



# Year 4 Homework


## Term 1 – (Week 6-9)

Revised 2025

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

Week	English	Spelling	Mathematics	Science
<b>6</b>	Write a retell of a film you have watched. Make sure you include details from the film, complex noun groups and topic specific vocabulary.	<u>Alphabetical Order</u> Write your spelling words in alphabetical order.	Create a map of your house. <ul style="list-style-type: none"> <li><input type="checkbox"/> Label X and Y axes with a grid referencing system</li> <li><input type="checkbox"/> Place landmarks on the map</li> <li><input type="checkbox"/> Create a legend for the landmarks</li> </ul>	Explain how wind erosion in the desert environment and water erosion in rivers and streams are similar in process.
<b>7</b>	Write an opinion paragraph about a film that you have watched. Include reasons from the film, subjective language and a complex sentence.	<u>Consonants and vowels</u> For each word, write the C or V above each letter	Write directions for how to get from your bedroom to the kitchen, visiting every other room on the way. Include names of landmarks, grid references and compass directions	Describe ways to reduce erosion on a farm.
<b>8</b>	Write a recommendation paragraph about a film that you have watched. Include reasons why.	<u>Sounds in Words</u> Write a number under each sound (not letter) you hear in your words Eg: i n - s i n - c e r e 1 2 1 2 3 1 1	Conduct a survey of your family's favourite game to play. Record your data in a table and on a graph.	Investigate how eroding forces transform a landscape.  <u>Materials</u> 3 plastic containers (about the size of a shoe box is best) Soil (enough to fill your containers) A straw A few ice cubes
<b>9</b>	Record yourself presenting a film review. Upload your recording to a Canva greenscreen and add multimodal features such as stills (images) from the film.	Place a dot between your syllable breaks of your spelling words  Eg: was●n't	The following data was collected. 7 apples, 5 pears, 4 oranges, 2 strawberries  What question do you think was asked? Record the data in a table and as a many-to-one graph.	<u>Method</u> 1. In each container, pour soil up against one side, creating a sloped pile. 2. In the first container, simulate water erosion by spraying water over the soil. 3. In the next container, simulate wind erosion by blowing air through the straw onto the top of the hill. 4. In the last container, simulate glacial erosion by placing a few ice cubes in the top of the hill, then pushing them down the hill.

## Year 4 Unit 1 Spelling overview

Lesson concepts	Week	Focus Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested spelling words				Weekly overview	Resources
			CORE WORDS WORDS		OPTIONAL			
 <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters	6	Unusual plurals and past tense  <b>M</b>	mice indices deer geese people	knives loaves thieves videos photos	shut took buried knitted said	heard felt found lost told	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• singular and plural match</li> </ul> post-test	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  SLR — <a href="#">Strategies to support the four spelling knowledges</a>
	7	Compound words  <b>M</b>	himself herself yourself something playground	without everyone anywhere background handwriting	everything highlight overlook classroom newspaper	breakfast lunchbox downstairs daylight fortnight	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• concentration/memory match</li> <li>• compound word jigsaw</li> <li>• post-test</li> </ul>	
	8	Doubling final consonant  <b>M</b>	running skipping swimming wrapping shopping	quitting dragged patted stopped grinned	tripped rubbed trapped grabbed begged	hottest bigger spotty sunny knotty	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• word bingo</li> <li>• post-test</li> </ul>	
	9	Word endings – ‘tch’ and ‘ch’  <b>VP</b>	latch sketch stitch pitch catch	hutch patch watch stretch which	approach attach bench bleach coach	lunch reach sandwich speech search	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• word bingo</li> <li>• post-test</li> </ul>	
	10	Revision						