weeks	What are some environment factors that influence the life cycle of a dog or cat?  Have humans influenced this?
60 seconds	___ minutes											
120 minutes	___ hours											
___ minutes	1 hour											
14 days	___ weeks											
7	Write an informative paragraph about the environmental factors that influence the life cycle of a dog or cat and how humans influence this. Remember to use the correct Informative paragraph structure.	<u>Rhyming Words</u> Write your spelling words. Next to your spelling words write a word that rhymes with it.	How long was Suzi in the pool?  In  Out									
8	Continue working on your website about a dog or a cat, adding the environmental factors that influence the life cycle and how humans influence this.	<u>Paragraph Writing</u> Write a paragraph using as many spelling words as you can.	How much will a cupcake and Icecream cone cost?  What would you order? How much will it cost?	What actions do humans take to assist the survival of their pets? What effect does this action have on the life cycle of the animal?								
9	Write an informative paragraph about the actions humans take to assist the survival of their pets and the effect this action has on the life cycle of the animal.	<u>Look, Say, Cover, Write, Check</u> Look at the word, say the word, cover the word, write the word, then check the word.	I need to order lunch for my family of 4 people. What should I order? Can I feed them for under \$10? 									
10	Complete your website about a dog or a cat.	<u>Star Jumps</u> Do a star jump for every letter of your spelling word. Say the letters and spell the words correctly while you jump.	Solve the answers to the following problems. a) $5 \times 4 =$ b) $7 \times 7 =$ c) $8 \times 9 =$ d) $7 \times 4 =$ e) $8 \times 6 =$ f) $36 \div 4 =$ g) $24 \div 6 =$ h) $56 \div 8 =$ i) $132 \div 12 =$	How can science help the life cycle of an animal? What actions can we take in our local community?								

## Year 4 Unit 2 Spelling overview

Lesson concepts	Week	Focus Spelling knowledge — Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested spelling words				Weekly overview	Resources
 <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters	6	Silent letters — 'gn', 'wr' and 'kn' in more complex words  <b>V</b>	gnash gnashed gnashing gnarled gnocchi	gnome wrist wring wreck wrench	wrinkle wrapped knead kneel knoll	known knotted knitting knuckle knowledge	<ul style="list-style-type: none"><li>• pre-test</li><li>• jigsaw words</li><li>• cloze activity</li><li>• post-test</li></ul>	Website — C2C Spelling <a href="#">Curriculum into the classroom (C2C) — Spelling P-10</a>  Text — Bear, Donald. R; Invernizzi, Marcia; Templeton, Shane; Johnstone, Francine, 2012, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i> , 5th edn, Pearson, Boston  Text — Hornsby, D; Wilson, L, 2011, <i>Teaching phonics in context</i> , Pearson, Australia  Text — Hill, Susan, 2012, <i>Developing early literacy: Assessment and teaching</i> , 2 <sup>nd</sup> edn, Eleanor Curtain Publishing, Australia
	7	Diphthongs— 'oi', 'oy', 'ow' and 'ou'  <b>V P</b>	voice avoid noise point choice	moisture employ annoy destroy voyage	enjoy allow prowl power towel	amount doubt sound scout ground	<ul style="list-style-type: none"><li>• pre-test</li><li>• oral word sort</li><li>• syllabification/sound stretch</li><li>• post-test</li></ul>	
	8	Long vowel patterns (ā, ī and ō) in accented syllables  <b>V</b>	bracelet escape baseball essay crayon	player rainbow painter contain explain	ninety higher frighten tonight remind	lonely almost below owner toaster	<ul style="list-style-type: none"><li>• pre-test</li><li>• word frames</li><li>• bingo</li><li>• post-test</li></ul>	
	9	Long vowel patterns (ū and ē) in accented syllables  <b>V</b>	knew tutor skewer amuse student	useful perfume confuse avenue statue	ideal season peanut disease compete	supreme agree beetle needle succeed	<ul style="list-style-type: none"><li>• pre-test</li><li>• word frames</li><li>• bingo</li><li>• post-test</li></ul>	
	10	Consolidation  <b>V P M</b>	Review, reinforce and extend student learning					

### Content descriptions

#### Language

#### Expressing and developing ideas

- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)

