



# Homework Grid - Summer 2

## Year 4



|          | W/C<br>01/06/26  | W/C<br>08/06/26   | W/C<br>15/06/26   | W/C<br>22/06/26  | W/C<br>29/06/26   | W/C<br>06/07/26   | W/C<br>13/07/26                         |
|----------|--|---|---|--|---|---|---|
| Reading  | 3 reads of your banded book  | 3 reads of your banded book   | 3 reads of your banded book   | 3 reads of your banded book  | 3 reads of your banded book   | 3 reads of your banded book   | 3 reads of your banded book             |
| Maths    | Times Tables<br>Rockstars  | Doodle Maths  | Times Tables<br>Rockstars   | Times Tables<br>Rockstars  | Doodle Maths  | Times Tables<br>Rockstars   | Doodle Maths                            |
| Spelling | <p><b>Revision</b><br/>Prefix 'super' 'sub' 'inter'</p> <p>The prefix 'super' means 'over or above'. It shows something is bigger or better than usual - superman, supermarket, superstar, supervisor</p> <p>The prefix 'sub' means 'under or below'. It shows something is less or beneath - subway, submerge, subheading, submarine</p> <p>The prefix 'inter' means 'between or among' - intercity, interlock, interrupt</p> | <p><b>Revision</b><br/>Prefix 'anti' 'non' 'Auto'</p> <p>The prefix 'anti' comes from Ancient Greek and means 'against' or 'opposed to' - antifreeze, antiseptic, antisocial</p> <p>'non' means 'not'. When added (as a prefix) it will give the word the opposite meaning<br/>nonsense, nonstick, nonstop, nonfiction</p> <p>The prefix 'auto' comes from Ancient Greek and means 'self', 'own' or 'same' - automatic, autograph, automobile</p> | <p><b>Revision</b><br/>Prefix 'pre' 'de' and 're'</p> <p>The prefix 'pre' comes from Latin and means 'before' - prepare, preheat, predict, previous</p> <p>The prefix 'de' comes from Latin and means 'undo' or 'do the opposite of' - deflate, decrease, demist, defrost, defuse</p> <p>The prefix 're' comes from Latin and means 'again' or 'back' (think of repeat) - replace, refresh, recycle, reform, return</p> | <p><b>Revision</b><br/>Prefix 'in' 'im' 'imm'</p> <p>'in' means 'not'. When added as a prefix it will give the word the opposite meaning - inactive, invisible, incorrect, inaccurate</p> <p>When the root word starts with a 'p' 'in' becomes 'im' - impractical, imperfect, impossible, important, impure</p> <p>When the root word starts with an 'm' 'in' becomes 'im' giving a double 'm' - immature, immigrate, immortal, immobile</p> | <p><b>Revision</b><br/>Adding 'ing' to a verb to change tense</p> <p>Multi-syllabic words with a short vowel followed by two or more consonants: just add 'ing' - extending, rejecting, finishing, adjusting, erupting</p> <p>Multi-syllabic words with a short vowel followed by a final consonant: double the final letter - admitting, upsetting, forgetting, beginning, befitting</p> | <p><b>Revision</b><br/>Adding 'ing' to a verb to change tense</p> <p>If the final syllable is unstressed the final consonant is not doubled e.g. gardening, beckoning, carpeting, frightening</p> <p>Revisit all adding 'ing' rules</p> | <p>Revision of all spellings taught</p> |

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|-------------------------|--|---|--|---|---|---|---|
| Year 3/4 spelling words | <b>Revision</b><br>therefore<br>though<br>although<br>thought<br>through<br>various<br>weight<br>woman<br>women  | <b>Revision</b><br>remember<br>sentence<br>separate<br>special<br>straight<br>strange<br>strength<br>suppose<br>surprise  | <b>Revision</b><br>pressure<br>probably<br>promise<br>purpose<br>quarter<br>question<br>recent<br>regular<br>reign   | <b>Revision</b><br>interest<br>Island<br>Knowledge<br>Learn<br>length<br>library<br>material<br>medicine<br>mention<br>minute<br>natural<br>naughty | <b>Revision</b><br>notice<br>occasion(ally)<br>often<br>opposite<br>ordinary<br>particular<br>peculiar<br>perhaps<br>popular position<br>possess(ion)<br>possible<br>potatoes | <b>Revision</b><br>fruit<br>grammar<br>group<br>guard<br>guide<br>heard<br>heart<br>height<br>history<br>imagine<br>increase<br>important | <b>Revision</b><br>disappear<br>early<br>earth<br>eight<br>eighth<br>enough<br>exercise<br>experience<br>experiment<br>extreme<br>famous<br>favourite |
| Curriculum              | Use your knowledge organiser to test yourself on what these words mean:<br><br><div style="background-color: #e0f0e0; padding: 2px;">Altitude</div> <div style="background-color: #e0f0e0; padding: 2px;">Altitudinal zone</div> <div style="background-color: #e0f0e0; padding: 2px;">Base</div> <div style="background-color: #e0f0e0; padding: 2px;">Contour Line</div> <div style="background-color: #e0f0e0; padding: 2px;">Mountain</div> <div style="background-color: #e0f0e0; padding: 2px;">Peak/Summit</div> <div style="background-color: #e0f0e0; padding: 2px;">Plateau</div> <div style="background-color: #e0f0e0; padding: 2px;">Ridge</div> <div style="background-color: #e0f0e0; padding: 2px;">Topography</div> | Use your knowledge organiser to answer these questions: <ul style="list-style-type: none"> <li>• What is a mountain and where can we find them in the United Kingdom?</li> <li>• Where can we find mountain ranges around the world?</li> <li>• What are the different types of mountain?</li> <li>• What are altitudinal zones and how can they change?</li> <li>• What do contour lines tell us on a map?</li> <li>• What is the impact of tourism on mountain environments?</li> </ul> | Make a presentation or poster that you could share with your class about things you have learnt about <b>Mountains</b> . Remember to use your Knowledge Organiser for ideas. We will have time to share these on the final week of term (w/b 13/07/26) |   |   |   |   |

