

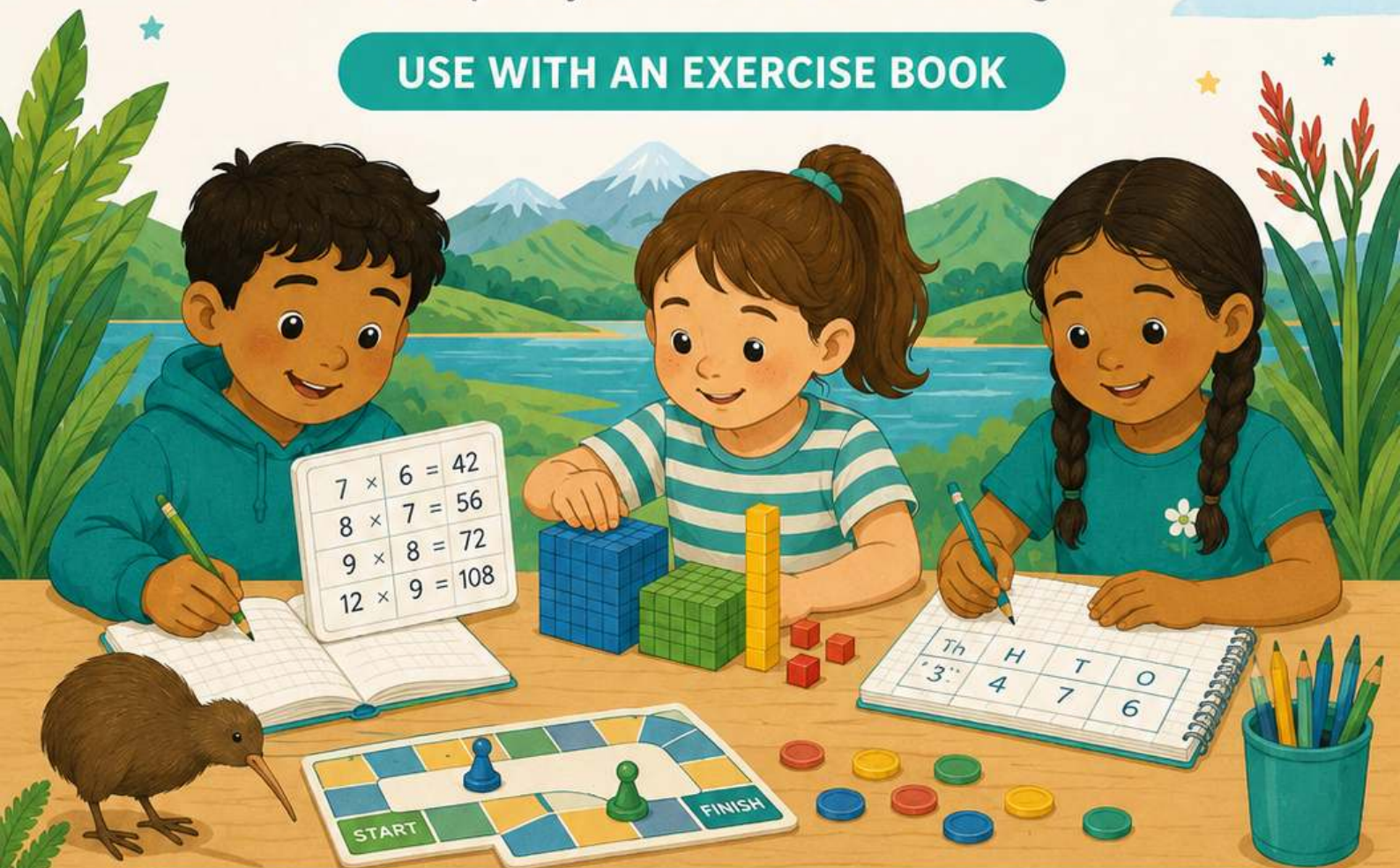
ICONIC GAMES

YEAR 4 HOMEWORK BOOK

English • Mathematics and Statistics

A complete year of after-school learning

USE WITH AN EXERCISE BOOK



My name:



My school:



My class:



Year:

HOW TO USE THIS BOOK

Each page helps you learn, practise and have fun!

1



Read & Think

Read the information and think about what you have learned.



2



Word Focus

Learn and use new words to build your vocabulary.

explore

to travel to a place to learn about it



3



Maths Mission

Solve problems and practise your maths skills.

$$247 + 356 = \underline{\quad}$$



4



Mini Mission

Complete a short task or challenge.

My Challenge

Draw and label a native bird.



5



Game Break

Play a game to practise and have fun!



YEAR 3 HOMEWORK BOOK



Homework Book

Learn and practise your skills.



Exercise Book

Write your answers and show your work.



Online Game

Play games online to revise and challenge yourself.

MY LEARNING JOURNEY

A year of learning, exploring and achieving!



READING



MATHS



QUESTS



GRAPHS



MAPS



My name:



My goal:



I want to get better at...

Term 1

START HERE!

Explore New Skills

Term 2

Build Knowledge

Term 3

Take on Quests

Term 4

Achieve and Grow

MY JOURNEY STARS



Term 1



Term 2



Term 3

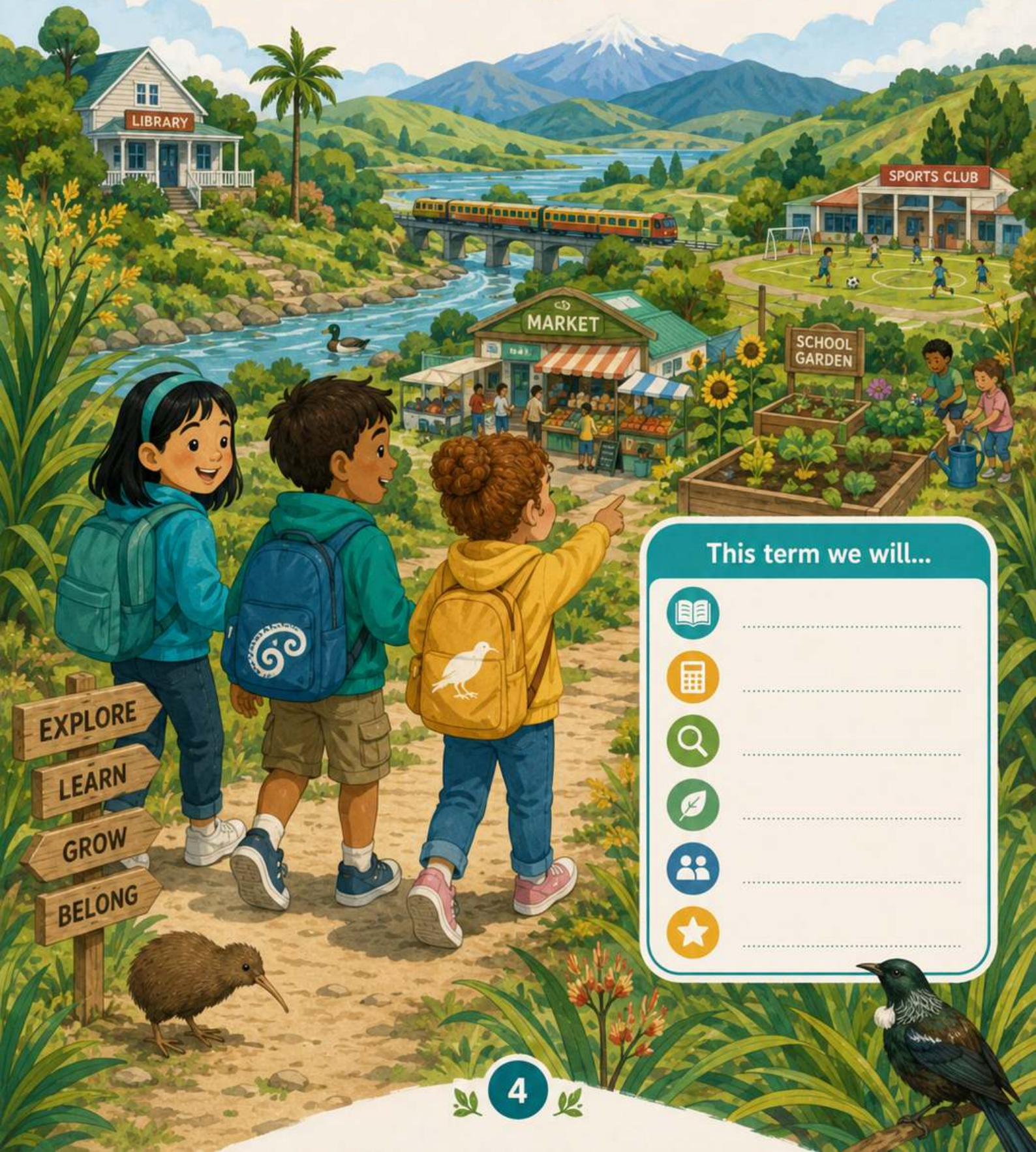


Term 4

Colour a star when you complete each term!

TERM 1

Let's build strong foundations!



This term we will...



Week 1: School Goals and Good Habits

English



Read the passage.

It is the start of Year 4, and Mia is excited for the year ahead. She wants to do her best in every subject and become a kind and helpful classmate. Mia sets two goals for herself. Her first goal is to read every day to improve her English. Her second goal is to practise times tables regularly to become more confident in maths.

Mia knows that good habits help her reach her goals. She plans to listen carefully in class, finish her homework on time and ask for help when she needs it. She also wants to stay organised by packing her bag the night before and keeping her desk tidy. With clear goals and good habits, Mia is ready to have a fantastic Year 4!



? Answer the questions.

- 1 What are Mia's two goals for Year 4?
.....
- 2 What good habits does Mia plan to use?
.....
- 3 Why does Mia want to read every day?
.....
- 4 What will help Mia have a fantastic Year 4?
.....



Vocabulary

Match each word to its meaning.

- | | | |
|------------------|---|---|
| goal | • | • something you want to achieve |
| confident | • | • feeling sure about your ability to do something |
| organised | • | • tidy and well planned |
| practise | • | • to do something a few times to get better |



Write two goals for yourself this year.

- 1 My first goal is to
.....
- 2 My second goal is to
.....
.....



Market Day

— Maths Mission

Explore numbers to 1,000 and place value.



1 Market Prices

Read the prices. Write each one in words.



\$2.45

.....



\$1.85

.....



\$6.75

.....

2 Place Value

Write each number. Then show it using place value blocks.

247	583	906
H T O	H T O	H T O

3 Number Order

Write the numbers in order from smallest to largest.

678 342 527 189 905

< < < <

4 Compare

Write <, > or = to make each sentence true.

- a) 346 634 d) 499 494
- b) 705 570 e) 823 832
- c) 182 218 f) 670 760

5 Show Me

Draw place value blocks to represent the numbers.

314

462

289

= 100

= 10

= 1

★ Mini Mission

At the market, a shopper buys:

- 2 apples
- 3 bunches of carrots
- 1 jar of honey

What is the total cost?
Show your working.

Total: \$ _____

Game Break

Roll a 3-digit number!
Use a dice or number spinner three times to make a number.
Write it here:

Try again!



Challenge: Can you make a number between 500 and 800?

★ How Did I Go?

Colour a star.



I found it easy!



I needed some help.



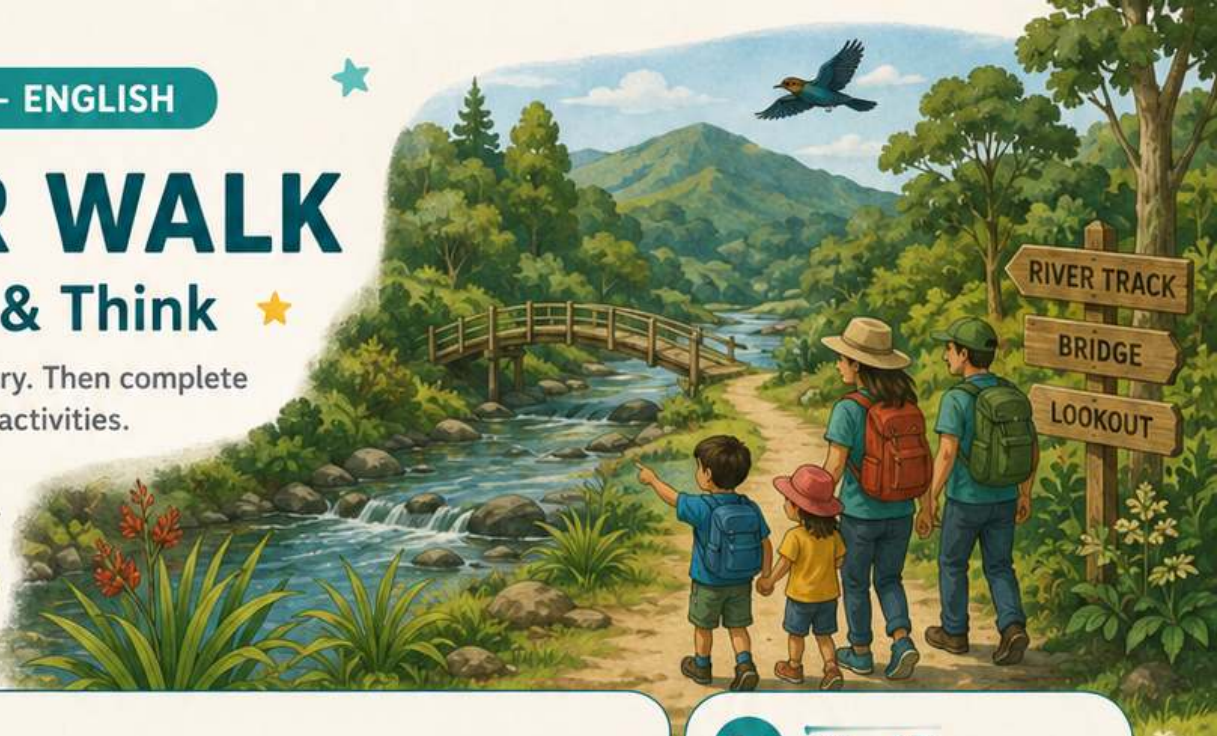
I need more practice.



RIVER WALK

★ Read & Think ★

Read the story. Then complete the activities.



Read

It is Sunday morning and our whānau is going for a river walk.
 We leave early so the air is cool and crisp.
 The path winds through native bush.
 We see tall trees, ferns and flaxes.
 Tui sing in the rimu and a fantail flits near the stream.
 We stop at the bridge and look down at the clear water.
 Dad says, "A healthy river helps people, plants and animals."
 We take our rubbish home and stay on the track.
 We care for our river so it can thrive for years to come.



Word Focus

r-controlled vowels

Read the words. Circle the r-controlled vowel sound.

river

fern

bird

herb

first

farm

turn

bark

storm

dark

R-controlled vowels:

ar, er, ir, or, ur



Think About It

- Who went for a river walk?
.....
- What did they see and hear?
.....
- What did Dad say is important?
.....
- How can we care for our river?
.....



Write It

Write two sentences about how we can care for our rivers and the environment.

1

2



Game Break

Match the r-controlled vowel sound to the word.

ar

er

ir

or

ur

fern

turn

bird

storm

farm

river

herb

bark

first

dark





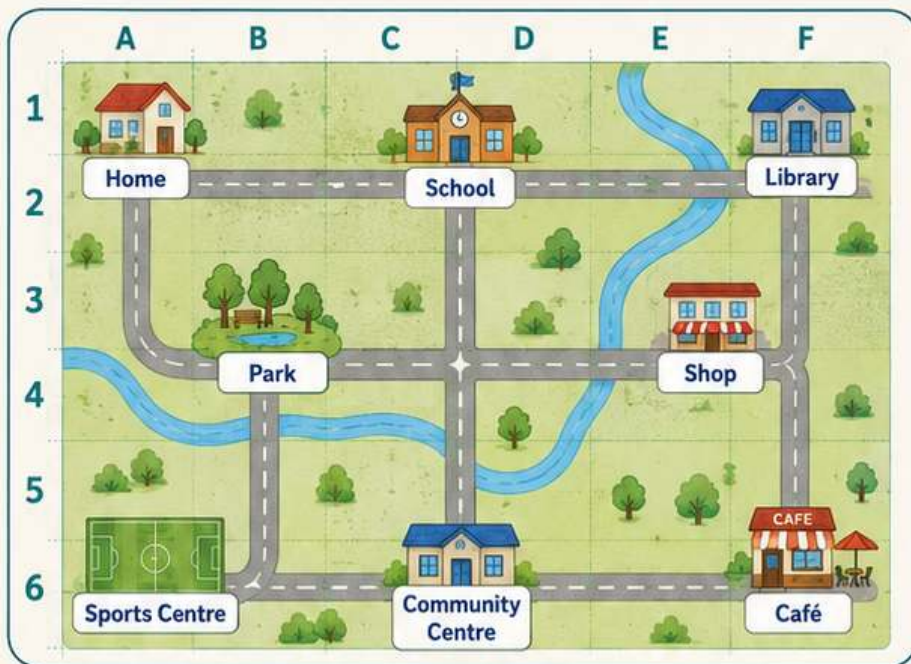
Week 2: Map Scale and Directions

Mathematics and Statistics



Map key: 1 cm on the map represents 1 km in real life.

Use the map and the key to answer the questions.



1 DIRECTIONS

Use the map to complete these sentences.

- The School is north of the
- The Park is west of the
- The Shop is east of the
- The Community Centre is south of the
- The Library is north-east of the
- The Sports Centre is south-west of the

2 COUNTING DISTANCES

Use the scale (1 cm = 1 km) to find the straight-line distance between these places.

- | | | |
|---|--|---|
| a) Home to School: <input type="text"/> km | d) Park to Community Centre: <input type="text"/> km | g) Library to Community Centre: <input type="text"/> km |
| b) School to Library: <input type="text"/> km | e) Sports Centre to Café: <input type="text"/> km | h) Shop to Sports Centre: <input type="text"/> km |
| c) Park to Shop: <input type="text"/> km | f) Home to Café: <input type="text"/> km | i) Home to Park: <input type="text"/> km |

3 PERIMETER ROUTES

Find the total distance of each route. (Add up the side lengths along the roads.)

- a) Home → School → Library



Total distance: km

- b) Park → Shop → Café



Total distance: km

- c) Sports Centre → Community Centre → Café



Total distance: km



CHALLENGE

You walk from Home to the Park, then to the Shop, then to the Community Centre, and finally to the Café.

What is the total distance of your walk?

Total distance: km



Week 3: Museum Curator Notes

English

On Tuesday, our class visited the local museum. A curator greeted us and showed us around. We saw many important objects from the past.

First, we looked at a Māori canoe paddle carved from totara wood. It was over 100 years old and decorated with detailed patterns.

Next, we saw an old dairy churn. In the early days, people used it to make butter by hand!

Finally, we looked at a soldier's letter written during the First World War. The words helped us imagine what life was like back then.

The museum helps us remember and learn from the stories of our past.



★ COMPREHENSION QUESTIONS

- 1 Where did the class go on Tuesday?
.....
- 2 Name three objects the class saw at the museum.
.....
.....
- 3 Why is the Māori canoe paddle special?
.....
- 4 How does the soldier's letter help us?
.....

📖 VOCABULARY BUILDER

Read the words from the passage.
Write what each word means.

curator:

decorate:

imagine:

remember:

★ TASK: WRITE A MUSEUM LABEL

Choose one of the objects from the display case above. Write a short label for it.

Tell what it is, what it is made from, how old it might be, and why it is important.



Museum Label

Object:

Made from:

About how old:

Why it is important:

.....

.....

Week 3: Museum Maths Mission

Mathematics and Statistics

1 Counting Artefacts

Count each type of artefact. Write the number in the box.









2 Comparing Groups

Look at the numbers from Question 1.
Compare using $>$, $<$ or $=$.

1 Number of pots Number of busts

2 Number of coins Number of vases

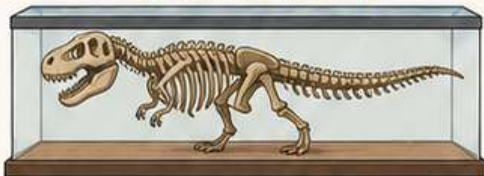
3 Number of busts Number of coins

4 Number of vases Number of pots

3 Measuring Display Cases

Look at the display cases below. Measure the length of each one and write it in centimetres (cm).

Dinosaur Fossil Case



Length = cm

Ancient Tools Case



Length = cm

Amphora Case



Length = cm

4 Addition Problems

a On Monday, 245 visitors came to the museum.
On Tuesday, 178 visitors came.
How many visitors came in total?

b The museum shop sold 136 postcards in the morning and 247 postcards in the afternoon.
How many postcards did it sell altogether?

5 Subtraction Problems

a There were 362 tickets left in the box.
By the end of the day, 189 tickets were sold.
How many tickets are left?

b There were 540 stickers in a box.
The class used 263 stickers for their activity sheets.
How many stickers are left?

★ Mini Challenge

A museum tour starts every 45 minutes.
If the first tour starts at 9:15 am,
write the start times for the next
three tours.



9:15 am , , ,

Museum Shelf

Write the price of each item. Then find the total cost
of all five items.



Total cost = £

Week 4: Weather Watch Report

English



Read the passage.

In Aotearoa New Zealand, the weather can change quickly. You might wake up to blue skies and sunshine, but by the afternoon the wind can pick up and rain clouds can roll in.

People check the weather forecast every day. The forecast tells us what the weather will be like. It helps us decide what to wear and what activities to plan.

If there is rain coming, we might take an umbrella or wear a raincoat. If it will be sunny, we might wear shorts, a hat and sunscreen. If it is windy, we might wear a warm jacket.

Knowing the weather helps us stay safe, be comfortable and make the most of our day!



Answer the questions.

- 1 How can the weather change in Aotearoa?
.....
- 2 Why do people check the weather forecast?
.....
- 3 How does the weather help us choose what to wear?
.....
- 4 Why is it important to know the weather?
.....



Vocabulary

Match each word to its meaning.

- | | | |
|-----------------|---|---|
| sunny | • | • bright with sunshine |
| rainy | • | • full of clouds |
| windy | • | • rain falling from clouds |
| cloudy | • | • air moving quickly |
| forecast | • | • a prediction of what the weather will be like |



Write a short weather report for today.

.....

.....

.....

.....





Windy

Read the bar graph to help answer the questions.

A bar chart titled "Number of Days" showing the frequency of four weather types. The y-axis is labeled "Number of Days" and ranges from 0 to 3. The x-axis is labeled "Weather Type" and includes categories: Sunny, Rainy, Cloudy, and Windy. The bars are colored yellow, blue, grey, and teal respectively. Sunny, Rainy, and Cloudy each have a value of 2, while Windy has a value of 1.

Weather Type	Number of Days
Sunny	2
Rainy	2
Cloudy	2
Windy	1

Use the table to answer.

- 1 How much warmer was Saturday than Friday?
..... °C
- 2 How many degrees colder was Tuesday compared to Monday?
..... °C
- 3 Which day was the warmest?
.....
- 4 Which day was the coolest?
.....

Weather Type	Tally	Total
Sunny		
Rainy		
Cloudy		
Windy		

- Show your working.

Week 5: Community Day Challenge

English



Read the passage.

Our school is planning a Community Day! It will be a day to bring everyone together and celebrate our amazing school and neighbourhood.

There will be lots of fun games, delicious food stalls and music on the stage. Students are helping to plan activities for all ages, from face painting and a bouncy castle for tamariki to sports challenges and craft workshops.

Local groups and businesses will be joining us too. They want to share what they do and help make the day special.

Community Day is about kindness, connection and having fun together. We can't wait to welcome our whānau and neighbours for a fantastic day!



? Answer the questions.

- 1 What is our school planning?
.....
- 2 What activities will be at Community Day?
.....
- 3 Who will be joining the school on the day?
.....
- 4 What is Community Day about?
.....

★ Persuasive vocabulary

Read the words from the passage.
Write what each word means.

important:

exciting:

helpful:

fun:

community:



Writing task

Suggest one activity for Community Day and explain why it should be included.

.....

.....

.....

.....



Week 5: Community Budget and Timetable

Mathematics and Statistics

You are helping to plan a community fun day.
Use the budget and timetable below to answer the questions.

★ 1 COMMUNITY BUDGET

You have \$200 to spend.

ITEM	COST
 Decorations	\$28
 Balloons	\$16
 Prizes	\$34
 Food ingredients	\$62
 Drinks	\$24
 Music / Sound	\$18

a) Find the total amount spent.

Total spent = \$ _____

b) How much money will be left?

Money left = \$ _____

🕒 2 EVENT TIMETABLE

Here is the plan for the community fun day.

TIME	ACTIVITY
10:00 – 10:30	Games
10:30 – 11:00	Music
11:00 – 11:30	Food stalls
11:30 – 12:00	Crafts
12:00 – 12:30	Prizes



★ 4 PLAN YOUR FUN DAY

Use the chart to plan how you will make sure everything runs smoothly.

What we need	_____
Who will help	_____
What time it starts	_____
What could go wrong?	_____
How we will solve it	_____

? 3 WORD PROBLEMS

1 Decorations cost \$28 and balloons cost \$16.
How much do these two items cost altogether?

2 You have \$200. You buy the food ingredients and drinks. How much money do you have left?

3 The prize for the winner costs \$25.
You have \$20 left after other costs.
How much more money do you need?



Week 6: Sports Stats Reading

English



Read the passage.

On Friday, our school held our annual Sports Day at Te Kākano Park. The sun was shining and every team gave their best effort. There were three track and field events: sprint, long jump and relay.

Here are the results. In the sprint race, Team Kōwhai was the fastest and took first place with a time of 13.8 seconds. Team Pōhutukawa finished second.

In the long jump, Team Pōhutukawa jumped further than anyone else with a best jump of 4.21 metres. Team Kōwhai came second.

In the relay, Team Kōwhai worked together brilliantly to cross the finish line first with a time of 58.6 seconds. Team Pōhutukawa was close behind.

The day was full of excitement and great sportsmanship. Kōwhai won the sprint and relay, and Pōhutukawa won the long jump.



SPORTS DAY RESULTS

EVENT	TEAM KŌWHAI	TEAM PŌHUTUKAWA
 SPRINT 100 metres	 1st Time: 13.8 sec	2nd Time: 14.3 sec
 LONG JUMP	2nd Best jump: 3.96 m	 1st Best jump: 4.21 m
 RELAY 4 × 100 metres	 1st Time: 58.6 sec	2nd Time: 59.4 sec



Answer the questions.

- Which team won the sprint race?
.....
- Which team won the long jump?
.....
- Which team won the relay?
.....
- What was Team Kōwhai's time in the relay?
.....



Vocabulary

Match each word to its meaning.

- | | | |
|-----------------|---|--|
| event | • | • a competition or activity that happens as part of a sports day |
| compete | • | • to try your best against someone else |
| score | • | • the points or runs that a team or player gets |
| points | • | • numbers used to show who is winning |
| champion | • | • the winner of a competition |



Writing Task

Write a short sports highlight or match report.

Choose one of the events from the Sports Day above. Write 5–8 sentences to tell what happened. Include who won, some key details and how it felt.



Week 6: Sports Scores and Statistics

Mathematics and Statistics

Our class held a sports day! Two teams, Kōwhai and Pōhutukawa, took part in three fun events. Use the scores, tally chart and graph to answer the questions below.

1 Event Scores

Look at the scores for each team.

Event	Team Kōwhai	Team Pōhutukawa
Sprint	62	42
Long Jump	48	64
Relay	72	50

- Who scored the most in the Sprint?
- Who scored the most in the Long Jump?
- Who scored the most in the Relay?
- Which team scored the most in total?

2 Tally Chart: Who Did We Cheer For?

Tally how many students cheered for each team.

Team	Tally	Number
Team Kōwhai		9
Team Pōhutukawa		8

- How many more students cheered for Team Kōwhai than for Team Pōhutukawa?
- How many students cheered in total?

3 Total Points

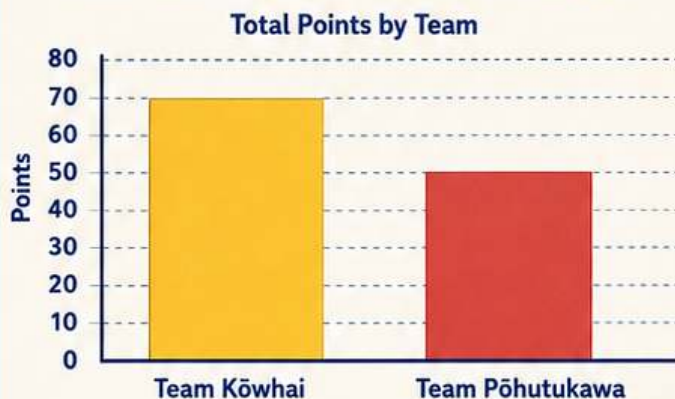
Add up the scores for each team to find the total points.

Team Kōwhai		Team Pōhutukawa	
Sprint	62	Sprint	42
Long Jump	48	Long Jump	64
Relay	72	Relay	50
Total Points =		Total Points =	

- How many points did Team Kōwhai score?
- How many points did Team Pōhutukawa score?
- Which team scored the most points?
- Rank the teams from 1st to 2nd.
1st place: 2nd place:

4 Graph the Total Points

Use the totals from Question 3 to complete the bar graph.



- How many more points did the winning team score?
- If the y-axis went up to 200, where would each bar end?
Kōwhai: Pōhutukawa:

5 What Did We Learn?

Write two things you learned from the sports day results.

-
-



Week 7: Local History Trail

English



Read the passage.

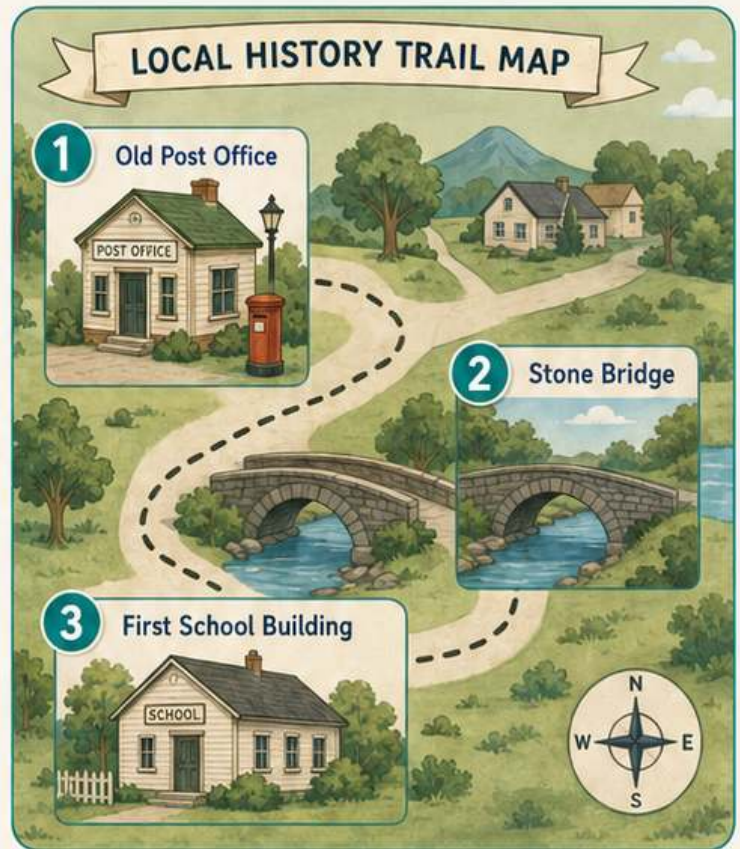
On Saturday, our class went on a local history trail around town. We followed a map with numbered stops to learn about the past.

Our first stop was the old post office. It was built more than 100 years ago. The building looked different then. People used to send letters and postcards every day.

Next, we walked to a stone bridge over the river. The bridge was built in the 1800s. It was strong and handmade from local stone. Long ago, horses and carts crossed here.

Our last stop was the first school building. It was small, with one big classroom. Children wrote on slates and sat at wooden desks.

The trail helped us understand how our area has changed over time. We learnt that people worked hard to build our community and make it a great place to live.



Answer the questions.

- 1 Where did the class go on Saturday?
.....
- 2 What was the first stop on the trail?
.....
- 3 What did the class learn about the stone bridge?
.....
- 4 How has the area changed over time?
.....



Word work.

Read each word. Write what you think it means.

- history
- trail
- community
- changed
- understand



Writing task.

Choose one interesting thing you learned on the local history trail. Describe it in sentences.

.....

.....

.....

.....

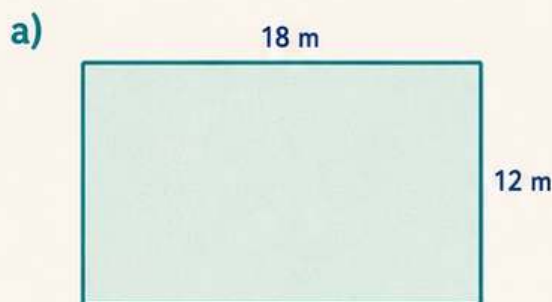


Week 7: Perimeter Trail and Time Clues

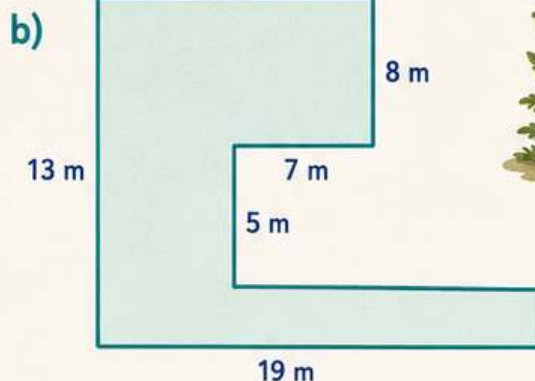
Mathematics and Statistics

1 PERIMETER PATHS

Find the perimeter of each shape.
Show your working.



Perimeter = _____ m



Perimeter = _____ m



2 TIME CLUES

Calculate the elapsed time.
Show your working.

- 1 You start the trail at 9:15 am and rest at 11:05 am.
How long did the walk take?

Answer: _____

- 2 You leave the car park at 1:45 pm and finish the trail at 3:10 pm.
How long were you walking?

Answer: _____

- 3 You start the trail at 10:30 am.
You take 55 minutes to reach the lookout.
What time do you arrive?

Answer: _____



3 MINI MISSION

You are exploring the nature trail.

You walk 650 m, then stop for 20 minutes,
then walk another 850 m.

How far did you walk in total?

Show your working.



Answer: _____ m



Term 1 Quest: Our Place Showcase — Part A

Create a showcase that celebrates your local community!

★ Your Mission Brief

You are a community explorer! Your mission is to create a showcase that celebrates the place where you live, learn and play.

You will discover interesting things about your local area, choose what matters most, and plan how to share it with others.

Get ready to explore, plan and create something amazing that shows why your place is special!



1 PROJECT PLAN

Think about your showcase idea and fill in your plan.



What will your showcase be about?

.....



Who is your audience?

.....



How will you share it?

.....

2 FACT FINDER

Write three interesting facts about your place.

1

2

3



3 ★ THREE IMPORTANT FEATURES

List three important features of your place.

1

2

3

.....



Term 1 Quest: Our Place Showcase — Part B

USE MATHS TO PLAN OUR SHOWCASE!

Our class is creating a showcase about our local place.
Use your maths skills to help plan a fantastic event
for our visitors!



1 Visitors

87 people will come on Friday
and 95 on Saturday.
How many visitors altogether?

Answer: _____ people

2 Budget

You have \$120 to spend.
You spend \$75.
How much money is left?

Answer: \$ _____

3 Display Numbers

You use 48 photos in your showcase.
You start with 126 photos.
How many are left?

Answer: _____ photos

4 Timetable

Your showcase lasts 1 hour 30 minutes.
It starts at 10:20 am.
What time does it finish?



Answer: _____

★ Present Your Idea!

Write 2–3 sentences to explain what visitors will see and
learn at our showcase, and why it is special.

.....

.....

.....



Term 1 Reflection

What I learned this term

- ☐ weather
- ☐ museums
- ☐ local history
- ☐ sports statistics



My best work

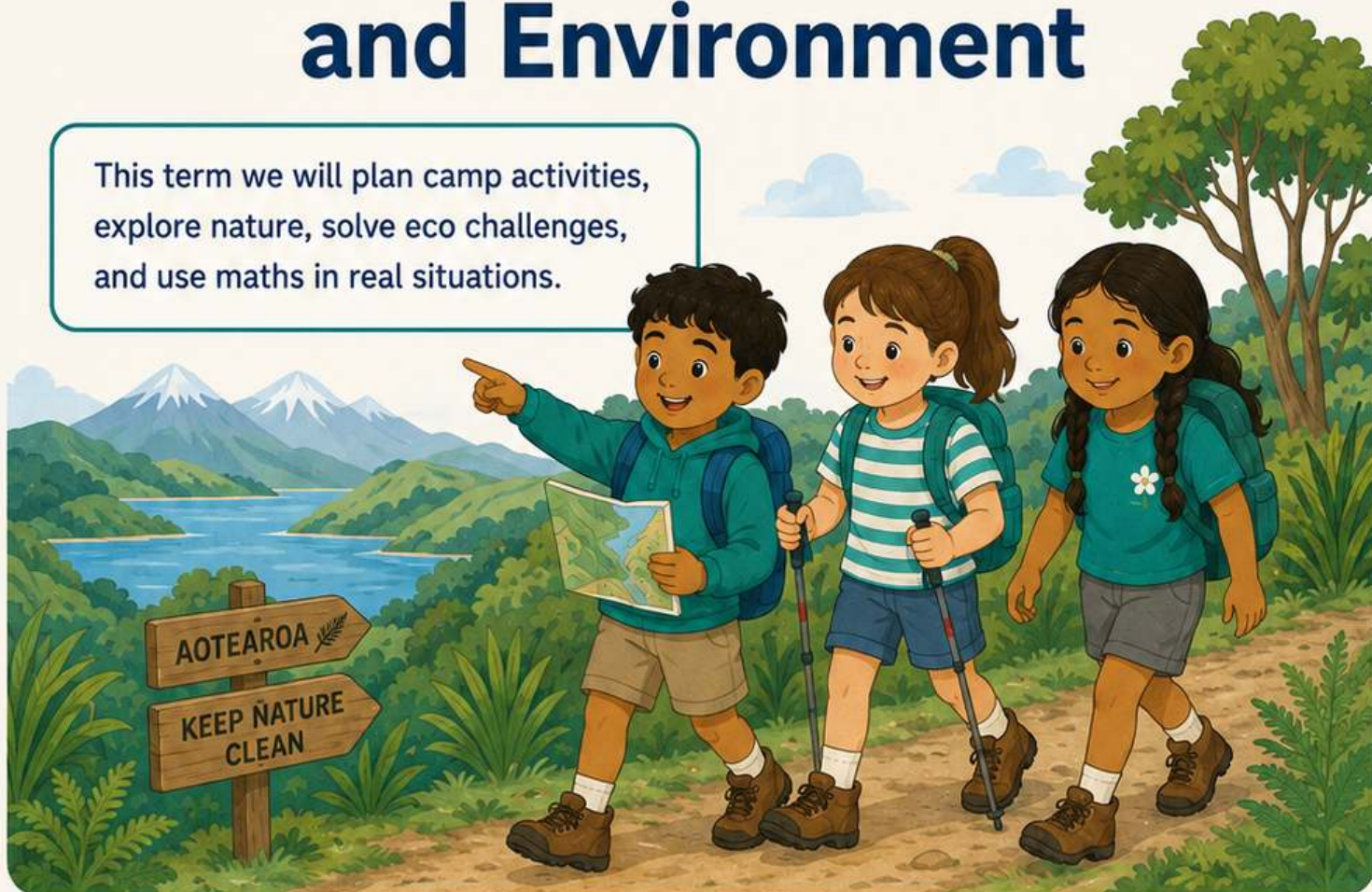
Goals for Term 2

How did I feel about my learning this term?



Term 2 Adventure and Environment

This term we will plan camp activities, explore nature, solve eco challenges, and use maths in real situations.



Camp Planner



Plan a fun and safe camp with a clear schedule.

Nature Reserve



Discover native plants, animals, and habitats.

Eco Challenge



Find problems and think of ideas to help our planet.

Adventure Day



Use maps, plan routes, and solve real-life problems.

What I am excited to learn this term

Campfire Story Planner

Read

At camp, Mere wanted the evening campfire to be special. She helped gather dry wood and set out the song sheets. Just before sunset, dark clouds rolled over the hills and rain began to fall. Mere quickly suggested moving everyone into the hall so the stories and songs could still happen. The group stayed warm, laughed together, and said it was the best part of camp.



Questions

1. What did Mere want the campfire to be?

2. What problem happened before sunset?

3. What solution did Mere suggest?

4. Why did the group still enjoy the evening?

Vocabulary

gather – to collect or bring things together

sunset – the time in the evening when the sun goes down

suggested – gave an idea or recommended something

special – very important or different

Write

Plan a campfire story with a beginning, middle, and end.



Camp Planner Maths



- 1** The class leaves school at 9:15 a.m. and arrives at camp at 10:05 a.m.
How long is the trip?
- _____

- 2** There are 6 tents with 4 students in each tent.
How many students are there altogether?
- _____

- 3** There are 8 lunch boxes with 5 apples in each.
How many apples are there?
- _____

- 4** Twenty-four water bottles are shared equally between 6 groups.
How many bottles does each group get?
- _____

Mini Mission



Write one more camp maths question of your own.

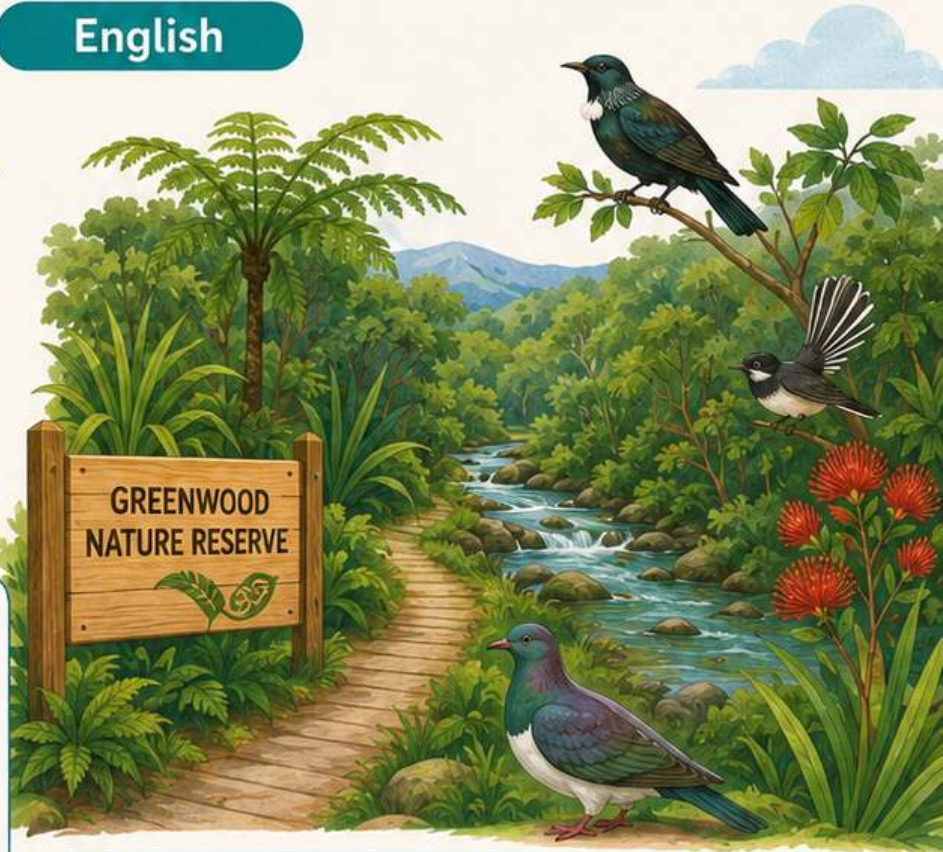
Show your working



Week 2: Greenwood Nature Reserve

English

We visited Greenwood Nature Reserve, a native bush reserve close to our school. We walked along a winding track under tall trees and listened to the sounds of the bush. We saw tuī swooping between trees, fantails flitting about, and heard the call of a kererū in the distance. The air smelled fresh and earthy, and the stream sparkled over smooth stones. It was a wonderful day in nature!



1 COMPREHENSION

Read the text and answer the questions.

a) Where did the class visit?

.....

b) Name two native birds the class saw.

.....

c) What did the air smell like?

.....

d) How did the stream look?

.....

2

DESCRIPTIVE VOCABULARY

Choose two words from the box that best match the description.

fresh	earthy	tall	sparkling	quiet
lush	chirping	smooth	shady	peaceful

a) The stream was

b) The trees were

c) The birds were

d) The bush felt

3 WRITING TASK:

What did you see, hear, or smell at the nature reserve?

Write 5–7 sentences to describe your visit.

.....
.....
.....
.....
.....

You could include:

- ★ the plants and trees you saw
- ★ the birds or animals you heard or saw
- ★ the sounds around you
- ★ the smells in the air
- ★ how the place made you feel



Nature Trail Maths

Read each question carefully
and show your working.



- 4** If 24 students walk in groups of 3, how many groups are there?

_____ km

_____ m

birds

_____ groups

Show your working



Mini mission

Draw your own trail with 3 stops
and write one maths problem about it.



Eco Challenge News Report

Read

Room 8 decided to take part in an eco challenge. For one week, the class tried to reduce rubbish by using reusable lunch containers, sorting recycling carefully, and starting a compost bucket for fruit scraps. By Friday, the class had filled only one small rubbish bag. The teacher said their teamwork had made a big difference.



Questions

1. What was Room 8 trying to reduce?

2. Name two things the class did.

3. What happened by Friday?

4. Why did the teacher say the class made a difference?

Vocabulary

reduce – to use less of something

reusable – able to be used again

compost – natural material made from food scraps

teamwork – working together to reach a goal

Write

Write a short news report about an eco challenge at your school.



Recycling Sort Maths

Read

Our class did a recycling collection.
We sorted the items into four groups
and counted how many we found.



Recycling Results

Paper	Plastic	Cans	Glass
			
12 items	9 items	7 items	6 items

Questions

- How many items were collected altogether? _____
- How many more paper items than glass items were collected? _____
- If the 12 paper items are shared equally into 3 bins, how many go in each bin? _____
- The class collected 9 plastic items on Monday and 8 on Tuesday. How many plastic items were collected over the two days? _____

Show your working



Mini Mission

Draw a quick picture graph of the recycling results.

Paper	
Plastic	
Cans	
Glass	



Adventure Day Plan

Term 2 | Week 4

Read

Next Thursday is Adventure Day. Students will rotate through four outdoor activities: bush walk, treasure hunt, team relay, and map challenge. Each group should wear sports shoes, bring a water bottle, and listen carefully to safety instructions. The day begins at 9:30 and ends at 2:30.



Questions

1. What day is Adventure Day?
2. Name two activities students will do.
3. What should students bring?
4. What time does the day end?

Write

Plan your own adventure activity for the class.

Activity name: _____

What you need: _____

How to play: _____

Adventure Budget and Timetable

• Mathematics



Mini Mission

Choose two activities and make your own budget plan.



- 1 Kayak hire costs \$5, bike hire costs \$4, and mini golf costs \$3. How much will all three activities cost together?



\$5



\$4



\$3

\$

- 2 You have \$20. After paying \$12 for activities, how much money is left?



\$

- 3 Adventure Day starts at 9:30 a.m. Lunch is at 12:00 p.m. How long is it until lunch?



_____ hours

- 4 There are 28 students. If they are put into teams of 4, how many teams are there?



Working Out

Market Stall – Literacy

Word Work – Persuasion Words

Fact	Persuasive

fresh only
best local
\$4 each open Saturday
amazing limited



Read

Come to the Year 4 Market Stall this Saturday! We are selling fresh fruit cups, handmade bookmarks, and mini muffins.

Everything is made with care and priced to suit families.

Find us near the school gate from 10:00 am to 1:00 pm.

Bring coins and visit Stall 8 for tasty treats and friendly service!



Questions

- Who is the advertisement for?
.....
- Write one factual detail from the poster.
.....
- Find two persuasive words or phrases.
.....
- What is the call to action?
.....

Vocabulary

persuasive – trying to convince someone to do or buy something

audience – the people who a message is for

factual – something that is true and can be checked

local – from or made in the area

Write

Write a short advert for a Year 4 stall. Include the product, price, where and when, two persuasive phrases, and a call to action.



.....

.....

.....

Use money maths to help at a market stall.

Read each question carefully and show your working.



- \$ _____

- \$ _____

- \$ _____

- \$ _____



Choose three product prices from the price board. Create an order with at least five items, work out the total cost, then find the change from \$50.



Build a Shelter – Literacy

Word Work — Add Detail to the Sentence

When

in the morning

after the rain

Where

under the roof

beside the wall

How

with great care

very slowly

Read

Our class is designing a small shelter to protect a toy animal from wind and rain.

A good shelter needs a strong base, sturdy walls, and a roof that keeps water out.

The front opening must be wide enough for the toy to fit through.

Builders should test the shelter carefully and improve it if it wobbles.



Questions

1. What is the design goal?
.....
2. Which label shows the base?
.....
3. Why is a diagram useful in this text?
.....
4. Name two parts of the shelter.
.....

Vocabulary

- base** – the bottom part that supports the shelter
- sturdy** – strong and able to hold weight or pressure
- opening** – an empty space for entering or exiting
- diagram** – a picture or drawing that shows information

Write

Explain how your shelter design would work. Use at least three adverbial phrases and refer to two labelled parts.



.....

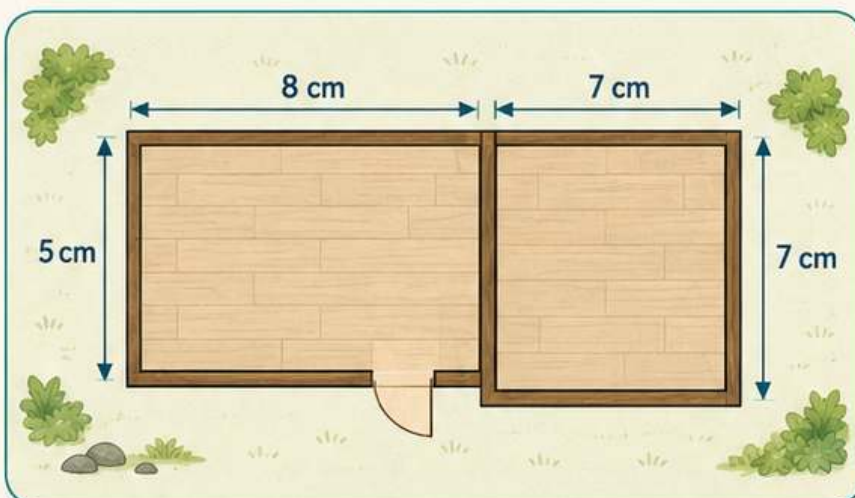
.....

.....

Shelter Shape Maths

Use area and perimeter to help design a shelter.

Read each question carefully
and show your working.



- 1** A rectangle is 8 cm long and 5 cm wide. What is its area?

_____ cm²

- 2 The same rectangle is 8 cm by 5 cm.
What is its perimeter?

_____ cm

- 3** A square has side length 7 cm. What is its area?

cm²

- 4** A rectangle has area 36 cm^2 and width 4 cm .
What is its length?

 cm

Show your working



Mini mission

Draw two different rectangles with an area of 24 square units. Label the side lengths and work out the perimeter of each one.



Community Event — Literacy

Word Work — Speech Marks

Copy or trace the sentences below.



1. Maia said, "Meet me at the hall."
2. "What time?" asked Wiremu.
3. "Come at ten," Maia replied.

Read

Read the invitation to the community event.



Programme

Here is the event programme.

Activity	Time
 Welcome	10:00–10:15
 Games	10:15–11:00
 Music	11:00–11:30
 Lunch	11:30–12:00
 Raffle	12:00–12:20
 Clean-up	12:20–12:40

Questions

Answer the questions using the invitation and programme.

1. When does the first activity start?
2. Which activity lasts the longest?
3. What detail is only on the invitation and not on the programme?
.....
4. Where is the event being held?

Vocabulary

Read the words and their meanings.

invitation – a message asking someone to come to an event

programme – a plan showing the order of activities

reusable – able to be used again

raffle – a draw where people can win a prize

Write

Write an invitation for a community event. Include what, where, date and time, two highlights, what to bring, and a friendly closing.



Adventure Day Plan – Part A



Plan a fun and safe adventure day by using the skills you learned this term.



1



Choose your adventure day location.



.....

.....

.....



2



Word Gate

Choose the correctly punctuated contraction for we will:
well / we'll / we' ll.



3



Reading Gate

A trip sheet has the headings Gear, Route, Food, and Programme.
Which heading would help you find the departure time?
Why do headings help readers?

.....

.....

.....

My quest plan so far

.....

.....

.....

.....



Adventure Day Plan – Part B



Use maths, maps, and planning skills to finish your adventure day plan.

1 Maths Gate



The group has \$120.
Transport costs \$48
and food costs \$36.
How much money remains?
Then find $\frac{1}{4}$ of the
remaining amount.

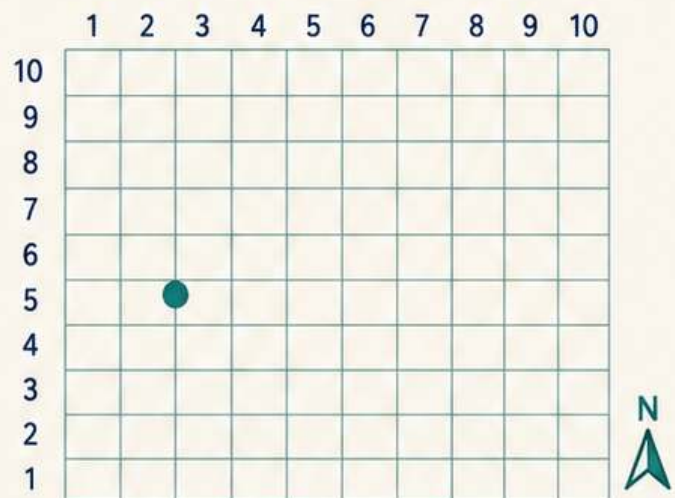
Money remaining: \$ _____

$\frac{1}{4}$ of remaining: \$ _____

2 Real-World Gate



Start at B5, move north 3 and
east 2. What is the final grid reference?



Final grid reference: _____

3 Time Gate



The activity at the final
location starts at 1:40 pm.
Travel takes 25 minutes.
What is the latest time
you can leave?

Latest time to leave: _____

4 Quest Complete!



Great work! You planned
a safe adventure day
within your route, time,
and budget.

One part of my plan I am proud of is...



Term 2 Reflection

Time to look back, celebrate your progress and set goals for what's next. Ka mau te wehi!



Take your time to think about your learning and growth this term. Be honest with yourself and proud of every step!



1. What I'm Proud Of

What are you most proud of achieving or learning this term? Why?

One word to describe this term: _____



2. What I Learned

What new things did you learn? How have they helped you?

The most useful thing I learned was: _____



3. Challenges I Overcame

What was challenging for you? How did you overcome it?

I showed resilience by: _____



4. Goals for Next Term

What do you want to improve or achieve next term? What steps will you take?

My goal for next term is: _____

Looking Ahead



What will you keep doing because it works for you?

What will you try differently next term?



Be kind to yourself. Keep growing, keep trying, keep believing in you!

TERM 3: ENTERPRISE, DESIGN AND PROBLEM SOLVING



This term, we become young innovators and changemakers! We will design, build, plan and sell as we solve real-world problems and create ideas that make a difference.

THIS TERM WE WILL FOCUS ON:



creative thinking

Dream big and design clever solutions.



practical maths

Use numbers to plan, budget and measure.



communicating ideas

Share, pitch and present your plans with clarity.

Stream Scientist – Literacy

Word Work — Meaningful Word Parts

Match each word to its meaning. Draw a line from the word to the correct meaning.

1. harmful •
2. harmless •
3. careful •
4. careless •
5. hopeful •
6. useful •

Word Bank (meanings)

- causing harm
- not causing harm
- showing care
- without enough care
- full of hope
- helpful or able to be used

Read

On Monday the Year 4 science team visited three parts of Koru Stream. At Site A upstream, the clarity score was 8 out of 10, the water temperature was 12°C, and 9 water insects were counted. At Site B, the clarity score was 7 out of 10, the temperature was 13°C, and 8 insects were counted. At Site C downstream, the clarity score was 5 out of 10, the temperature was 14°C, and 5 insects were counted. The team also noticed more muddy water and sediment near Site C after recent rain.



Questions

1. What changed downstream?
.....
2. Which evidence supports that idea?
.....
3. Write one sentence to summarise the pattern.
.....

Vocabulary

- clarity** – how clear or cloudy the water is
- sediment** – small pieces of soil or rock that settle in water
- upstream** – the part of a stream closer to where it begins
- downstream** – the part of a stream further away from where it begins

Write

Write two short paragraphs. In the first paragraph, describe the observations. In the second paragraph, explain one reasonable conclusion and include two pieces of evidence. You may use careful words such as may or could.

.....

.....

.....



Use measurement data and graphs to study stream science. Read each question carefully and show your working.



- 4** Complete the dot plot for these counts:
6, 8, 8, 5, 9.



Use a stream photo or data card. Record five observations, graph one variable, and write one pattern you notice.



Newsroom — Literacy

Word Work — Fact or Opinion Language

Sort each phrase into the correct group.

Evidence / Fact Signals	Opinion / Uncertain Signals

Word Bank (phrases)

records show
I think
the best
measured at
probably
according to the survey

Read

News Report

On Tuesday, 28 May, Hillcrest Primary School held a tree-planting day. Students and staff planted 120 native trees along the creek behind the oval. The event started at 9:00 am and finished at 12:30 pm. Local rangers gave a short talk about caring for our environment.

Opinion Column

Tree-planting day was the best day of the term! It was so inspiring to see everyone working together to make our school greener. I think we should have these events every term because they make a big difference.



Questions

- What is the purpose of the news report?
.....
- What is the purpose of the opinion column?
.....
- Write one fact that appears in both texts.
.....
- Explain one viewpoint difference.
.....
.....

Vocabulary

neutral — not showing any opinion; fair and balanced
opinion — a belief or judgment about something
viewpoint — a particular way of thinking about a topic
evidence — facts or information that support a statement

Write

Write one news paragraph about a fictional school event. Include who, what, when, where and why. Keep opinion out of the first paragraph.

.....
.....
.....
.....



Y4-T3-W2-MTH

Inventor Workshop – Literacy

Word Work – Build a Technical Word

Build or match each word.

1.	rebuild	r	e			i	l	d		
2.	disconnect	d	i	s			e	c	t	
3.	reusable	r	e	u			b	l	e	
4.	helpful	h	e	l			u	l		
5.	powerless	p	o	w	e	r			s	s
6.	untwist	u	n	t			i	s	t	

- build again
- to break the connection
- able to be used again
- useful or supportive
- having no power
- to turn the other way

Read

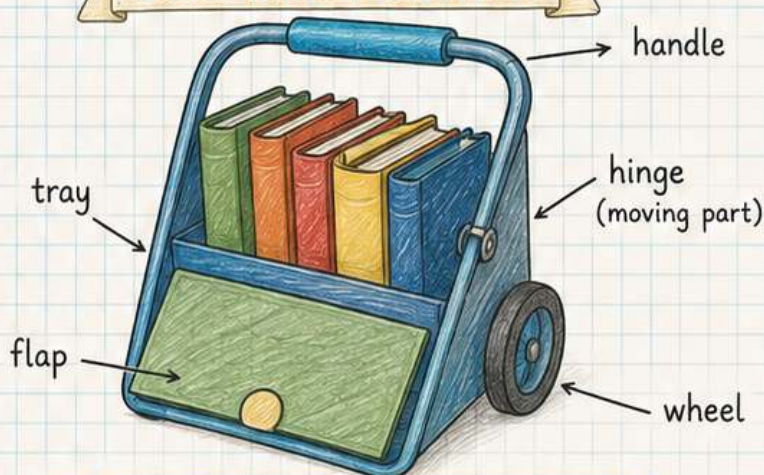
Mia is inventing a device called the Book Buddy Carrier. It helps students carry their books safely around the school. The carrier keeps books organised and easy to move.

Design constraints:

- It must carry 4 books.
- It must fit in a 30 cm box.
- It must use two moving parts.

Mia is drawing her idea and labelling the parts. She wants her design to be clear and easy to build.

BOOK BUDDY CARRIER



★ Moving part: The flap opens and closes.

Questions

1. List the three design constraints.

.....

.....

2. Which part moves?

3. Why is the diagram useful?

.....

.....

Vocabulary

constraint – a rule or limit that a design must follow

diagram – a drawing that shows how something looks or works

prototype – an early model or test version

moving part – a part of a design that can move or change position

Write

Describe a fictional invention in two paragraphs. Explain what it does, name three parts, and explain how one part moves or changes.

.....

.....

.....



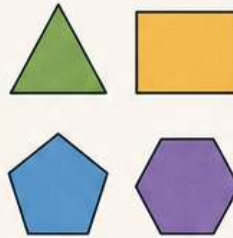
Inventor Workshop – Maths & Mission

Use shape knowledge and transformations to help an inventor.

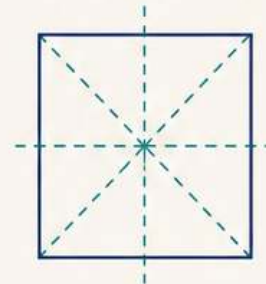
Read each question carefully and show your working.



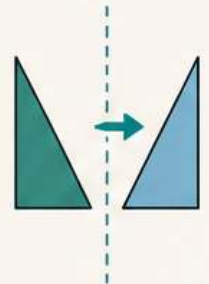
Polygons



Line of symmetry



Reflection

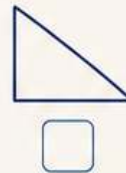


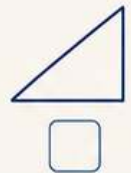
1 What is the name of an 8-sided polygon?

2 How many lines of symmetry does a square have?

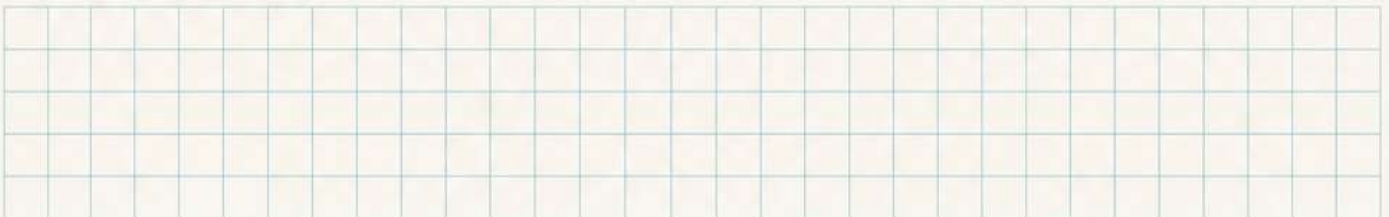
3 Is a 90° turn a rotation, reflection or translation?

4 Tick the reflected triangle.


☐

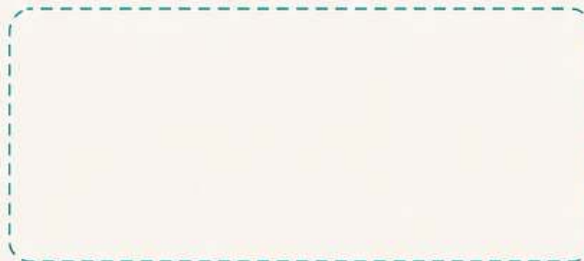
☐

☐

Show your working



Mini mission

Sketch an invention logo using at least two polygons and one line of symmetry. Label the shapes and the symmetry line.



Week 4: Packaging Design Brief

English

Read the passage.

Packaging is more than just a box or a wrapper. It protects the product inside from damage, dirt and moisture. Good packaging keeps things fresh and safe until they reach the customer.

Packaging also gives important information. Labels tell us what the product is, how to use it, what it is made from, and when it was made. Some labels include New Zealand symbols to show it is made here.

Finally, packaging should attract customers. Bright colours, clear pictures and a strong design can catch people's eyes and make them want to try the product.

Smart packaging protects, informs and attracts!



Comprehension

Answer in full sentences.

- What are the three main jobs of packaging?

- What kind of information can you find on a label?

- How does attractive packaging help a product?

- Why might a product show 'Made in Aotearoa New Zealand' on its packaging?

Vocabulary

Match the word to its meaning.

- | | | |
|------------|---|--|
| protect | • | • something that looks nice and catches your eye |
| useful | • | • a sticker or tag that gives information |
| attractive | • | • keeps something safe from harm |
| label | • | • helpful or good to use |
| material | • | • what something is made of |



Writing Task

Imagine you have invented a new product. Describe the packaging you would design for it. Explain how your packaging protects the product, gives information and attracts customers.



Design Your Packaging

Draw and describe your packaging idea.

Sketch your packaging here.



Write about your packaging.

Product name: _____

What is your product? _____

What material will you use? _____

How does your packaging protect the product? _____

What information will your label include? _____

How will your design attract customers? _____



Week 4: 2D and 3D Shape Packaging

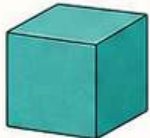
Mathematics and Statistics

Shapes are all around us, especially in the packages we use every day!



1. Name the shapes.

Write the name of each 3D shape.



.....

.....

.....

.....

2D Faces to know!

These shapes are the flat faces that can make up 3D shapes.



Square



Rectangle



Triangle



Circle

2. Match the product to the most suitable package shape.

Draw a line to match each product to the best shaped package.



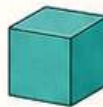
Cylinder



Triangular Prism



Rectangular Prism



Cube

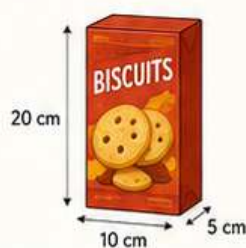
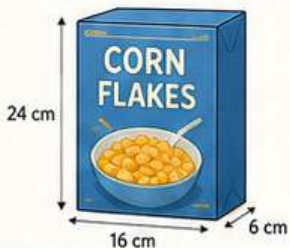
3. Count the faces, edges and vertices.

Complete the table for each 3D shape.

Shape	Faces	Edges	Vertices
			
			
			
			

4. Compare the packages.

Look at the two packages and answer the questions.



a) Which box is taller?

b) Which box is wider at the front?

c) Which box is deeper?

d) Which box has the greater volume? Why do you think so?

5. Capacity Challenge!

A cylindrical can holds 750 mL of juice.

A small juice box holds 250 mL of juice.

a) How many small juice boxes can be filled from one full can?

.....

boxes



6. Real World Thinking

You are designing a new package for a gift box.

a) Which 3D shape would be the best choice? Circle your answer.



b) Why is it a good choice?



Wildlife Rescue — Literacy

Word Work — Syllable & Morpheme Break

Break each word into syllables or meaningful parts.

- | | |
|------------------|---------------------|
| 1. animal | 4. sheltering |
| 2. habitat | 5. careful |
| 3. rescue | 6. protection |

Read

This morning, a volunteer found an injured seabird near the rocky shore at Bluewater Bay. The bird, a young gull, had a tangled fishing line around its wing and could not fly.

At the rescue centre, we carefully removed the line and cleaned a small cut. The bird is resting in a quiet, warm enclosure with soft towels. It has fresh water to drink and is eating small fish pieces to help it heal.

We check the bird's weight and wing movement twice a day and keep the enclosure calm and dark at night so it can rest. We will not release the bird until it can fly strongly, eat on its own, and stay active and alert.



Questions

- What happened to the seabird?
.....
- Write two important care details.
.....
.....
- Why is release delayed?
.....

Vocabulary

habitat – the natural home or environment where an animal lives

rescue – the act of saving someone or something from danger or harm

release – to set an animal free back into the wild

recovery – the process of getting better after an injury or illness

Write

Write a two-paragraph rescue-centre update. Tell what was found, what care is happening, and what must happen before release.

.....
.....
.....



Use multiplication and division to help a wildlife rescue centre.



1 $248 \times 3 =$

2 $156 \times 4 =$

3 $735 \div 5 =$

4 $864 \div 8 =$

1. A centre prepares 6 boxes with 24 towels each. How many towels are needed?
2. If 144 food portions are shared equally into 8 bins, how many portions go in each bin?



Try these extra challenges if you need them!

36×7

124×5

$432 \div 6$

$936 \div 9$

Week 6: Problem Solving Fair

English

Read the passage.

Room 9 is holding a Problem Solving Fair. Each group has created a display about a problem they noticed in their school or community and a solution they designed.

One group noticed that rubbish bins near the playground were always overflowing. They designed a 'Solar Bin Compactor' to help squash the rubbish and make more space in the bin.

Another group made a poster about saving water at school. They suggested collecting rainwater for the garden.

Other students designed ideas to reduce noise in the library and make the bike area safer.

At the fair, students explain their ideas, show their models and answer questions. Visitors can give feedback to help the groups improve their solutions.

The fair helps students solve real problems, share ideas and learn from each other.



Comprehension

Answer in full sentences.

1. What is Room 9 holding?

2. What problem did one group notice near the playground?

3. How does the Solar Bin Compactor help?

4. Why do visitors give feedback at the fair?

Vocabulary

Match the word to its meaning.

- | | | |
|----------|---|---------------------------------|
| solution | • | • people who watch or listen |
| explain | • | • how to improve something |
| feedback | • | • to tell or make clear |
| display | • | • a way to fix a problem |
| audience | • | • a model, poster or item shown |

Writing Task

Write an invitation encouraging people to visit one of the displays at the fair. Make sure to say what the display is about and why they should come.



Week 6: Logic and Pattern Challenges

Mathematics and Statistics

1. Number Patterns

What comes next?

- a) 3, 6, 9, 12, 15, _____, _____
- b) 100, 90, 80, 70, 60, _____, _____
- c) 2, 4, 8, 16, 32, _____, _____

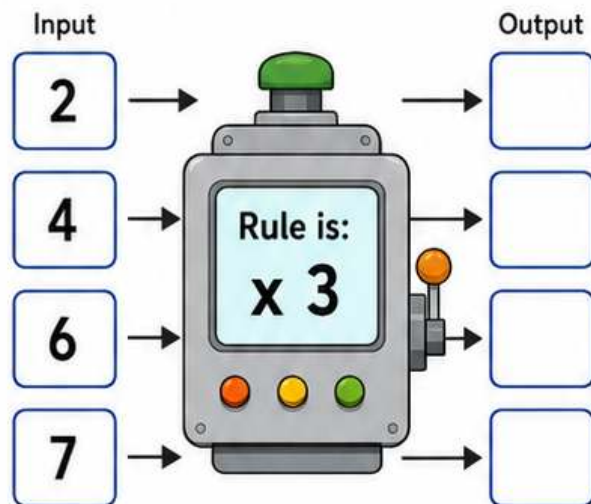
2. Shape Patterns

Draw the next shape.

- a)       
- b)      
- c)      

3. Number Rule Machine

What is the rule?



4. Logic Puzzle

Four friends have different jobs at the fair.
Use the clues to work out who does what.



- Ana is not the photographer.
- Ben is not the presenter.
- Chloe is the photographer.
- Daniel is not the poster designer.

Who is the presenter? _____

Who is the poster designer? _____

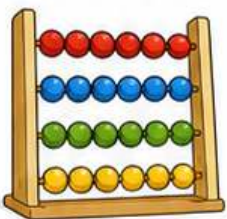
Who is the model? _____

Who is the photographer? _____

5. Challenge Problem

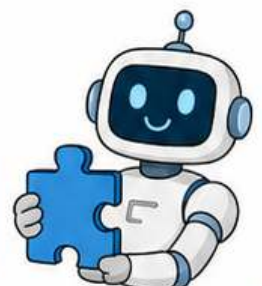
A bead pattern uses 2 red beads, 3 blue beads and 1 green bead.

If 7 students each make one full pattern, how many beads are needed altogether?



Show your working.

Answer:



Week 7: Community Enterprise Pitch

English

Read the passage.

Today, our class shared ideas that could help our community. We looked around our school and neighbourhood and noticed problems that could be solved. Some ideas were small, like making the playground cleaner. Other ideas were bigger, like helping people read more books or saving water.

We designed a plan for our idea. We thought about how it would work, who it would help, and how we could tell others about it.

When we share our ideas, we can make a difference together. Even small ideas can create big changes!



Comprehension

Answer the questions in full sentences.

1. What did the class do today?

2. Give two examples of ideas they thought of.

3. What did the students think about when planning their idea?

4. How can small ideas create big changes?

Vocabulary

Match each word to its meaning.

1. **benefit**



• to help or give assistance

2. **improve**



• an idea or plan for something new

3. **support**



• make better or improve

4. **idea**



• the people who a message is for

5. **community**



• a group of people who live in the same area



My Big Idea – Plan

Use this space to plan your big idea.



1. What problem could your idea solve?



2. How will it help?



3. Who will it help?



Week 7: Profit, Cost, and Change

Mathematics and Statistics

1. Look at the products below.

Product	Cost (each)	Selling Price (each)
 Plant	\$2.40	\$4.50
 Bookmarks	\$0.80	\$2.00
 Keyrings	\$1.50	\$3.75
 Greeting Cards	\$1.00	\$2.50



2. Calculate the profit for each product.

Product	Profit (each)
Plant	
Bookmarks	
Keyrings	
Greeting Cards	

3. Total Sales

On Friday, they sold:

- 6 plants
- 12 bookmarks
- 8 keyrings
- 15 greeting cards



How much money did they make in total?

4. Change Problems

- a) You buy a keyring for \$3.75 and pay with \$10.
How much change do you get?

- b) You buy 2 greeting cards. You pay with \$10.
How much change do you get?

5. Which Option Earns More Profit?

Option A: Sell 10 plants

Option B: Sell 20 bookmarks

Which option earns more profit? Show your working.



6. Challenge

You have \$10 to spend on products.

You buy 10 plants, 10 bookmarks and 5 keyrings.

If you resell them, how much profit could you make in total? Show your working.



Term 3 Quest: School Market Mission – Part A



MISSION BRIEF

Create a product or stall idea for the school market.
Plan what you will sell, who it is for, and how you will make it a success.



1. Our Product/Stall Idea

What will you sell or create?

3. Who is our customer?

2. Sketch Your Idea

Draw your idea.



4. Explain Your Idea

Explain what you will sell and why people might want it.



3. Checklist:

- ☒ Idea
- ☒ Plan
- ☒ Ready!



Term 3 Quest: School Market Mission – Part B

English

1. Price List

Set your prices.

Item	Cost to make	Our selling price
		\$
		\$
		\$
		\$
		\$

2. Our Budget

How much will it cost to make our product?

Material total \$ _____

Other costs \$ _____

Total cost \$ _____



3. Expected Sales

How many do you think you will sell?

Item	How many?	Money earned
		\$ _____
		\$ _____
		\$ _____
		\$ _____

Total expected sales \$ _____

4. Change Practice

A customer buys an item that costs \$3.40 and pays with \$10. How much change will they get?



5. Why Our Stall Will Work

Use 4–5 sentences to explain why your stall will be successful.



Term 3 Reflection

Take time to think about your learning this term.



1 A problem I solved



.....

.....

.....

.....

2 A skill I improved



.....

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.....

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3 Something creative I made



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4 Something I want to get better at



.....

.....

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.....

5 My next idea



.....

.....

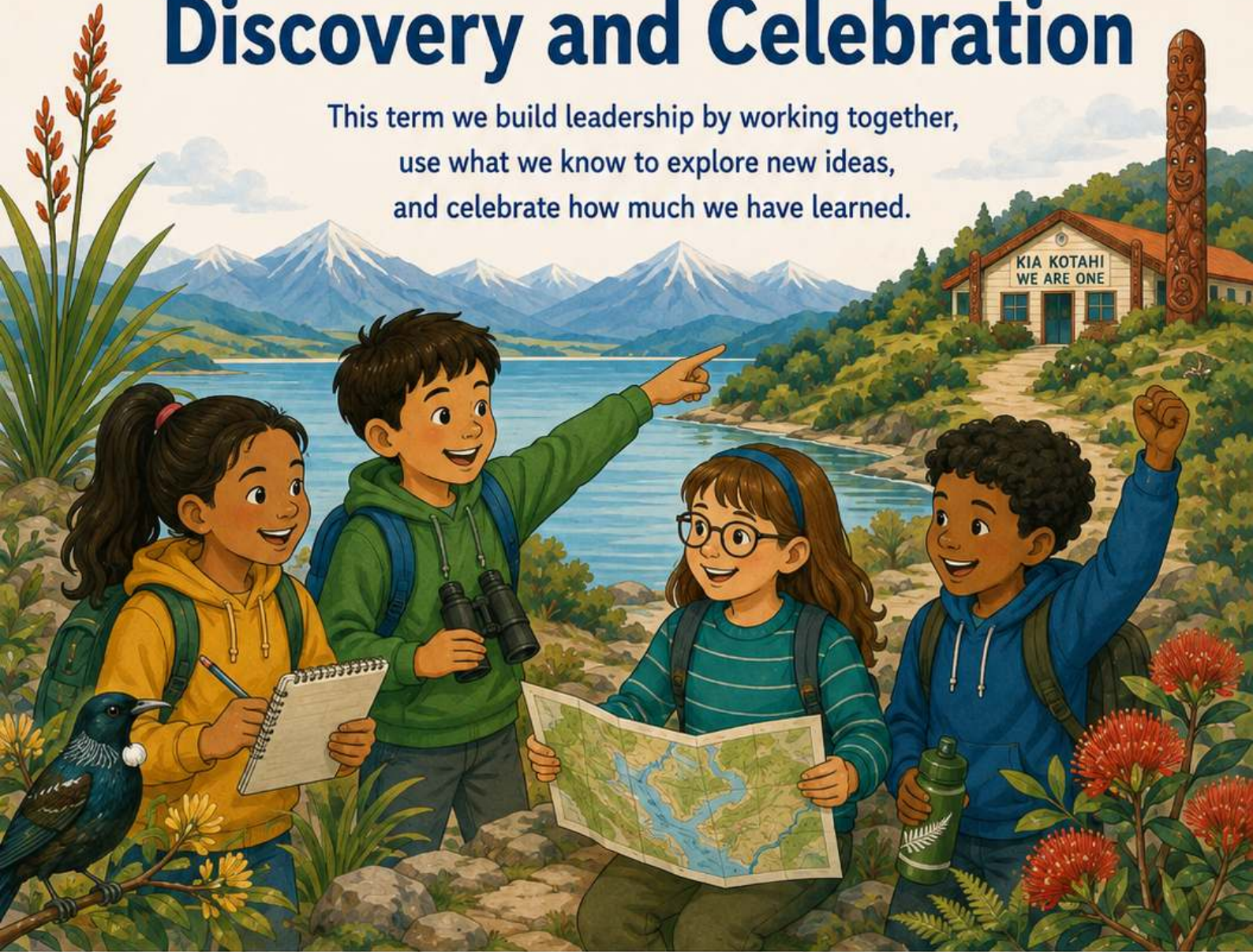
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Term 4: Leadership, Discovery and Celebration

This term we build leadership by working together, use what we know to explore new ideas, and celebrate how much we have learned.



Leadership

Working together, taking responsibility and supporting others.



Applying what you know

Using skills to solve problems and explore new ideas.

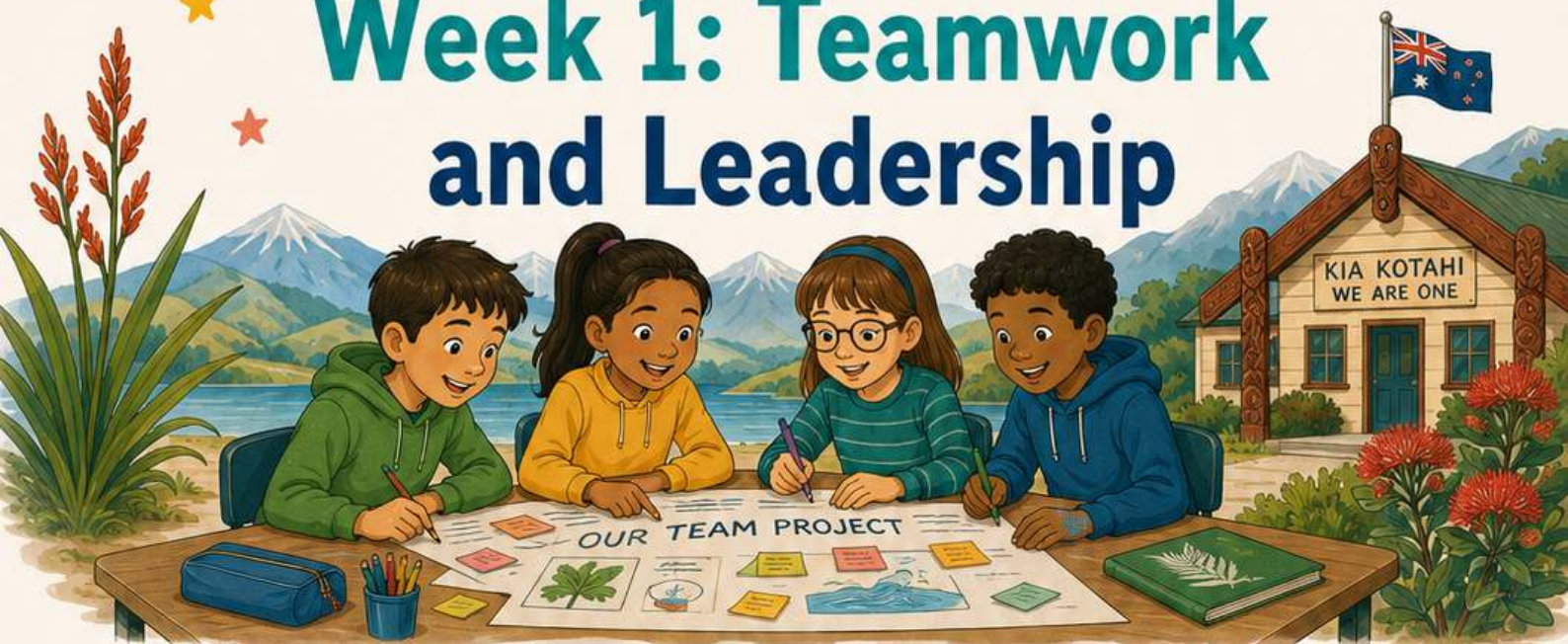


Celebrating growth

Recognising progress, achievement and effort.



Week 1: Teamwork and Leadership



1 Read the passage.

Jay was chosen to lead her team's project. She listened to everyone's ideas and made sure everyone had a job. When someone found something tricky, Jay encouraged them and helped them keep trying.

The team worked together, shared ideas and solved problems. At the end, they were proud of what they created.

True leaders help others feel included and do their best.



2 Comprehension — Answer in full sentences.

1. What was Jay chosen to do?

.....

.....

2. How did Jay help her team?

.....

.....

3. What did the team do together?

.....

.....

4. What is a true leader?

.....

.....

3 Vocabulary

Match each word with its meaning.

leader

☐ ☐

someone who guides others

teamwork

☐ ☐

working together

listen

☐ ☐

to hear and pay attention

encourage

☐ ☐

to give support and confidence

responsibility

☐ ☐

a job or duty you must do

4 Writing Task

What makes someone a good team member?

Write your ideas.

.....

.....

.....

.....

.....



Week 1: Team Scores and Goal Tracking

Mathematics and Statistics



1 Team Scores

Team	Round 1	Round 2	Round 3	Total
Kākāriki	12	18	15	_____
Kikorangi	16	20	14	_____
Whero	10	15	17	_____
Kōwhai	14	16	20	_____

2 Tally or Total Scores

Record the favourite game for your team.

Game	Tally	Total
Football		
Netball		
Basketball		
Rugby		
Hockey		

3 Answer the questions

- Which team has the highest total score?
.....
- Which team has the lowest total score?
.....
- How many more points did one team score than another?
.....
- Which two teams had the closest scores overall?
.....

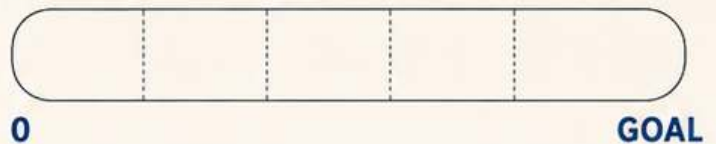
4 Goal Tracker

Our team goal for the term: _____ points

Current total points: _____

Points still needed: _____

Draw and colour the progress bar.



5 Challenge

If Kākāriki scores 8 more points in Round 4, will they still be in first place? Explain your thinking.

.....

.....

.....



Week 2: Science Report

English



1 Read the report.

Our Seedling Investigation

Question

Which seedling grew the tallest over one week?

Method

The class placed three bean seedlings in pots by the window, watered each one the same amount, and measured them every day.

Observation

The children noticed that all three plants grew, but one seedling grew faster and had the tallest stem by the end of the week. They recorded the heights in centimetres.

Conclusion

The class concluded that careful measuring and daily observations helped them see which seedling grew the tallest.



2 Comprehension — Answer in full sentences.

1. What question were the students trying to answer?

.....
.....

2. What did the class do in their method?

.....
.....

3. What did the students observe during the investigation?

.....
.....

4. What conclusion did the class make?

.....
.....

3 Science Words

Match each word to its meaning.

investigation

to watch carefully and notice what happens

observe

the answer or finding from an experiment

result

to look into something in a careful way

conclusion

the final idea or decision based on the results

4 Writing Task

Think of a simple class investigation. Use these headings to plan your report: Question, Method, Observation, Conclusion.

Question

.....
.....
.....

Method

.....
.....
.....

Observation

.....
.....
.....

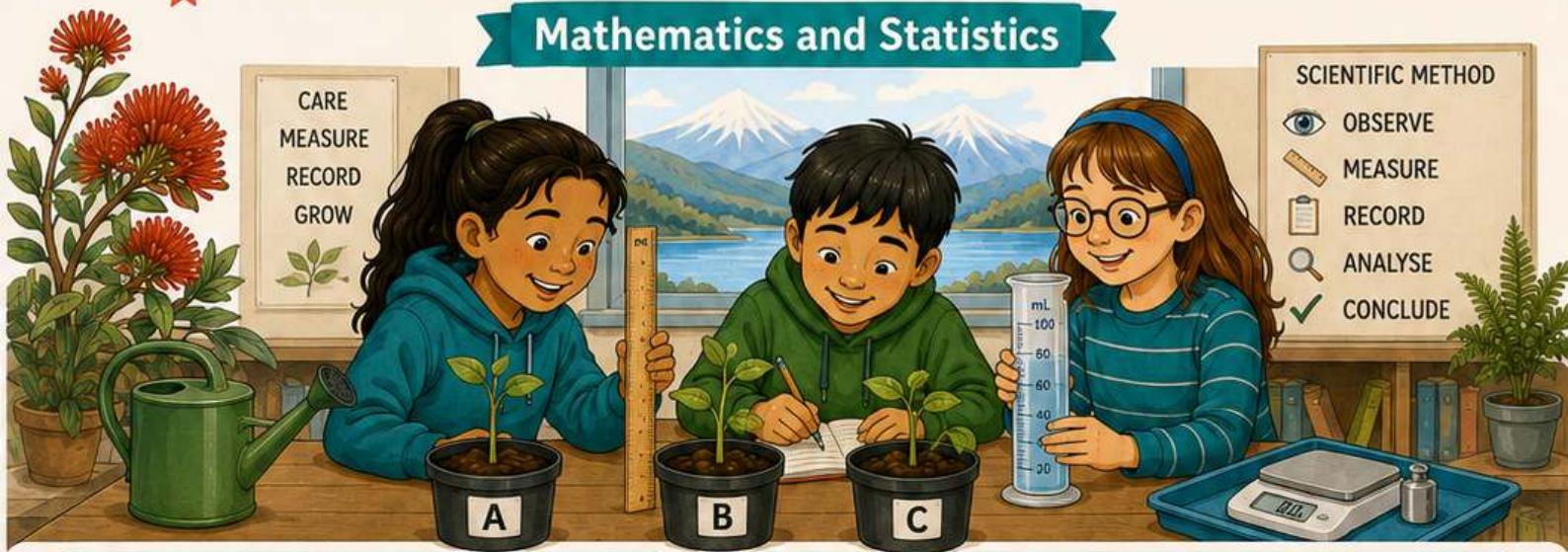
Conclusion

.....
.....
.....



Week 2: Measurement

Mathematics and Statistics



1 Investigation Results

The class measured the height of three seedlings.

Plant	Height on Monday (cm)	Height on Friday (cm)
A	6	11
B	8	14
C	5	9

2 Compare the Measurements

- Which plant was tallest on Friday?
.....
- How much did Plant B grow from Monday to Friday?
.....
- How many centimetres taller was Plant A than Plant C on Friday?
.....
- Which plant grew the least?
.....

3 Choose the Correct Unit

Circle the best unit for each measurement.

- A watering can holds 2 _____.
cm / mL / L
- The length of a pencil is about 15 _____.
cm / g / L
- A backpack might weigh 3 _____.
g / kg / cm
- A seedling tray is about 40 _____.
cm / L / mL

4 Convert or Measure

- 100 cm = _____ m
- 2 L = _____ mL
- 500 mL = _____ L and _____ mL
- Circle the better estimate for the mass of an apple:
150 g or 15 kg

Measurement Tools



5 Challenge

- Three seedlings grew 5 cm, 6 cm and 4 cm. What is the total growth of all three seedlings?
.....
.....
.....

- If the class wants the total growth to reach 20 cm, how many more centimetres are needed?
.....
.....



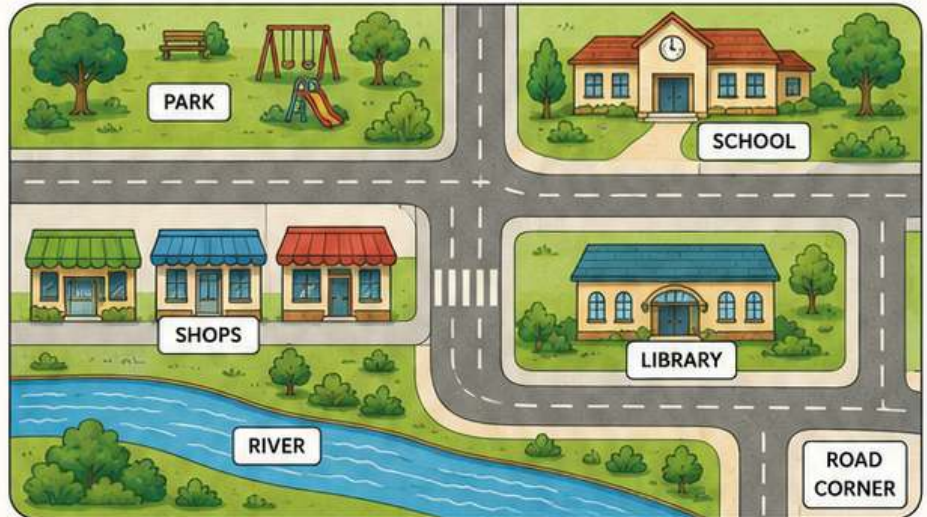
Town Planner — Literacy

Term 4 • Week 3

1 Word Work — Where Does It Go?

Match each phrase to the correct place on the map.

- beside the park ●
- north of the school ●
- between the shops ●
- opposite the library ●
- along the river ●
- at the corner ●



2 Read & Talk — Read, Listen & Think

Read the town-planning proposal below.

Our town will be safe, green and friendly.
 We will keep the river reserve for walking, nature and relaxing.
 We will add a crossing near the school so students can get to school safely.
 We will place the playground away from the busy road to keep it quiet and safe.
 If we have space, I would like a community garden where people can grow food together.



Write three requirements and one preference.

Requirements:

1.
2.
3.

Preference (optional):

1.

3 Make & Write — Write It

Choose locations for a playground, bus stop and community garden.
 Then write a paragraph to explain your choices.

	1	2	3	4	5	6
A						
B						
C						
D						
E						
F						

Map Rules



Playground must be at least 2 squares away from the busy road (row A or F).



Bus stop must be on a road (any edge of the grid).



Community garden must be next to a park or green space.

.....

.....

.....

.....

.....

.....



Term 4 • Week 3

Week 4: Future Pathways

English

1 Read the passage.

Our Year 4 class has been thinking about the future. There are so many exciting possibilities!

Ari loves to draw and design. They enjoy creating posters and imagining buildings for a better community.

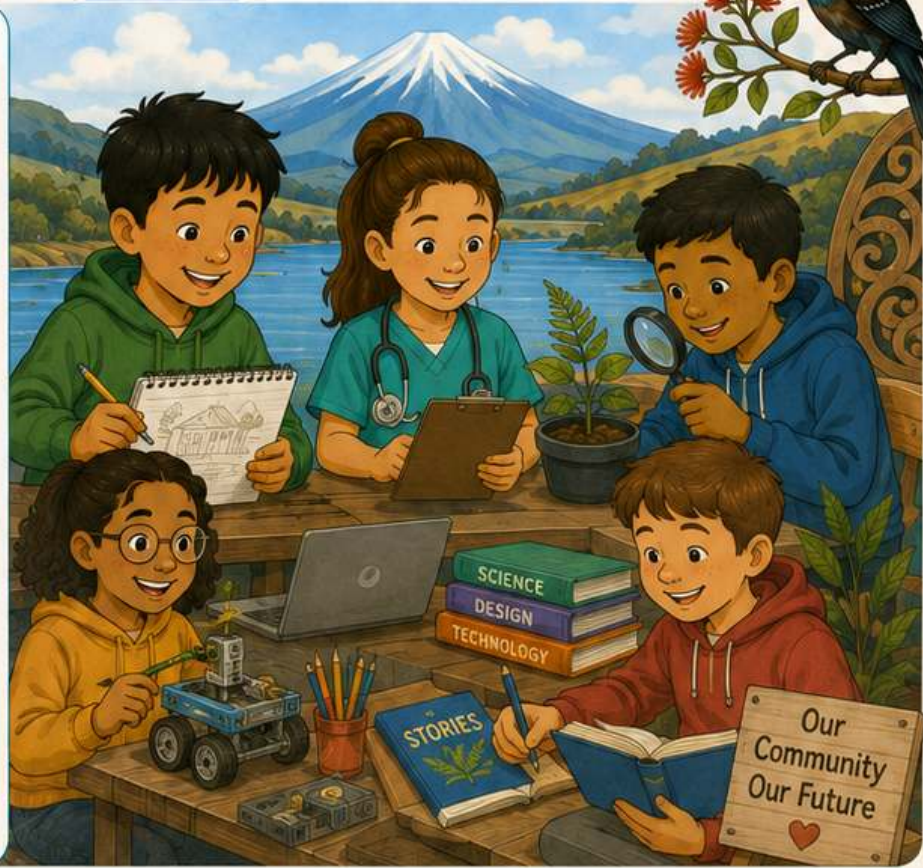
Mereana is kind and caring. She wants to help people feel safe and healthy. She is thinking about becoming a nurse or a youth worker.

Tane loves animals and nature. He enjoys exploring the bush, learning about plants and birds, and caring for our school garden.

Zara is great at solving problems. She likes puzzles, maths challenges and figuring out how things work. She is curious about becoming an engineer.

Hemi enjoys telling stories and speaking in front of people. He likes writing, acting and sharing ideas. Maybe he will be an author or a journalist.

We all have different strengths, interests and dreams. Our future pathways can change and grow. The most important thing is to keep learning, being kind, and trying new things. Where will your curiosity take you?



2 Comprehension — Answer in full sentences.

1. What are some things the children in Year 4 enjoy?

.....

.....

2. How does Mereana want to help others?

.....

.....

3. Why does Zara like solving problems?

.....

.....

4. What is an important idea the class learns about their futures?

.....

.....

3 Future Words

Match each word to its meaning.

pathway

interest

skill

goal

future

something you are good at and can get better at

a plan or aim you want to achieve

a time that is coming after now

a way or direction you can choose to follow

something you enjoy or like to learn about

4 Writing Task

What would you like to learn more about or become better at?

.....

.....

.....

.....

.....

.....

NZ Trip Planner – Maths & Mission



1 Maths Mission Timetables, elapsed time, distance and whole-dollar costs



1)  9:20 to 11:05 =

2)  \$32 + \$18 + \$25 =

3)  Change from \$100 after spending \$75 =

4)  1:35 pm + 55 min =

2 Mini Mission — NZ Trip Planner Mini Mission



Choose one route that arrives before 4:00 pm and costs no more than \$80. Explain your choice.

Route	From → To	Transport	Departure	Arrival	Total Cost
A	Auckland → Rotorua	Intercity Bus	8:00 am	12:45 pm	\$65
B	Auckland → Hamilton	Train	10:10 am	2:20 pm	\$72
C	Auckland → Tauranga	Ferry + Bus	9:30 am	3:50 pm	\$78



My choice: Route

Explain why this route meets the time and cost limits.

3 Game Break — Trip Timeline



A. Put these travel events in the correct order.

- ☐ Arrive at the museum
- ☐ Leave the campsite
- ☐ Stop for lunch
- ☐ Arrive at the beach



B. Elapsed time questions.

- 1) From leaving the campsite (9:15 am) to arriving at the museum (11:05 am) =
- 2) From lunch (12:20 pm) to arriving at the beach (2:05 pm) =

4 Check In

How did this mission go for you?

☐ Mostly by myself

☐ Some help

☐ Another go



One thing I can explain now is... ..



Data Detectives – Literacy



1 Word Work — Data Words

Match each word to its meaning.

variable

category

frequency

data

graph

conclusion

Information collected and recorded.

A group or type that things can belong to.

How often something happens or is counted.

A final idea or judgement based on the data.

A picture (such as a bar graph) that shows data.

Something that can change or vary.

2 Read & Talk — Read, Listen & Think

Our Class Book Survey

We asked our class which type of book they like to read most.

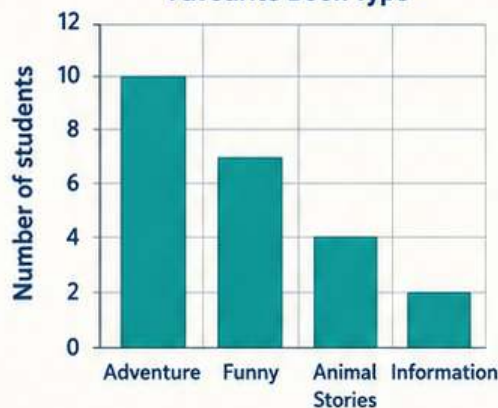
Adventure books were the most popular.
Funny books came second.

Stories about animals were less popular than funny books.

Very few students chose information books.

We can see that our class loves exciting stories!

Favourite Book Type



Read the text. Decide if each claim is **Supported** or **Not Supported** by the graph. Tick one box for each.

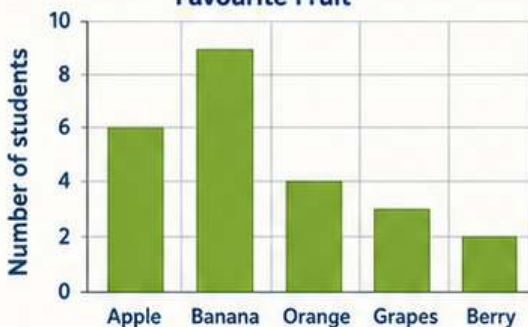
Claim	Supported	Not Supported
1. Adventure books were the most popular.	☐	☐
2. Funny books were the least popular.	☐	☐
3. Information books were chosen by very few students.	☐	☐

Explain one of your decisions.

3 Make & Write — Write It

Our class surveyed which fruit is most popular. Here are the results.

Favourite Fruit



Write three findings and one careful conclusion.

1. Finding

2. Finding

3. Finding

Conclusion

Only write what the data can show.
Do not use opinions or guesses.



Data Detectives – Maths & Mission

Term 4 • Week 5



1 Maths Mission

Statistical investigation, dot/bar graphs and frequency

Our class survey: How did you travel to school today?

Walk	Car	Bus	Bike
7	11	6	4

- Which is the most common? _____
- What is the total? _____
- What is the difference between Car and Bike? _____
- Draw a bar graph.



2 Mini Mission – Data Detectives Mini Mission

Collect or imagine 10 responses to one four-option question. Tally them, draw a bar graph, and write one conclusion.

Your question: _____

Tally your results.

Option	Tally	Total
Option 1		
Option 2		
Option 3		
Option 4		

Draw your bar graph.



One conclusion: _____

3 Game Break – Graph or Guess?

Read each statement about a graph. Tick the best choice.

- The graph shows more than 20 students in total.
- Option 2 has the highest number.
- Option 4 and Option 1 have the same number.
- There are more responses for Option 1 than Option 3.
- The difference between the highest and lowest is 5.
- No option has zero responses.

Supported Not Supported Cannot Know

☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐



4 Check In

How did you go today?

☐ Mostly by myself

☐ Some help

☐ Another go

One thing I can explain now is... _____



Game Designer – Literacy



1 Word Work – If, Might, Could

Choose the best word to complete each sentence.

if might could because so

- You roll a 6 and move again.
- you land on a star, take an extra turn.
- You swap places with another player.
- I like this game it is fun and fair.
- Play carefully, one wrong move can change the game.



2 Read & Talk – Read, Listen & Think

Read the game rules below.

Space Quest – Game Rules

- Setup:** Each player starts with
- Movement:** Roll the number cube and move that many spaces. You can move forwards or backwards, or you might choose to skip a turn.
- Win:** Be the first player to reach the finish planet.



- a) Find the two problems in the rules. Tick the two you find.

- ☐ Missing setup detail
- ☐ Unclear movement rule
- ☐ Unclear win condition

- b) Write the win condition in your own words.

.....

.....

.....

3 Make & Write – Write It

Design a simple classroom game. Use only paper, counters, and a number cube or spinner.



Game name:



Materials:



Setup:



How to Play:



How to Win:



Game Designer – Maths & Mission

Term 4 • Week 6



1 Maths Mission Chance, likelihood and repeated experiments

- The sun will rise tomorrow. Likelihood: _____
- Rolling a standard die and getting 7. Likelihood: _____
- Landing on red on an equal red/blue spinner. Likelihood: _____
- In 20 spins, red happened 13 times.
Write one sentence about the result.



Likelihood Word Bank

impossible

unlikely

even chance

likely

certain

2 Mini Mission – Game Designer Mini Mission

Use a fair two-colour spinner or a coin for 20 trials.
Tally the results and write one sentence to compare what happened with what you expected.



Result	Tally (20 trials)
Red / Heads	
Blue / Tails	

Write one sentence to compare what happened with what you expected.

3 Game Break – Chance Arena

Look at the likelihood scale. Then write the word from the scale that best matches each event.



- Flipping a coin and getting both heads. _____
- It snowing in Auckland in summer. _____
- Rolling a 3 on a standard die. _____
- Picking a blue marble from a bag with equal red and blue marbles. _____
- Winning the Lotto jackpot. _____
- Drawing a red card from a standard deck of cards. _____
- The sun rising tomorrow. _____
- A coin landing on its edge. _____

Spinner Challenge: After 20 spins on an equal red/blue spinner, you got 16 red and 4 blue.
What does this tell you about chance? Write one sentence.



4 Check In How did you go today?

☐ Mostly by myself ☐ Some help ☐ Another go

One thing I can explain now is... _____



Week 7: End-of-Year Goals

English

1 Read the passage.

The end of Year 4 is a special time. We look back and notice how much we have grown. We have learned new things, tried our best, and worked through challenges.

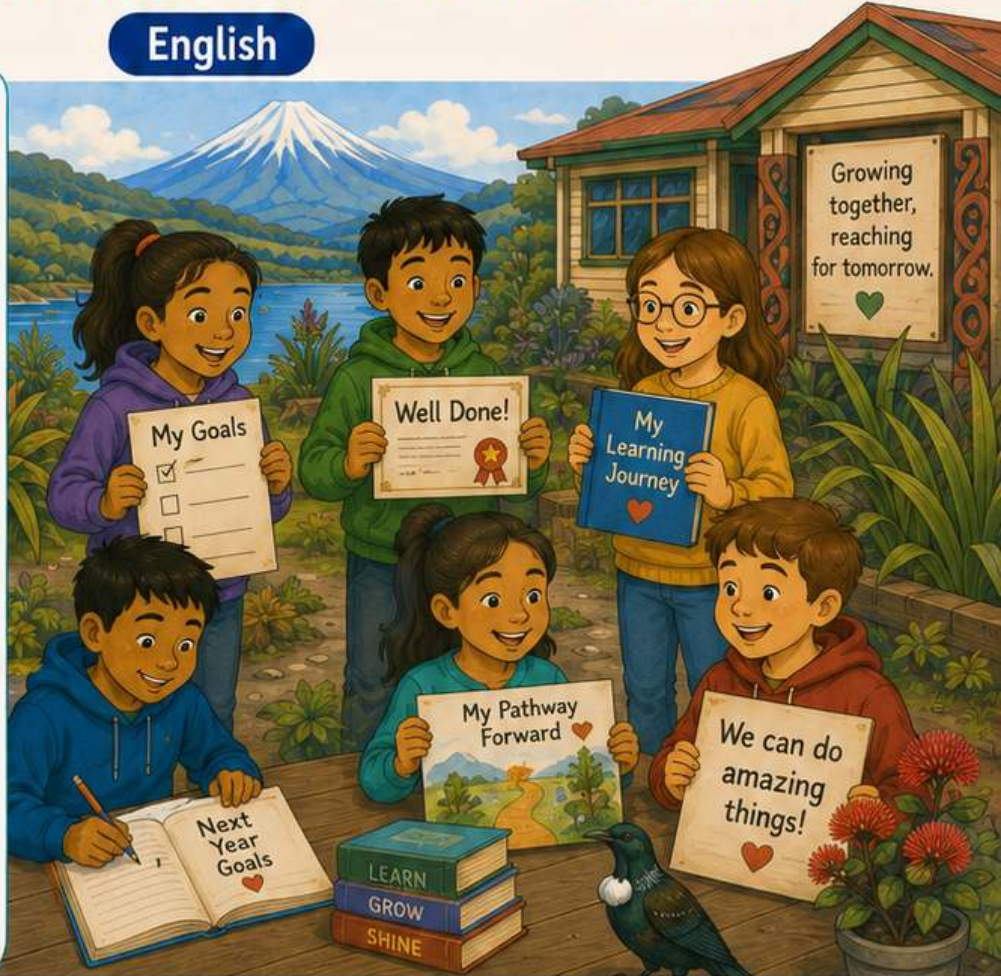
Sometimes things were tricky, but we kept going. We asked for help, practised, and believed in ourselves. That is called persistence.

We have shown effort every day—when we read, wrote, solved problems, worked in teams, and helped others. Our effort has led to progress.

Small steps add up to big change. Maybe you improved at maths, became a better writer, made new friends, or took on new responsibilities.

Now we get to think about the future. We can set goals for next year—things we want to learn, ways we want to grow, and people we want to encourage.

We are proud of what we have achieved this year. We are excited for what is ahead. The best is yet to come!



2 Comprehension — Answer in full sentences.

1. What does the passage say makes the end of Year 4 a special time?

.....

.....

2. What does the passage mean by persistence?

.....

.....

3. How does effort lead to progress, according to the passage?

.....

.....

4. What should we do now that we have finished Year 4?

.....

.....

3 Vocabulary.

Match each word to its meaning.

goal

a plan or aim you want to reach

progress

the action of trying hard or putting in work

effort

not giving up; keeping on trying

achievement

improving or moving forward

persistence

something successfully completed or reached

4 Writing Task.

Write a short letter to your future self for next year.

Tell yourself how proud you are, what you want to achieve, and how you will keep growing.

.....

.....

.....

.....

.....



Year 4 Showcase – Maths & Mission

1 Maths Mission

1. Round 6,482 to the nearest 100.
2. Work out 248×3
3. Write $\frac{7}{10}$ as a decimal.
4. A rectangle is 8 units long and 5 units wide.
What is its perimeter?
5. What is the most frequent value in 4, 5, 5, 7, 5, 8?

2 Mini Mission

Choose one literacy skill and one maths skill from Year 4.
Create an example for each and explain how to solve or use it.

Literacy skill

Maths skill

.....

.....

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.....

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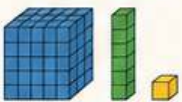
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3 Game Break – Year 4 Remix

Answer each quick question.

Place value



What is the value of the 3 in 3,642?

.....

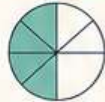
Multiplication



What is 6×7 ?

.....

Fractions



What fraction is shaded?

.....

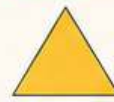
Elapsed time



How much time has passed?

.....

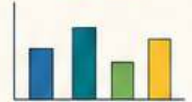
Geometry



How many sides does a triangle have?

.....

Graphs



Which day has the highest bar?

.....

Try a quick round with a partner or whānau member.

4 Check In

How did you go today?



Mostly by myself



Some help



Another go

One thing I can explain now is... ..

It's time to plan an end-of-year celebration or showcase! Let's create an event that brings our learning to life and celebrates how far we've come together.

A series of five horizontal rows of small, repeating geometric patterns, likely representing a textile design or a decorative border. The patterns consist of small, interconnected shapes that form a continuous, textured line. The rows are arranged vertically, with some rows appearing slightly more prominent than others. The overall effect is a rhythmic, repetitive visual element.

.....

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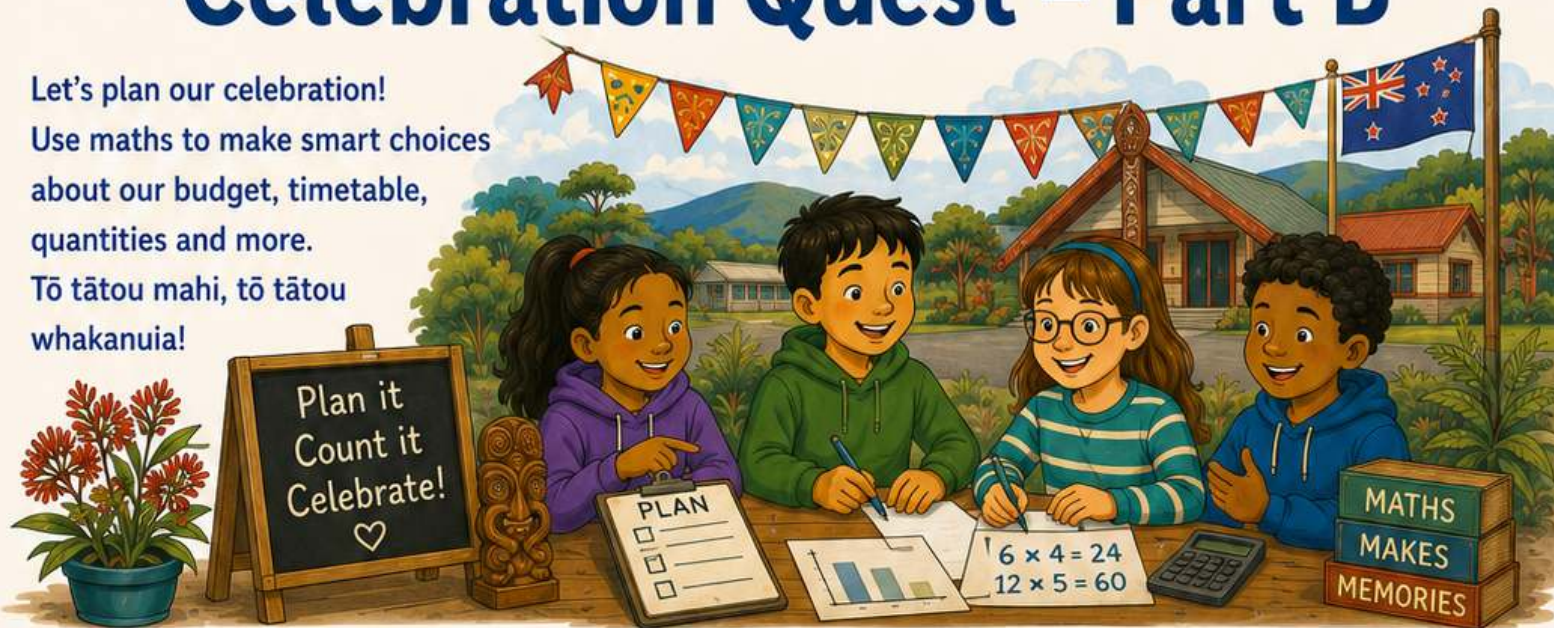
[illegible]A detailed illustration of a New Zealand Fantail (Rhipidura flabellifera) perched on a green fern frond. The bird has a dark grey head and back, a white throat and breast, and a large, deeply forked tail. The background is a plain, light cream color.

Term 4 Quest: Celebration Quest – Part B

Let's plan our celebration!

Use maths to make smart choices
about our budget, timetable,
quantities and more.

Tō tātou mahi, tō tātou
whakanuia!



1 Budget

Item	Cost
Decorations	\$18
Snacks	\$25
Drinks	\$14
Certificates	\$10
Music equipment	\$20

Total budget available: \$100

Money left after spending: \$ _____

2 Timetable

Activity	Start time	Finish time
Welcome	10:00 am	10:15 am
Performances	10:15 am	10:45 am
Class displays	10:45 am	11:15 am
Shared kai	11:15 am	11:35 am
Thank-you and closing	11:35 am	11:45 am

3 Quantities and Totals

- If 6 tables each need 4 chairs, how many chairs are needed?
- If 8 classes each bring 3 posters, how many posters will there be?
- If 5 trays hold 12 cupcakes each, how many cupcakes are there altogether?

4 Data / Counting / Comparison

Favourite celebration activity

Activity	Dance	Singing	Games	Shared kai
Number of votes	12	9	15	8

- Which activity is most popular?
- Which activity is least popular?
- How many more votes did Games get than Singing?
- What is the total number of votes?

5 Challenge

If 48 people are coming and each table seats 6 people, how many tables are needed? Explain your thinking.

.....

.....

.....



Term 4 Reflection

Take time to think about your learning this term.



1 Something I learned



2 A challenge I worked through



3 Something I am proud of



4 A way I showed leadership



5 What I want to take into Year 5





Helpful Strategies

Smart learners use strategies to help them learn, solve problems, and keep growing.



1 When reading feels tricky

- Reread the sentence.
- Look for key words.
- Read a little at a time.
- Ask: What is this mostly about?
- Use the picture or diagram for clues.



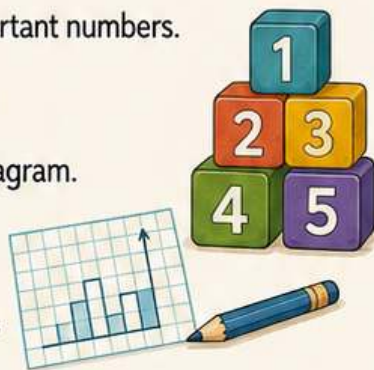
2 When writing feels hard

- Say your idea out loud first.
- Write one sentence at a time.
- Use a plan or word bank.
- Check capital letters and full stops.
- Read your writing back to yourself.



3 When maths feels confusing

- Underline the important numbers.
- Break it into steps.
- Draw it or use a diagram.
- Estimate first.
- Check my working.



4 When I need help

- Take my time.
- Ask someone.
- Tell what I have already tried.
- Try a different strategy.
- Keep going — I can learn this.



★ My go-to strategy

Which strategy helps me the most? Write it here and how it helps me.

.....

.....

.....

.....



My Progress Tracker



Track your learning.
Celebrate your growth.
Keep shining!



Use this page to track how you feel about your learning this term.
Tick the box that shows how confident you feel.
Remember — every step forward counts!



ENGLISH

I can...	I'm learning (still practising)	I'm getting there (making progress)	I'm confident (I can do this!)
I can read and understand different types of texts.	☐	☐	☐
I can write clear sentences and organise my ideas.	☐	☐	☐
I can talk and listen respectfully in discussions.	☐	☐	☐
I can use interesting words (vocabulary) in my writing.	☐	☐	☐
I can check and improve my writing.	☐	☐	☐



MATHEMATICS AND STATISTICS

I can...	I'm learning (still practising)	I'm getting there (making progress)	I'm confident (I can do this!)
123 I can read, write and order numbers.	☐	☐	☐
+ - I can add and subtract numbers.	☐	☐	☐
x ÷ I can multiply and divide numbers.	☐	☐	☐
$\frac{1}{1}$ I can work with fractions and decimals.	☐	☐	☐
I can measure length, mass, capacity and time.	☐	☐	☐
I can work with shapes, patterns and symmetry.	☐	☐	☐
I can collect, display and interpret data.	☐	☐	☐



Look how far you've come!
Keep up the great effort and
keep learning every day.

My goal for next term: _____



ICONIC GAMES

Year 4 Homework Club *Certificate*

Congratulations on your effort, progress
and commitment throughout Year 4 Homework Club.

Presented to:

Date:

Signed by teacher/whānau:



[illegible]

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Ka pai, Year 4!

What a fantastic year of learning!
You've worked hard, shown courage,
and grown in so many ways.
Be proud of everything you've achieved.

-  Keep reading and exploring new worlds.
-  Keep writing your ideas and stories.
-  Keep solving problems and using your maths.
-  Keep asking questions and being curious.
-  Keep believing in yourself.

The adventures aren't over—Year 5, here you come!
You've got this! ♥