Summer 1 - Year 3/4 Homework

GPS:

Complete the pages set by your teacher in the GPS book. The content will be taught on Monday. We will mark the homework in class.

These are the pages for each week:

Week	Year 3		Year 4		ANSWERS	
	Topic	Page(s)	Topic	Page(s)	3	4
1	Direct and reported speech	62-63	Punctuating speech with ! or ?	62-63	109	109
2	Its and it's	54-55	Its and it's	56-57	108	108
3	Suffixes 'ly'	80-81	Suffixes 'ly'	80-81	111	111
4	Word endings 'sure' and 'ture'	82-83	Word endings 'sure' and 'ture'	82-83	111	111
5	Homophones	94-95	Homophones	96-97	112	112

MATHS:

Complete the pages set by your teacher in the CGP Maths book. We will mark the homework in class on each Monday.

Log on to TTRS and practise the times tables that you find tricky.

Week	Year 3		Year 4		ANSWERS	
	Topic	Page(s)	Topic	Page(s)	3	4
1	Adding and subtracting fractions	36-37	Writing fractions as decimals	39	76	87
2	Fractions of amounts	38-39	Dividing by 10 and 100	40	76	87
3	Solving fraction problems	40	Round and comparing decimals	42-43	76	87
4	Solving fraction problems	41	Solving fraction and decimal problems	44	76	88
5	Length mass and volume	46	Money	56	77	89

Year 3 - KIRF Summer 1: Know multiplication and division facts for 8x table

This half term, children are learning to recall all multiplication and division facts for the 8 times table. The 8 times table helps children develop fluency and supports learning in multiplication, division, and problem solving.

Multiplication	Division
1 × 8 = 8 2 × 8 = 16 3 × 8 = 24 4 × 8 = 32 5 × 8 = 40 6 × 8 = 48 7 × 8 = 56 8 × 8 = 64 9 × 8 = 72 10 × 8 = 80 11 × 8 = 88 12 × 8 = 96	8 ÷ 8 = 1 16 ÷ 8 = 2 24 ÷ 8 = 3 32 ÷ 8 = 4 40 ÷ 8 = 5 48 ÷ 8 = 6 56 ÷ 8 = 7 64 ÷ 8 = 8 72 ÷ 8 = 9 80 ÷ 8 = 10 88 ÷ 8 = 11 96 ÷ 8 = 12

What can this look like?

Concrete:

Pictorial:

Abstract:

8 multiplied by 3 = 24

8 x 3 = 24 & 3 x 8 = 24

24 divided by 8 = 3

24 ÷ 8 = 3

How to help at home

Chant and count in 8s: Count forwards and backwards together (e.g. 8, 16, 24…). Try starting from different points.

Use real objects:
-Group items into 8s (lego, sweets, counters)
-Count how many altogether: 8, 16, 24…

Build arrays:
Make rows of 8 using objects to show multiplication

Ask quick-fire questions:
-"What is 6 × 8?"
-"What is 56 ÷ 8?"

Link multiplication and division:
-Show how facts are connected (e.g. 7 × 8 = 56, so 56 ÷ 8 = 7)

Year 4 KIRF Summer 1: Know additive and multiplicative facts (scaling facts by 100).

By knowing simple number bonds (like numbers that add to 10), children can use this knowledge to work with larger numbers more easily. This helps them see patterns and relationships between numbers, rather than relying on counting.

For example:

- If a child knows **6 + 4 = 10**, they can use this to understand:
  - 60 + 40 = 100
  - 100 − 60 = 40

This builds confidence and supports faster mental maths, which is essential for all areas of maths learning.

Examples:

Addition

6 + 9 = 15.
6 hundred + 9 hundred = 15 hundred
15 hundred = 1,500

Multiplication

4 × 3 = 12
4 × 3 hundreds =
4 × 300 = 1,200

How to help at home:

Quick-fire questions (little and often!)

- "What makes 10 with 7?"
- "What do I add to 60 to make 100?"
- "What is 100 − 30?"

Make it into a game

Number bond ping-pong: you say 40, they say 60
Missing number: "___ + 25 = 100"

Help them see the connections

Encourage your child to link facts together:

- 5 x 3 = 15
- 5 x 3 hundreds =
- 5 x 300 = 1500

Ask:
"What's the same?"
"What's different?"

Sound – Knowledge Organiser

What is sound and how is it made?

Sounds are caused by **vibrations**. When something vibrates, it causes things around it to vibrate too.

If you put your fingers on your neck, when speaking, you can feel your **vocal cords** vibrating as you push air through them.

Musical instruments are designed to make sounds through vibrations.

Violin:
Sound created using a bow on the strings to create vibrations.

Guitar:
The player strums the strings with theirs fingers to create vibrations.

Flute:
A player blows in the hole which traps air and causes vibrations.

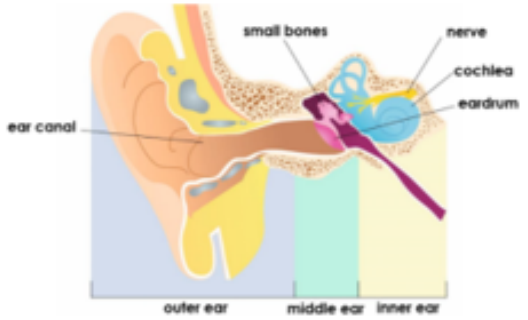
How does sound travel?

- Sound travels in waves.
- Sound can travel through solids, such as wood and metal.
- Sound can travel through liquids, such as water.
- Sound can travel through gases, such as air.

Sound waves

Dolphins make clicking sounds to communicate with each other, this can be heard underwater.

How do we hear?



1. Sound waves reach the **outer** ear.
2. Vibrations travel along the **ear canal.**
3. The **eardrum** vibrates and sound passes through three bones.
4. Hairs in the **cochlea** turn vibrations into electric signals.
5. Signals travel through the **nerve** to the brain.

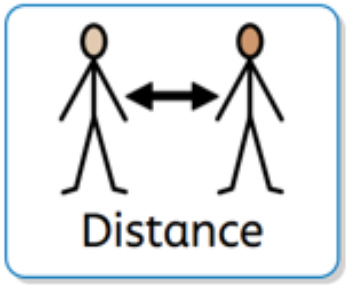
What changes the volume of a sound?

The volume of a sound depends on the strength and size of the **vibrations** that make that sound.

Strong, large vibrations produce loud sounds.

Weaker, smaller vibrations produce quieter sounds.

dB
Decibel:
How we measure sound



Distance

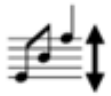
Distance affects the volume of sound.

The further away from the source you are, the quieter it is.

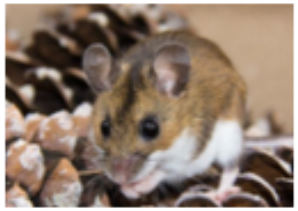
What changes the pitch of a sound?

We use the word **pitch** to describe how high or low a sound is. An example of a high-pitched sound is the squeak of a mouse. An example of a low-pitched sound is the noise of a car engine.

Pitch is different to **volume**. For example, you can have a loud sound which is high-pitched or a quiet sound which is low-pitched.



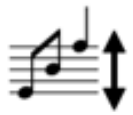
Pitch



Make your own musical instrument?

Musical instruments can be made from lots of things, including fruit and vegetables, boxes, tubes, elastic bands, bottles.

Instrument



Pitch

Vibrate

Volume

The Maya Civilisation – Knowledge Organiser

When and where did the Ancient Maya live?

Between 250CE and 900CE the Maya Civilisation were large and powerful.

They lived in a place called Mesoamerica; it is now known as Central America.

A city-state is a place that is both a city and its own little country. It has its own rules, its own leader

What do we know about Ancient Maya cities?

Kings and queens: Rulers who were the most important.

Priests and Nobels: Second most important. They could read and write and helped rulers.

Merchants and craftspeople: Travelled and traded. They had skilled jobs.

Farmers: They were important because they grew food for communities.

Peasants: They worked hard in the day and night.

Enslaved people: They were forced to do manual labour for communities.

Hierarchy:

A system where people are organised into levels of importance.

What did the Ancient Maya believe and how did they worship?

The Ancient Maya were very religious.

It was an important part of everyday life.

Priests would organise festivals and ceremonies.

Ancient books that tell us about the gods Maya people worshipped.

How did the Ancient Maya feed their people?

The Ancient Maya would farm, hunt and forage for food.

Rainforest farming: They would clear trees to grow crops. They irrigated the land by digging ditches for water to stop the soil drying out.

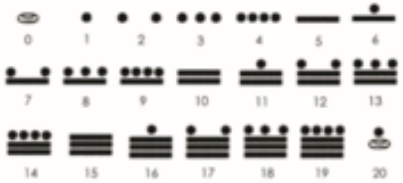
Highland farming: Steep land meant they created large steps of the hills to plant crops and ensure they got water to grow.

How did we know that the Ancient Maya could read, write and do complex maths?

They wrote using glyphs, which were pictures not words.

They wrote them on stone or pieces of paper.

They used a 'base-20' system to count as they would use their fingers and toes to count.



What happened to the Ancient Maya?

6 reasons the Ancient Maya population declined:

When something becomes less in amount, quality or strength.

Drought: They had no access to water.

Natural disaster: They were impacted by volcano or earthquake.

Warfare: Fighting between different city-states.

Population: Too many people to support.

Climate change: deforestation caused climate change.

Greed: The rulers only cared about themselves.