



## Year 4 Homework – Term 3 – (Weeks 6-10)




(revised June 2025)

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

Week	English	Spelling	Mathematics	Science
6	<p>Review your podcast from last week.</p> <p>Have you included:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant, descriptive details from learnt topics or texts (reasons)</li> <li><input type="checkbox"/> Complex sentences</li> <li><input type="checkbox"/> Language features</li> <li><input type="checkbox"/> A persuasive paragraph structure</li> <li><input type="checkbox"/> Text connectives to organise and link ideas to support audience understanding <ul style="list-style-type: none"> <li>o first, next, then, finally (B)</li> <li>o firstly, secondly, finally (B)</li> <li>o because, however, this shows, therefore, nevertheless, in addition (A)</li> </ul> </li> </ul> <p>Have you used features of voice when presenting, suited to content and audience (Tone, Pitch, Pace, Volume)</p>	<p><u>Look, Say, Cover, Write, Check</u></p> <p>Look at the word, say the word, cover the word, write the word, then check the word.</p>	<p>Use a number line to represent and count in tenths, recognising that 10 tenths is equivalent to one.</p> <p>Add the fractions to your number line to show their equivalence to tenths:</p> <p>a) <math>\frac{1}{2}</math></p> <p>b) <math>\frac{1}{5}</math></p> <p>c) <math>\frac{3}{5}</math></p> <p>d) <math>\frac{2}{4}</math></p>	<p>Collect a range of objects from around your home that are made out of various materials (e.g., plastic cup, metal spoon, wooden block, fabric cloth, sponge, rubber band, glass jar, rock, etc.)</p> <p>Record the items in a table and identify the following observable properties:</p> <p>a) Colour: What colour is the object?</p> <p>b) Texture: Is it rough, smooth, bumpy, or prickly?</p> <p>c) Shape: Is it round, square, or irregular?</p> <p>d) Transparency: Can you see through it?</p> <p>e) Flexibility: Can the object bend without breaking?</p>
7	<p>Ask someone in your family to listen to your podcast episode from last week. After they have done so, invite them to join you in being a guest on your next episode. Decide on a topic and plan your persuasive episode with questions for your guest interviewee. Write a script.</p>	<p><u>Rhyming Words</u></p> <p>Write your spelling words. Next to your spelling words write a word that rhymes with it.</p>	<p>Record how many minutes of reading you do this week, using a digital timer. What other activities do you do each day that you could time yourself doing?</p>	
8	<p>With your completed script and your guest interviewee, record your podcast episode. Share with your teacher.</p>	<p><u>Paragraph Writing</u></p> <p>Write a paragraph using as many spelling words as you can.</p>	<p>Time how long it takes each person in your family to have a shower or bath each day. Add these times together to find the total time your family spends bathing each day and then each week</p>	<p>Consider the purpose of different objects around your home. Select 5 objects and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the object made out of?</li> <li>2. Why does it need to be made out of that material?</li> <li>3. What are the observable properties of that material that make it 'fit for purpose'?</li> <li>4. What other materials could the object be made out of that would make it 'fit for purpose'?</li> </ol>
9	<p>Review your podcast from last week.</p> <p>Have you included:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant, descriptive details from learnt topics or texts (reasons)</li> <li><input type="checkbox"/> Complex sentences</li> <li><input type="checkbox"/> Language features</li> <li><input type="checkbox"/> A persuasive paragraph structure</li> <li><input type="checkbox"/> Text connectives to organise and link ideas to support audience understanding <ul style="list-style-type: none"> <li>o first, next, then, finally (B)</li> <li>o firstly, secondly, finally (B)</li> <li>o because, however, this shows, therefore, nevertheless, in addition (A)</li> </ul> </li> </ul> <p>Have you used features of voice when presenting, suited to content and audience (Tone, Pitch, Pace, Volume)</p>	<p><u>Star Jumps</u></p> <p>Do a star jump for every letter of your spelling word. Say the letters and spell the words correctly while you jump.</p>	<p>Identify angles in your home. Record 3 examples of the following:</p> <p>a) Angles that are less than a right angle (Acute)</p> <p>b) Angles that are greater than a right angle, but less than a straight line (Obtuse)</p> <p>c) Angles that are equal to a right angle.</p> <p>d) Angles that are a straight line (180°)</p>	
10	CAMP			

## Spelling overview Year 4 Unit 3: Lessons 17–32

Adjust the weekly program in this overview to suit consolidated sequences of teaching and learning.

Lesson concepts	Week	Focus	Suggested spelling words				Weekly overview	Resources
 <b>Alphabet and phonic knowledge</b> — Complex letter combinations including a variety of vowel sounds and known prefixes and suffixes  <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters, word origins, common prefixes and suffixes  <b>Spelling</b> — Homophones and correct context	6	Diagnostic assessment <b>V P M</b> Comparatives and superlatives — adding 'er' and 'est' <b>M</b>	calm calmer calmest large larger	largest few fewer fewest close	closer closest bright brighter brightest	weak weaker weakest	<ul style="list-style-type: none"> <li>• diagnostic spelling assessment</li> <li>• past/present match</li> <li>• sentence writing</li> <li>• post-test</li> </ul>	Supporting learning resource — <a href="#">Strategies to support the four spelling knowledges</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	Homophones — one syllable <b>M</b>	ate eight one won sail	sale break brake way weigh	right write new knew there	their they're by buy bye	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• letter tiles – build a word</li> <li>• word sort</li> <li>• post-test</li> </ul>	
	8	Final syllables — 'er', 'ar' and 'or' <b>V M</b>	another border answer reporter gather	whether rather burglar collar lunar	solar popular regular similar familiar	mirror meteor cursor editor visitor	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• letter tiles – build a word</li> <li>• word sort</li> <li>• post-test</li> </ul>	
	9	Suffixes — 'tion', 'ous', 'y' and 'ish' <b>M</b>	education collection illustration concentration separation	anxious famous jealous disastrous dirty	cloudy thirsty hungry fussy nosey	childish foolish stylish longish selfish	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• bingo</li> <li>• past/present match</li> <li>• post-test</li> </ul>	
	10	Consolidation <b>V M</b>	Review, reinforce and extend student learning					