



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

(revised September 2025)

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

| Week | English                                                                                                                                                                                                                                                                                            | Spelling                                                                                                                                  | Mathematics                                                                                                                                                                                                                                                                     | Science                                                                                                                                                                                                                            |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6    | Using your plan from week 1 (or a new one), write the complication of your adventure narrative. This should include several events that lead up to the highest point of tension.                                                                                                                   | <u>Look, Say, Cover, Write, Check</u><br>Look at the word, say the word, cover the word, write the word, then check the word.             | Identify the pattern and rule in the following number sequences:<br><br>a) 5, 10, 15, 20      d) 50, 45, 40, 35, 30<br>b) 2, 4, 6, 8, 10      e) 333, 303, 273, 243<br>c) 9, 12, 15, 18, 21      f) 6, 2, 12, 4, 14, 26, 88                                                     | Air resistance, or drag, is a type of friction that opposes the motion of an object through the air, slowing it down by causing it to collide with air molecules.                                                                  |
| 7    | Continue writing your adventure narrative up to the highest point of tension, the climax, where your characters should meet their biggest challenge.                                                                                                                                               | <u>Rhyming Words</u><br>Write your spelling words. Next to your spelling words write a word that rhymes with it.                          | How likely are the following events to occur:<br>a) The sun will shine tomorrow.<br>b) I will pick a green marble from a bag of red marbles.<br>c) I will roll a dice and land on an even number.<br><br>Create your own statements for 'unlikely', 'even chance' and 'likely'. | Investigate air resistance by dropping objects with different surface areas from the same height. Make observations about how fast they fall.<br>1. How does the surface area of an object affect the speed it falls?              |
| 8    | This week you will resolve the complication in your resolution paragraph. This doesn't need to be the end of the whole story, just the end of this chapter.                                                                                                                                        | <u>Paragraph Writing</u><br>Write a paragraph using as many spelling words as you can.                                                    |                                                                                                                                                                                                                                                                                 | Magnetism is a non-contact force that acts from a distance. Describe how this works. You may need to do some research.                                                                                                             |
| 9    | Review your adventure narrative. Is the story cohesive? What could you add to make it flow better? Are your descriptions of people, places and things rich in descriptive language? Can you show your reader more without telling them? Once you have edited your work, it is now time to publish. | <u>Star Jumps</u><br>Do a star jump for every letter of your spelling word. Say the letters and spell the words correctly while you jump. | Create a game of chance. Write the rules and create any cards or boards needed. Play with a family member. Was it a fair game?                                                                                                                                                  | Investigate magnetism in your home environment.<br>1. What objects in your house are magnetic?<br>2. How can you test them?<br>3. Can you make something magnetic if it isn't already?<br>4. How does magnetism affect our planet? |
| 10   | Finish publishing your adventure narrative. Illustrate by drawing pictures, or you could try AI image generation on Canva.                                                                                                                                                                         | <u>Colourful Words</u><br>Write each word a different colour using coloured pencils.                                                      | Play another game with a family member that involves chance. Can you make it more fair? What will be the impact of making it less fair?                                                                                                                                         |                                                                                                                                                                                                                                    |

## Spelling overview Year 4 Unit 5

| 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<br><br> <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters, word origins, common prefixes and suffixes<br><br> <b>Spelling</b> — Homophones and correct context | 1    | Hard and soft 'c'<br><b>P</b><br>Homophone revision<br><b>M</b> | capital<br>coast<br>curve<br>cinema<br>circus                 | raced<br>cycle<br>cereal<br>centimetre<br>piece                    | peace<br>plane<br>plain<br>scents<br>cents              | sense<br>guessed<br>guest<br>your<br>you're               | <ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• concentration</li> <li>• sentence writing</li> <li>• post-test</li> </ul> | Supporting learning resource — <a href="#">Strategies to support the four spelling knowledges</a><br><br>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 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2    | Hard and soft 'g'<br><b>P</b><br>Homophone revision<br><b>M</b> | garden<br>guard<br>guide<br>guess<br>engine                   | large<br>general<br>gentle<br>orange<br>giant                      | medal<br>meddle<br>dear<br>deer<br>hire                 | higher<br>presence<br>presents<br>berry<br>bury           | <ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• concentration</li> <li>• sentence writing</li> <li>• post-test</li> </ul> | Text — Hornsby, D; Wilson, L, 2011, <i>Teaching phonics in context</i> , Pearson, Australia<br><br>Text — Hill, Susan, 2012, <i>Developing early literacy: Assessment and teaching</i> , 2 <sup>nd</sup> edn, Eleanor Curtain Publishing, Australia                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3    | Prefixes — 'in', 'im', 'fore' and 'en'<br><b>M</b>              | incomplete<br>incorrect<br>injustice<br>informal<br>invisible | inappropriate<br>incredible<br>immature<br>impatient<br>impossible | immobile<br>forearm<br>forecast<br>forehead<br>forehand | foreground<br>enforce<br>enable<br>encourage<br>enlighten | <ul style="list-style-type: none"> <li>• pre-test</li> <li>• syllabification</li> <li>• prefix board game</li> <li>• post-test</li> </ul>                   |                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4    | Suffixes 'ful', 'ly' and 'ness'<br><b>M</b>                     | careful<br>colourful<br>hopeful<br>useful<br>painful          | helpful<br>peaceful<br>thoughtful<br>closely<br>badly              | daily<br>lately<br>quietly<br>slowly<br>loudly          | darkness<br>sickness<br>awareness<br>goodness<br>weakness | <ul style="list-style-type: none"> <li>• pre-test</li> <li>• word webs</li> <li>• word builders</li> <li>• post-test</li> </ul>                             |                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5    | Consolidation<br><b>V P M</b>                                   | Review, reinforce and extend student learning                 |                                                                    |                                                         |                                                           |                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                   |