

Year 4 Homework

Term 1 – (Weeks 2-5)

revised 2025

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

Week	English	Spelling	Mathematics	Science		
2	A retell is a summary of the events, characters and setting Write a retell of a film you have watched. Make sure you include details from the film.	<u>Consonants and</u> <u>vowels</u> For each word, write the C or V above each letter	Record the following into a place value chart (Thousands, Hundreds, Tens and Ones): a. 4563 b. 6985 c. 9872 d. 1234	Explain what erosion is. Explain how weathering is different to erosion.		
3	An opinion is what we think/feel/believe about something. Write an opinion paragraph about a film that you have watched. Include reasons from the film.	Sounds in Words Write a number under each sound (not letter) you hear in your words Eg: in-sin-cere 12 123 1 1	Create a pattern that has line symmetry. Draw the line/s of symmetry. Create a pattern that has rotational symmetry. Explain the rotational symmetry.			
4	A recommendation tells the audience who we think should watch the film and why. Write a recommendation paragraph about a film that you have watched. Include reasons why.	Definitions Choose 5 words and look them up in the dictionary. Write down the definition.	Create a number line that counts up in tenths starting at 0. (0.1, 0.2, 0.3, 0.4, and so on). How far can you go?	Explain how erosion has		
5	Record yourself presenting a film review. Upload your recording to a Canva greenscreen and add multimodal features such as stills (images) from the film.	Sentences Write 5 sentences. Use one spelling word in each sentence. Make sure your sentence includes who, what and where.	Create a number line that counts up in tenths as fractions, starting at 0. $(\frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \text{ and so on})$. How far can you go?	changed our local river or parkland.		

Year 4 Unit 1 Spelling overview

Lesson concepts	Week	Focus Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested s			IONAL	Weekly overview	Resources		
Spelling — Morphemic word families, spelling generalisations, letter	1	Diagnostic assessment V P M E	N/A				 school-based diagnostic spelling assessment word sort introduction 	Website — C2C Spelling <u>Curriculum into the classroom</u> (C2C) — Spelling P-10		
combinations including double letters	2	Unusual plurals and past tense	mice indices deer geese people	knives loaves thieves videos photos	shut took buried knitted said	heard felt found lost told	 pre-test word sort singular and plural match post-test 	Text — Bear, Donald. R; Invernizzi, Marcia; Templeton, Shane; Johnstone, Francine, 2012, <i>Words Their Way: Word</i> <i>Study for Phonics, Vocabulary,</i> <i>and Spelling Instruction</i> , 5th edn, Pearson, Boston Text — Hornsby, D; Wilson, L, 2011, <i>Teaching phonics in</i> <i>context</i> , Pearson, Australia		
	3	Compound words	himself herself yourself something playground	without everyone anywhere background handwriting	everything highlight overlook classroom newspaper	breakfast lunchbox downstairs daylight fortnight	 pre-test concentration/mem ory match compound word jigsaw post-test 			
	4	Doubling final consonant	running skipping swimming wrapping shopping	quitting dragged patted stopped grinned	tripped rubbed trapped grabbed begged	hottest bigger spotty sunny knotty	 pre-test word sort word bingo post-test 	Text — Hill, Susan, 2012, Developing early literacy: Assessment and teaching, 2 nd edn, Eleanor Curtain Publishing, Australia		
	5	Word endings – 'tch' and 'ch' VP	latch sketch stitch pitch catch	hutch patch watch stretch which	approach attach bench bleach coach	lunch reach sandwich speech search	 pre-test word sort word bingo post-test 	SLR — <u>Strategies to support</u> the four spelling knowledges		