



YEAR 4 –MILLBROOK MENU- AUTUMN 2 HOMEWORK

You must complete all of the red core pieces of work by the end of the half term. You also need to choose a minimum of 4 of the blue menu items over the term. You may do more if you wish. Check the weekly newsletter to see what your child has been learning in class and continue to work on it at home. Within each term, you must have chosen a piece of science homework.

CORE ENGLISH

Spellings. See separate sheet for spellings and test dates.

Marking – spelling tests will be completed and marked in spelling books and shared on SOLD days.

CORE ENGLISH

Daily Reading.
Use our Destination Reader stems to discuss the book you are reading with an adult.

The Destination Reader stems are on Page 3.

CORE MATHS

Multiplication and Division

Practise 6x 7x 9x tables.

Mix them up and time yourself. See if you can beat your time each week.

CORE MATHS

Multiplication & Division

Create number families for 3 different multiplication facts each week.

See Page 2 for an example.

PSHE/VALUES

Keep a kindness journal.
Each day, record the kind things that you have done, or kind things that you have noticed others doing.

IPC SCIENCE

Chocolate bars contain sugar and fat. Find out how our bodies use this sugar and fat. Presenting your findings as a diagram might be useful. How much sugar and fat do we need each day?

IPC RESEARCH

Research Nutella.
How, where and why was it invented?
Create a timeline to show how Nutella began to where it is now.

IPC TECHNOLOGY

Create another scene for Willy Wonka and the Chocolate Factory. Video your scene.

(if you don't have access to video, you can voice record it or write it as a playscript)

IPC GEOGRAPHY

Deforestation occurs in order to make room to grow cacao and coffee plants. Find out what deforestation is and what effect it has on world climate, plants and animals.

IPC PROJECT

Look up ingredients and make your own chocolate bar. Design a wrapper that includes the ingredients you used, the weight of the chocolate bar and any other information you normally find on chocolate bars from the store.

ENGLISH

Non-fiction

Write a biography about someone you know. This might be a friend or a family member. Organise your biography into paragraphs. It must be written in third person and use formal language.

ENGLISH

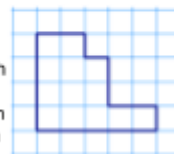
Creative Writing

Write a story where your main character is the owner of the largest chocolate factory in the world.
Make sure you include: relative clauses, fronted adverbials and character speech.

MATHS

Work out the perimeter of the shape. Can you draw a different shape with :

- a) the same perimeter
- b) a perimeter which is 5cm longer
- c) a perimeter which is double the length of this one



MATHS

Multiplying by 100

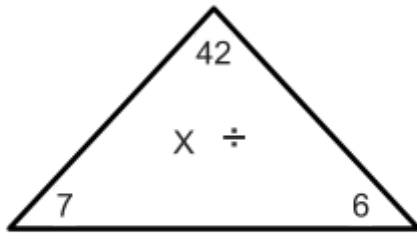
Use < > or = to make the statements correct.

75×100		75×10
100×47		47×100
39×100		$39 \times 10 \times 10$

EXPERIENCE

Have a walk through a park.
Can you spot any trees or plants that grow food (berries, nuts, fruit, etc)?
What are they?

CORE MATHS
Multiplication & Division
Number Families



$$7 \times 6 = 42$$

$$6 \times 7 = 42$$

$$42 = 6 \times 7$$

$$42 = 7 \times 6$$

$$42 \div 6 = 7$$

$$42 \div 7 = 6$$

$$6 = 42 \div 7$$

$$7 = 42 \div 6$$

Destination Reader Sentence Stems

Predicting	Questioning	Inferring	Evaluating
<ul style="list-style-type: none"> • I wonder if • I predict • I think that • I bet that • I imagine • I think ... will happen • I think I will learn • I think it will be set out • The next part will be about 	<p>Closed</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? <p>Open</p> <ul style="list-style-type: none"> • I wonder • Why • How • What if • Why do you think • How do you think • How do we know 	<ul style="list-style-type: none"> • The word ... tells me • The part ... tells me • This makes me think that • I think this character ... because • I think the setting is • I think the mood is • I think the writer's viewpoint is • I think the character's viewpoint is 	<p>Language</p> <ul style="list-style-type: none"> • The word/phrase ... works well because • I like the way the author uses ... It makes me think about • I think it would have read better if • It's very clever the way the author uses ... because • The sentence ... has high impact because <p>Organisation</p> <ul style="list-style-type: none"> • The text is organised well because • The presentation helps the reader because • The structure could be improved by
Clarifying	Making Connections	Summarising	
<ul style="list-style-type: none"> • I think that means • I didn't understand • What does ... mean? • I need to reread this part because ... is a tricky word • I didn't understand ... so I • Let's reread because it didn't make sense 	<p>Text to self</p> <ul style="list-style-type: none"> • I know about this because I • I've been to/seen • I saw a programme about this • I can identify with this character because <p>Text to text</p> <ul style="list-style-type: none"> • I think this book is a (genre) book because • This reminds me of ... because • This is similar to ... because • This character is similar to ... because <p>Text to world</p> <ul style="list-style-type: none"> • This links to • This is because 	<ul style="list-style-type: none"> • The key idea is • The most important ideas are ... and I know that because • This part is about • The headline would be • In 10 words • The main theme is 	

Fronted Adverbial Sentence Starters

Fronted adverbials are followed by a comma.

As still as a statue, the terrified mouse was frozen.

Cautiously, Freddie crept towards the door.

Astonished, Hamsa nodded in agreement.

I	S	P	A	C	E
-ing words	similes	prepositions	adverbs	conjunctions	-ed words
walking	Like a mouse	Over	Hastily	First	Excited
skipping	Like a cheetah	Above	Calmly	Later on	Delighted
running	Like a statue	Beneath	Casually	Suddenly	Pleased
crawling	Like a tree	Below	Cautiously	Immediately	Amazed
creeping	Like a predator	Through	Softly	Finally	Astonished
jumping	Like a monster	Inside	Neatly	After that	Shocked
leaping	Like a villain	By	Angrily	Before long	Scared
escaping	Like a villain	Before	Spitefully	Since	Puzzled
bursting	As quiet as a	During	Ominously	Whereas	Dazed
grasping	As loud as a	In	Foolishly	As	Surprised
grabbing	As still as a	By	Moodily	Next	Worried
seizing	As fast as a	About	Amazingly	Whenever	Petrified
clutching	As timid as a	On top of	Expectantly	Despite	Horrorified
picking	As bright as a	On	Generously	Until	Exhausted
shaking	As slowly as a	Underneath	Chaotically	So	
hiding	As brightly as a	Under	Unexpectedly	Eventually	
sleeping	As slowly as a	Under	Intelligently		
shivering	As slowly as a	Between	Quickly		
screaming	As noisy as a	Beside	Slowly		
growling	As calmly as a	Beside	Gently		
shouting	As angry as a	Across	Nervously		