



YEAR 4 –MILLBROOK MENU- SPRING 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.

Please write each spelling word in a sentence each week.

CORE ENGLISH

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

The Destination Reader stems are attached to this document.

CORE MATHS

Write and solve 5 multiplication sums each week. They must be 3 digits multiplied by 1 digit.

$$\begin{array}{r} 428 \\ \times 3 \\ \hline \end{array}$$

CORE MATHS

Write and solve 5 division sums each week, using the bus stop method.

$$\begin{array}{r} 045 \\ 8 \overline{)360} \end{array}$$

CHALLENGE: Complete sums that involve remainders

PSHE/VALUES

Design your own comic strip with a character called 'Respectful Raymond'. What problems does he solve in the world?

IPC SCIENCE

Draw and label the key body features and functions of a beetle. Which of these have helped it to adapt to a rainforest environment?

IPC RESEARCH

Find out about the famous statue 'Christ the Redeemer' found in Rio De Janeiro. Create an engaging poster explaining its origin and significance.

IPC ART/DT

Tribes found in the Amazon rainforest often wear traditional headdresses and face/body paint. Make your own headdress or create a face paint design. Take a photo!

IPC HISTORY

Research the history of Brazilian Carnival. Present your findings as a non-chronological report, a documentary video, a leaflet or a powerpoint presentation.

IPC PROJECT

Create a mobile that explains, with words and pictures, the life cycle of a salamander, a butterfly or a ladybird.

TIP: Use an old coat hanger and string!

ENGLISH Grammar

See page 4 for grammar tasks.

Copy the sentences into your books, labelling them correctly with 1a, 1b, 2a, 2b.

ENGLISH Creative Writing

Choose any genre you like and write a story with the opening:
Nothing here was familiar...

Remember to use a variety of sentence starters. You must include some dialogue that is punctuated correctly.

MATHS Add and subtract fractions

See the sums on page 3.
Find the missing numbers for the fraction sums. Write them out in full in your homework book.

We will teach this in class at the start of Spring 2. Keep an eye out in the newsletter to find out once it has been taught.

MATHS

Tenths, decimals, fractions

See table on page 3. Copy this table into your homework books and fill in the missing values. We will teach decimals at the end of Spring 2, keep an eye out in the newsletter to find out when it has been taught.

EXPERIENCE

Plan a picnic for your family. Make sure you include one food from a different country. Don't forget napkins, plates and a picnic rug!

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 	

MATHS
Add and subtract fractions

$$\frac{17}{5} + \frac{2}{5} = \square$$

$$\frac{3}{6} - \frac{2}{6} = \square$$

$$\frac{23}{3} - \frac{\square}{\square} = \frac{5}{3}$$

$$\frac{11}{5} - \frac{2}{5} = \square$$

$$\frac{11}{10} + \frac{4}{10} = \square$$

$$\frac{9}{1} + \frac{\square}{\square} = \frac{11}{1}$$

$$\frac{7}{8} + \frac{6}{8} = \square$$

$$\frac{19}{7} - \frac{1}{7} = \square$$

$$\frac{12}{17} - \frac{\square}{\square} = \frac{6}{17}$$

MATHS
Tenths, decimals, fractions

Word	Fraction	Decimal
five tenths		
six tenths	$\frac{6}{10}$	
		.9
	$\frac{2}{10}$	

English - Grammar

1. Rewrite these sentences, using the correct word: **was/were**

- a) We _____ playing nicely.
b) There _____ a small stain on the carpet.

2. Rewrite these sentences so that the adverbial becomes a **fronted adverbial**. Remember to add your comma **correctly**.

- a) Brush your teeth before you go to bed.
b) I felt sick immediately.
c) She tiptoed towards him as quiet as a mouse.
d) The cat screeched all of a sudden.

3. Rewrite the conversations using **inverted commas**.

a)



b)



4. Rewrite these sentences and decide if the word in **bold** needs a plural or possessive 's'.

- a) My **sisters** pen fell on the floor.
b) I have four **friends**.
c) The **elephants** ears were huge.
d) As the sun moved, the **boys** shadow followed him.
e) The **plants** are all growing.