Year 4 Homework Grid – Summer Term 2026

Remember to hand one piece of homework in each week. Homework is due in every Monday.

Make two different designs for a*n* ***Anglo-Saxon sword.*** Try to include different things that make it personal to you.	**A square of numbers** - maths challenge.	Make a list of 10 questions you would like to ask a ***Anglo-Saxon*** child. Remember to include the correct punctuation.	**What's in the box?** – maths challenge	What can you find out about the life of a*n* ***Anglo-Saxon***? Make a table of similarities and differences	The Anglo-Saxons had their own runes (alphabet) to communicate. Create your own runes and write a message to your teacher.
Consecutive numbers – maths challenge	If you were living in an **Anglo-Saxon** village, what job role would you want and why?	**Got it!** – maths challenge	**Sketch** an artefact from **Saxon history.** It could be a weapon or an item of clothing.	**Buying a balloon** – maths challenge.	Would you rather live as a ***Roman or Anglo Saxon***? Give your reasons and examples of how it would be better.

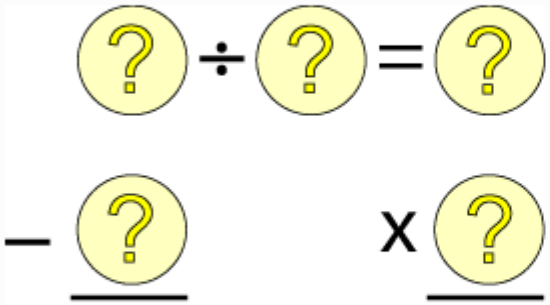
One piece of learning challenge homework must be completed each week ready to be handed in each MONDAY. You can stick it into your green Home Learning Book. Please feel free to make and create things that cannot be recorded in your book! This homework should take a minimum of 30 minutes and we hope, will be lots of fun. If you would like some resources or ideas to help with your projects, please let you class teacher know. You only need to do one of every week.

Also remember to:

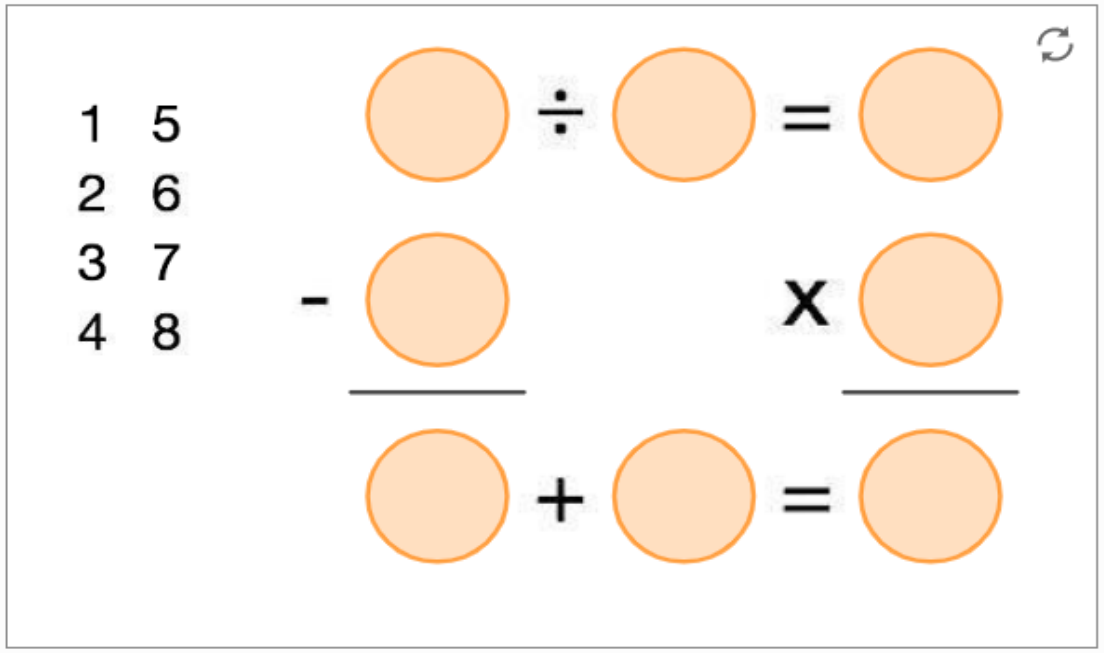
- Practice your times tables on TT Rockstars. **The MTC (multiplication tables check) is the second week of this term!**
- Practice your spellings – There will be a test every Friday morning
- Read your reading book

A square of numbers

Can you put the numbers 1 to 8 into the circles so that the four calculations are correct?

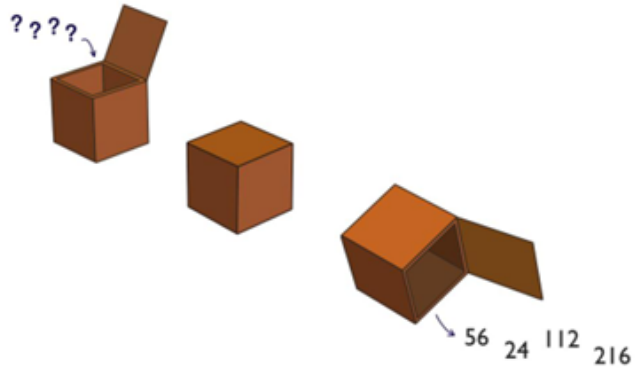


You might like to use this interactivity:



What's in the Box?

In the picture below, four whole numbers are being put into the box. Inside the box, a multiplication happens to each number, and then four new numbers are tipped out of the box: 56, 24, 112 and 216.



What multiplication might have happened to each number inside the box to get the answers in the picture above?

Are there any other possibilities?

What's the largest number that each of the four starting numbers might have been multiplied by inside the box? How do you know?

Imagine that four more numbers are put into the box, but now the box multiplies all of them by a new number. The numbers that come out of the box are:

143

297

341

1221

What number might the box be multiplying by? How do you know?

Discuss this with some other people and see if there are any different ways to work this out.

Consecutive Numbers

I wonder how often you have noticed numbers that follow one after another: 1, 2, 3 ... etc.? Sometimes they appear in reverse order when a countdown is happening for a launch of a rocket. But usually they happen in order going up, like when you read through a book and notice the page numbers. These kinds of numbers - whole numbers that follow one after another - are called consecutive numbers.

This investigation uses the idea of consecutive numbers and gives us other numbers to explore. You may very well discover things that no-one else has discovered or written about before, and that's great!

This is how it starts. You need to choose any four consecutive numbers and place them in a row with space between them, like this:

$4 \quad 5 \quad 6 \quad 7$

When you've chosen your consecutive numbers, stick with the same ones for quite a while, exploring different ideas before you change them in any way. Now place + and – signs in between them, something like this:

$4 + 5 - 6 + 7$

$4 - 5 + 6 - 7$

and so on until you have found all the possibilities. Are you sure you've got them all? You should include one using all pluses and one that includes all minuses.

Now work out the answers to all your calculations (e.g. $4 + 5 - 6 + 7 = 12$).

Next, try other sets of four consecutive numbers and look carefully at the sets of answers that you get each time.

Are you surprised by anything you notice?

It is probably a good idea to write down your 'noticings'. This can lead you to test some ideas out by starting with new sets of consecutive numbers and seeing if the same things happen in the same way.

You might now be doing some predictions that you can test out...

Finally, it is good to ask the question "I wonder what would happen if I ... ?"

You may have thought up your own questions to explore further. Here are some we thought of:

"What would happen if I took the consecutive numbers in an order going down, instead of up?"
"What would happen if I only used sets of three consecutive numbers?"
"What would happen if I used more consecutive numbers?"
"What would happen if I changed the rule and allowed consecutive numbers to include fractions or decimals?"
"What would happen if I allowed a + or – sign before the first number?"

Got It!

This is a game for two players.

Start with the target number of **23**.

The first player chooses a whole number from 1 to 4.

Players take turns to add a whole number from 1 to 4 to the running total.

The player who hits the target of 23 wins the game.

Can you find a winning strategy?
Can you always win?

What happens if you choose a new target number?

What happens if you change the range of numbers you can add?

Can you work out a winning strategy for any target and any range of numbers?

Buying a Balloon

Lola bought a balloon at the circus. She paid for it using six coins.

How much might the balloon have cost?

What is the largest amount Lola could have paid?
What is the smallest amount Lola could have paid?

Imagine that Lola has two different types of coin.
How much might the balloon cost now?
Can you find all the possible prices? How do you know you have found them all?

Which of your answers seems a reasonable amount to pay for a balloon?