

Core homework

For **English** please practice these spellings on a weekly basis. As a minimum, pupils should learn these spellings for the given week. The children will consolidate this work in class through their written work – this may include a short test, a dictation or spelling activity.

We would also like you to read every night for at least 15 minutes, this could be with an adult or independently.

1 Week Beginning: 13/4/26 1. Accept 2. Except 3. Affect 4. Effect 5. Ball 6. bawl 7. berry 8. bury 9. brake 10. break	2 Week Beginning: 20/4/26 1. fair 2. Fare 3. Grate 4. Great 5. Groan 6. Grown 7. Here 8. Hear 9. Heel 10. Heal 11. he'll	3 Week Beginning: 27/4/26 1. knot 2. Not 3. Mail 4. Male 5. Main 6. Mane 7. Meat 8. meet 9. medal 10. meddle
4 Week Beginning: 4/5/26 1. missed 2. mist 3. scene 4. see 5. weather 6. whether 7. whose 8. who's 9. peace 10. piece,	5 Week Beginning: 11/5/26 1. there 2. their 3. they're 4. bear 5. bare 6. one 7. won 8. be 9. bee 10. two	6 Week Beginning: 18/5/26 1. traight 2. weight 3. straight 4. reign 5. vein. 6. Calendar 7. Grammar 8. Separate 9. Favourite 10. minute

Children learn spellings in different ways – here are some ideas that you could use to support your child when learning spellings.

[IXL - Year 4 English practice](#)

[Look, Cover, Write, Check- mobile friendly \(ictgames.com\)](#)

- Remind your child to regularly check their writing for spelling errors.
- Encourage them to underline words they're unsure of and then verify with a dictionary
- Over-pronunciation can help fix spellings in memory (e.g., saying "Wed-nes-day" for Wednesday).
- Writing words by hand anchors spelling in memory better than typing on a device.
- Highlight tricky parts in words (e.g., "said" has "ai" in the middle).
- Play fun games like Word Worm or traditional hangman.
- Create silly sentences using words from their spelling list.
- For example, if they need to learn "room," "took," "hoop," "foot," and "book," they could write: "The boy took his book across the room but got his foot caught in a hoop."

Maths – Year 4 will be learning all their times tables up to 12 this half term. It is imperative that their knowledge and use of these multiplication and division facts are consolidated. Please ensure that children are logging onto [TT Rockstars](#) to do so.

	10	2	5	3	4	8	6	7	9	11	12
10	10×10	10×2	10×5	10×3	10×4	10×8	10×6	10×7	10×9	10×11	10×12
2	2×10	2×2	2×5	2×3	2×4	2×8	2×6	2×7	2×9	2×11	2×12
5	5×10	5×2	5×5	5×3	5×4	5×8	5×6	5×7	5×9	5×11	5×12
3	3×10	3×2	3×5	3×3	3×4	3×8	3×6	3×7	3×9	3×11	3×12
4	4×10	4×2	4×5	4×3	4×4	4×8	4×6	4×7	4×9	4×11	4×12
8	8×10	8×2	8×5	8×3	8×4	8×8	8×6	8×7	8×9	8×11	8×12
6	6×10	6×2	6×5	6×3	6×4	6×8	6×6	6×7	6×9	6×11	6×12
7	7×10	7×2	7×5	7×3	7×4	7×8	7×6	7×7	7×9	7×11	7×12
9	9×10	9×2	9×5	9×3	9×4	9×8	9×6	9×7	9×9	9×11	9×12
11	11×10	11×2	11×5	11×3	11×4	11×8	11×6	11×7	11×9	11×11	11×12
12	12×10	12×2	12×5	12×3	12×4	12×8	12×6	12×7	12×9	12×11	12×12

The colours on this page relate to the speed shown in this table:

No data
0 - 1s
1 - 2s
2 - 3s
3 - 4s
4 - 5s
5 - 6s
6 - 7s
7 - 8s
8 - 9s
9 - 10s
> 10s

This heat map is how teachers will monitor the children's progress, both as a class and individually.

Year 4 would also benefit from exploring perimeter, area and shape. These web sites may help:

<https://www.topmarks.co.uk/Search.aspx?q=area+and+perimeter>

<https://www.piximaths.co.uk/area-and-perimeter>

<https://www.topmarks.co.uk/maths-games/7-11-years/shape-position-and-movement>

<https://www.bbc.co.uk/bitesize/topics/zds7ywx>