

Year Group: 4	Term: Spring 2
<b>Home Learning</b>	
<b>Reading</b>	Children should be reading aloud to an adult on a daily basis for approximately 10 minutes. Encourage your child to read a range of different material, including poetry, non-fiction, fiction, newspapers etc. The Reading Records are checked at the beginning of every week.
<b>Maths</b>	This term, Maths home learning will be a weekly worksheet, given to the children at the end of each week, to be completed at home. The worksheets will be focussed on the children's learning for the week, allowing them to practise the mathematical skills taught. The Maths home learning worksheets will be checked every Friday morning.  Rock Stars: Children are encouraged to engage in at least 3 minutes of times table practice, 5 times a week, to increase their fluency.
<b>Spellings</b>	The spellings below are those that are being taught in school. Ideas to practise spellings: Use the Look, Say, Cover, Write, Check method. Write the spellings into quality sentences. Find and write down spellings following similar rules from your reading book.
<b>Week commencing</b>	
<b>Monday 24<sup>th</sup> February</b>	Word List; actual, actually, consider, considerable, important, eight, eighth, ordinary, particular, different.
<b>Monday 3<sup>rd</sup> March</b>	Word List; enough, heart, interest, island, knowledge, notice, possess, possession, possible, possibility.
<b>Monday 10<sup>th</sup> March</b>	Word List peculiar, popular, popularity, possible, possibility, probable, probability, separate, separately, therefore.
<b>Monday 17<sup>th</sup> March</b>	Word List Revision; fair, disbelief, immobile, knot, possession, separate, fare, illiterate, insufficient, business, misplace.
<b>Monday 24<sup>th</sup> March</b>	Word List Revision; bicycle, busy, century, February, history, library, ordinary, naughty, probably, occasionally.
<b>Monday 31<sup>st</sup> March</b>	Word list Revision; calendar, centre, consider, particular, peculiar, popular, quarter, remember, pressure, grammar.