



## Next Week at Hill West

Week Commencing: Monday 13<sup>th</sup> February 2023

**Do you know what your child will be doing at school next week?**

### RECEPTION

**Key Question Spring 1 Week 7:** Who has crash landed at Hill West?

**Key Text for Linked Learning:** Smeds and Smoos – Julia Donaldson

**Rhyme of the Week:** Little Alien

What has happened in our playground? Has a spaceship landed? Who could it be? Dr Clarke spotted something running across the playground it had 3 eyes, was bright blue with yellow furry stripes. What might it be? After heading to the moon last week, we will be back down on planet Earth, but somebody has followed us! Using the computers, the children will create the little space alien which they think has followed us back to Earth; how many arms and legs will it have? How many eyes will it have? The children will be learning about planet Earth to share with our new little space alien. The children will be looking at different aliens to introduce descriptive writing through using adjectives. Over the last few weeks, the children have looked at Neil Armstrong, the first man on the moon, and this week, children will be looking at the astronaut Tim Peakes; where did he go, how did he get into space, how did he become an astronaut, did he see any aliens?

#### PSED:

To discuss and celebrate our similarities and differences.  
To begin to understand the meaning of respect.

#### Communication and Language:

To learn new vocabulary.  
To ask questions to find out more about Space.

#### Physical Development:

To negotiate space safely, with control and using a range of movement.  
To jump and land safely, beginning to apply the correct technique.  
To mount and dismount apparatus safely.  
To develop control in using a computer mouse.

#### Writing:

To use an adjective to describe an object.

#### Phonics:

To revisit and review phonemes taught over this half term; ai, ee, igh, oa, oo, oo, ar, or, ow, oi, ear, air, er, ur.  
To revisit the tricky words; was, you, they, my, by, all, are, pure, sure.

#### Reading:

To apply their phonics knowledge in their daily reading practise session.  
This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary.  
Each session, the children will be developing their decoding, prosody, and comprehension skills.  
By the end of the week, children will be reading their books with fluency.

#### Mathematics:

To begin to use and understand the language of length: long, short, longer, taller.  
To begin to use and understand the language of weight: heavy, light, heavier, lighter.

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To begin to compare two items to discuss their length or weight.

### Understanding of the World:

To talk about a person, Neil Armstrong or Tim Peake, and their roles.

To use a paint programme to create an alien.

### Expressive Arts and Design:

To begin to draw a person with recognisable body and limbs.

### Vocabulary:

antennae    clambered    lured    suspicious    respect

**Homework:** Please support your child in accessing the Collins Ebook throughout the week. This should be accessed at least 3 times.

Friday 10<sup>th</sup> February: In your homework books, compare the similarities and differences between yourself and a family member. This can be displayed however you wish; photos and label the similarities in one colour and differences in another, sentences, highlighting the similarities and difference.

Monday 13<sup>th</sup> February: Revisit all the Little Wandle Home Learning Page.

Wednesday 15<sup>th</sup> February: To consolidate your child's understanding of comparing two items using mathematic language, please access the 'Let's compare' game by scanning the QR code. For an extra challenge, can you pick two items at home and compare them in your homework books.



## YEAR ONE

**Key Question Week 7:** What makes the ugly duckling and you unique?

**Key Text for Linked Learning:** The Ugly Duckling – Hans Christian Anderson

**Linked Learning:** English and PDW

This week the children will be continuing to explore the key text The Ugly Duckling. The children will be applying all of their understanding of the text to retell it in their own words. Each day the children will be writing a different part of the story; starting with the beginning, then moving onto the middle and then the ending. They will be focusing on composing their sentences orally, using finger spaces, capital letters and full stops. Additionally, the children will be using adjectives to describe the setting and characters. Towards the end of the week, the children will be publishing their work for display, ensuring they have included all of the features above. In PDW, the children will be thinking about some of the themes and feelings in our key text The Ugly Duckling. Linked to this the children will be thinking of ways that we are all equal but not the same and I will discuss about what makes each of us unique.

**Phonics:** This week is assessment week. The children will be revising any phase 5 graphemes they are still unsecure with.

Children will be applying their secure phonics knowledge in their daily reading practice sessions. These sessions will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

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**Maths:** This week in maths the children will be focusing on place value (tens and ones). They will be identifying numbers in each column and ensuring they understand the value of each digit. The children will be representing these two-digit numbers in a variety of ways such as numicon, base 10, bead strings etc.

**Science:** This week the children are going to test the properties of some materials to see if they are hard, soft, smooth, rough, flexible, not flexible, stretchy, and stiff. They will have a variety of objects on their tables, and they will need to use the magnifying glasses and their senses to test their properties and record their findings in a table.

**History:** This week the children will be continuing to learn all about the RNLI and Grace Darling. They will be learning about the modern approaches to saving lives at sea and discussing the similarities and differences between these lifesaving vessels now and in the past. They will be considering what materials boats are made from today and how this differs from the time of Grace Darling.

**Geography:** This week the children will be beginning to study some of the famous landmarks that can be found in London such as Buckingham Palace, Westminster Abby and Trafalgar Square.

**Computing:** This week the children will decide what their program will do. They will then create their program and test it on the robot. Where needed, the children will also debug their programs.

**Music:** Using chrome music lab, the children will insert pictorial symbols into the notation. The children will then clap the rhythm of each pictorial symbol as it appears. They will need to follow the rhythm of the song by copying the actions displayed.

**Art /DT:** This week the children will begin creating their own boats that float and will be using their knowledge of materials from last week to choose which materials they are going to use when creating their own boats.

**RE/PDW:** see above

**P.E:** This week is the children's final session on this unit, and they will be creating their own gymnastic routine that includes a variety of transitions. They will be performing different types of balances, different balances require different amount of contact with the mat. Eg: 1-point balance such as standing on one leg has only one point of contact with the mat.

**Vocabulary:** fearsome, eagerly, hatch, contented, bounded, shunned, bitterly, harsh, majestically, wretched

### Homework:

Every day – share a book / story.

**Half Termly Spellings** - be, he, she, me, we, no, go and so.

**Friday 17<sup>th</sup> February**– Please could you collect any cardboard boxes or empty bottles that can be used for us to create our own boats linked to our science topic this half term.

**Monday 13<sup>th</sup> February**– Please complete your Little Wandle Phonics home learning sheet. This will go home on Monday. Also, complete one lesson of Reading Eggs.

**Wednesday 15<sup>th</sup> February** – Please access your child's abacus account to complete the tasks that have been assigned.

Please practise reading the eBook your child has been assigned on Big Cat Collins.

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### Year Two

**Key Question Week 7: Can I recall the day I visited the Black Country Museum?**

**Key Text for Linked Learning:** Model Text written by the Year Two Teacher

**Linked Learning:** English and History

In English this week, the children will be writing a recount of their trip to the Black Country Living Museum. They will be using the 4 W's (who, where, when, what) to ensure they have included all the relevant information, sequence their recount in order with time connectives and ensure they are writing in the past tense. The children will take the time to edit their writing, checking for capital letters and full stops as well as any spelling errors, using the Year 2 word list as reference. After their edit the children will then publish their recount in best.

**Maths:** This week in Maths, the children will continue to look at the relationship between multiplication and division. They will understand grouping as one model of division and learn that in division there may be 'some left over'. The children will move onto solving word problems. In addition to this, they will know that multiplication can be done in any order.

**Science:** In Science this week, the children will continue to work on materials. They will carry out an investigation to find out which materials are waterproof and absorb the most water. Once they have completed the investigation, they will record the results and write a conclusion.

**History:** In History this week, the children will be given the question 'Can anyone be an explorer?'. They will revisit what they have learnt about Christopher Columbus and Neil Armstrong. The children will then be shown a photo of Earhart. This lesson will be about children's historical curiosity

**Geography:** In Geography this week, the children will create a leaflet to encourage children to visit either Tanzania or Birmingham. They will include all the information they have learnt over the last half term.

**Computing:** In Computing this week, the children will take on a larger programming task. They will break the task into chunks and create algorithms for each chunk. This process is known as 'decomposition' and is covered further in key stage 2. Pupils will also find and fix errors in their algorithms and programs. This is known as 'debugging'.

**Music:** In Music this week, the children will continue the theme of Rock Music. They will appraise the song 'I saw her standing there' by the Beatles. They will then compare this using musical language to I want to be in a band.

**Art:** In DT this week, the children will appraise and evaluate their space stations. They will discuss the changes they would make next time and what went well with their designs.

**PDW:** In PDW this week, the children will be learning about hygiene. They will be discussing where germs come from and why they are so harmful to our health. The children will read the text Wiffy Wilson and talk about the difference between good dirt and bad dirt, as highlighted in the text. The children will discuss how we can stop the spread of harmful germs and keep ourselves healthy with good hygiene.

**P.E:** In P.E this week the children will work on developing their ability to travel in a range of ways on the floor and using apparatus.

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**Key vocabulary:** Finally, during, meanwhile, industrial, culture, metalworkers, canal boat, canal, Black Country, trolley buses.

**Homework: Every day:** 5 minutes of TT Rockstars and at least 5 minutes of reading

**Half Termly Spellings:** any, break, climb, even, grass, great, many, pass, steak, wild, who.

**Friday: 10<sup>th</sup> February:** Design an outfit for either Christopher Columbus or Neil Armstrong that could be worn on an expedition. Think about the climate you will explore and an appropriate outfit.

**Monday: 13<sup>th</sup> February:** Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself. (any, break, climb, even, grass, great, many, pass, steak, wild, who.)

**Wednesday: 15<sup>th</sup> February:** Practice your x2 and x5 tables. Order numbers 1 to 50 from smallest to largest. Practice counting up to 100 from a given number. For example: count to 100 from 87, 75, 68 etc.

### YEAR THREE

**Key Question Week 7: What flavour is cat fur?**

**Key Text for Linked Learning: Bright Bursts of Colour, Poems by Matt Goodfellow**

**Linked Learning:** English & Speaking and Listening.

This week children will listen to and read a range of poems by the same author. The content and subject of the poems differs to offer a range of experiences. They will learn about and identify a range of poetic devices including rhyme, alliteration, repetition, and word play. Children will be given opportunities to discuss the poems, what thoughts they evoke and their personal response to them. Towards the end of the week, following the structure of one of the poems, the children will edit it to make it their own. They will practise it and perform it to the class.

**Maths:** In maths we will be revisiting place value, investigating different ways we can represent three-digit numbers and ordering them. We will then use this knowledge to help understand the place value of money, ordering different amounts. Towards the end of the week, we will begin to multiply money amounts by 10 and 100 ensuring the decimal point stays in the correct place. We will then also divide different money amounts.

**Science:** Children will use their prior learning to create a game using magnets to move parts. They will collaborate to design, make, and then play together. They will also complete their end of unit rising stars test in their books.

**History:** Children will focus on the life and significant changes brought about by Akhenaten. They will debate as to whether his choices were good or bad and cast a vote to find out if his reputation as a hated Pharaoh was fair or not.

**Geography:** Looking at world maps, children will locate climate zones and begin to talk about countries having either a hot, mild, or cold average climate.

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**Computing:** This week the children will be exploring sequences, and how they are implemented in a simple program. They will then have the opportunity to experiment with sequences where order is and is not important. Finally, the children will create their own sequences from given designs.

**Music:** In Music, children will revise the notes they have learnt so far. We will practice two songs they have already learnt and introduce a new song using the note E.

**Art:** Children will be showcasing their work and sketchbooks to their friends, reflecting on their art journey so far in year 3. They will be commenting on their own and the work of others learning to show appreciation for how different art can be.

**Design Technology:** Children will look at a range of symbols from ancient Egypt, specifically those linked to life and death. They will then use the information they have collected to begin to design a sarcophagus fit for a new pharaoh. They will plan the size, shape, materials, and decorations.

**PDW/R.E.:** In RE, the children will be learning about the Sikh story, 'Bandi Chhor Divas'. They will be using the story to discuss how they would react to an injustice.

**P.E:** This week the children will be taking part in a carousel of activities using different apparatus. Children will be encouraged to use all previously learnt balances, rolls, and jumps during each activity.

**MFL:** In French this week, children will be learning about how pancake day is celebrated in France. They will learn the correct pronunciation for the French word for 'pancake day' and be able to say what toppings they have on their pancakes. Children will write short sentences about their pancake day preferences.

**Vocabulary:** From Bright Bursts of Colour: commotion, rimmed, devotion, concealed, detest, exploited, unconventional, dappled, slender, enigma.

**Homework:** 5 minutes of TT Rockstars every day and at least 10 minutes of reading.

**Half Termly Spellings:** probably, actual, actually, occasion, occasionally, opposite, group, bicycle, February, pressure, which.

**Friday 10<sup>th</sup> February:** Design and describe your perfect pancake complete with toppings.

**Monday 13<sup>th</sup> February:** Practice set 3 spellings and complete one lesson of Reading Eggs / Eggspress.

**Wednesday 15<sup>th</sup> February:** Log in to our new maths homework website (activelearnmaths) and complete the task allocated.



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### YEAR FOUR

#### Key Question Week 7 Spring Term 1.

Can you retell the events of World War Two?

**Key Text for Linked Learning:** D.K Find out WW2 – Non-Chronological report writing

#### Linked Learning: History World War Two

**English:** This week the children will be editing and writing their non chronological report. We will be considering the different structure and grammar techniques needed to construct our reports. The children will be using their technical World War Two terminology learnt within English and History to ensure their reports are professionally written and informative.

**Maths:** Children will begin the week by Identifying equivalent fractions, they will then mark them on a number line. The children will then add and subtract 0.1 and 1 to/from numbers with 1 decimal place. The children will be consolidating their learning from this half term.

**Science:** In Science we will be reviewing everything we have learnt about the human body. We will be producing a poster informing people of the process of digestion in humans and animals, the different teeth and diets in animals and humans and considering everything we have learnt about predators vs prey within the eco systems and food chain.

**Geography:** In Geography, this week the children will be rehearsing the class assembly.

**History:** This week the children will be considering the next set of events of the war thinking about how the government put different restrictions on certain items. How was food rationed? and what did this mean for the people living during World War Two?

**Computing:** This week the children will be rehearsing for their class assembly.

**Music:** In Music this week the children are reflecting on the jazz musician artists we have looked at so far. This week the children will be thinking about some different genres to influence their style of music.

**Art and Design:** This week the children will be rehearsing for their class assembly.

**PDW / R.E:** In PDW/ R.E this week the children will be practicing their assembly, thinking about the meaning behind the Holi Hindu Spring festival and how we can portray the festival as a class.

**P.E:** In P.E the children will be using the more advanced apparatus to practice their balances, turns and stretches. The children will be challenging themselves to produce different 1 – 3 point balances on the advanced apparatus.

**MFL:** This week the children will be rehearsing for their class assembly.

**Vocabulary:** Bismarck, Condor, U – Boat, medal, shipwrecks, Stalingrad, commander, ghettos, vast, brim.

**Homework:** Everyday 5 minutes of Garage Mode on TT Rocks Stars and 15 minutes of quiet reading.

**Half termly spellings:** material, promise, centre, century, increase, certain, recent, notice, believe, decided.

**Friday 10<sup>th</sup> February:** Learn your lines for the class assembly and practice songs.

**Monday 13<sup>rd</sup> February:** One lesson of Reading Eggs

**Wednesday 15<sup>th</sup> February:** Abacus set lesson

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### YEAR FIVE

**Key Question Week 7:** What can we do to help Ahmet?

**Key Text for Linked Learning:** *The Boy at the Back of the Class* – Anjali Q. Rauf

**Linked Learning:** English, History

In English, the children will be writing a letter to the King to inform him what has happened to Ahmet in our class novel, 'The Boy at the Back of the Class'. They will be explaining the unfair nature of how Ahmet has been treated and that it is his responsibility to reunite Ahmet with his Mother and Father. The children will utilise modal verbs and persuasive language to influence and encourage the King to help with the situation. The children will plan, write, and edit their letter. This will then result in a finalised piece of work.

**Maths:** The children will be plotting co-ordinates and drawing polygons in two quadrants. They will be learning to translate shapes from one position to another and work out the new co-ordinates. They will then further their skills by reflecting shapes in both axes and again finding the new co-ordinates.

**Science:** Children will carry out a mini quiz to test their prior knowledge of states of matter. They will then explore and revise their knowledge of states of matter (solids, liquids and gases) and compare the properties of a material in these different states (e.g., ice, liquid water and water vapour, or solid chocolate and melted chocolate, or liquid mercury). They will define key vocabulary, considering the etymology and spelling words accurately. Children will ask questions to consider how they can separate a variety of different solids based on the size of the particles or their properties (e.g., using sieves and magnets to separate a mixture of pasta, flour, rice, paper clips and sand) and will be challenged to try and separate the flour and the sand.

**History:** In History, the children will research the Sutton Hoo burial site, and consider the evidence obtained of Anglo-Saxon life in Britain. Children will learn about Anglo-Saxon art, by exploring artefacts found at Sutton Hoo, as well as that found in other locations, such as the Staffordshire Hoard. They will discuss whether artefacts are primary, secondary, or tertiary and develop their understanding of what we can learn from each type of evidence. They will explore what we can learn from artefacts such as the Lindisfarne Gospels - AD630), finely-decorated sword hilts, helmets, shields and religious crosses (made in gold and decorated with precious stones from Europe and beyond), and gold coins depicting Anglo-Saxon Kings.

**Geography:** Children will explore and present information on a city of the UK and keep building on their knowledge of where cities and counties are located. They will present key physical and natural geographical facts.

**Computing:** The children will consolidate their understanding of microcontrollers and selection when designing a project to meet the requirements of a given task. To support their understanding, they will identify how selection might be used in real-world situations, then they will consider how they can apply this knowledge to design their fairground carousel model.

**Music:** This half term, children will be exploring the pop ballad musical ballad genre, starting with Adele's 'To Make You Feel My Love'. The children will appraise this song and compare it to 'Always on My Mind' by Elvis Presley.

**Art:** The children will continue to produce the characters and back drops for their Highwayman film sets. They must ensure they produce high quality illustrations and use all the skills they have gained in recent lessons.



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**Design Technology:** The children will continue to construct their film set for the Highwayman. They will be using cardboard to create sets with parts which can change between scenes. They will incorporate their learning on depth and perspective.

**PDW /R.E:** Children will continue to explore the Zones of Regulation. They will also look at forgiveness and reflect on how this relates to Buddhism.

**P.E:** The children will continue to master paired balances will be creating a routine involving apparatus with a focus on unison timing.

**MFL:** The children will start to learn about family members and how to say how many siblings they have. They will continue to build on the French phonics skills.

### **Vocabulary:**

Refugee, inform, properties, consolidation, anticipation, ensemble, enquiry, computational, reverberations, dynamic

**Homework:** Every day: 5 minutes of Garage mode on TT Rockstars and at least 15 minutes of quiet reading

### **Half-termly spellings:**

bruise, yacht, guarantee, immediately, restaurant, privilege, neighbour, community, curiosity, vehicle

**Friday 10<sup>th</sup> February:** Write a book review for Boy at the Back of the Class by Anjali Q. Rauf. Your review must be at least one side of A4.

**Monday 13<sup>th</sup> February:** Complete your next reading egg – ensure you are moving up a level.

**Wednesday 15<sup>th</sup> February:** At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Balloon Pop 5.12'.

## YEAR SIX

**Key Question Week 7:** Was the Treaty of Versailles fair?

**Key Text for Linked Learning:** War Horse by Michael Morpurgo

**Linked Learning:** English, History

**English:** In English, children will continue writing their recounts of life in the trenches through their diary entries. Pupils will be shown the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear. They will aim to incorporate appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning to describe settings, characters, and atmosphere. They will then assess the effectiveness of their own and others' writing: proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; and ensuring correct subject and verb agreement when using singular and plural. Children will be taught to enhance the effectiveness of their writing as well as their competence by cycling through this revision and editing process.

**Maths:** In Maths, children will find volumes of cubes and cuboids, understand and use simple formulae, make generalisations and understand and use simple formulae.

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**Science:** In Science, children will continue their learning about evolution by continuing to learn about adaptation. How organisms have many ways of adapting: they may adapt in their structure, function, and genetics, as well as in their way of moving. They may adapt in their means of defence and attack, in their manner of reproduction and development, and in other respects.

**History:** In History this week, children will investigate the end of WWI and what happened afterwards. They will discuss their thoughts on the Treaty of Versailles and whether they think it was fair – and, how they think the German people reacted.

**Geography:** In Geography, children will learn about how biomes are being damaged; about climate change is a change in the statistical distribution of weather patterns when that change lasts for an extended period; and about the Paris Agreement.

**Computing:** In Computing, children will build on the project that they created in Lesson 5. They consider how they could improve their own projects and make small changes to achieve this. Children will then have the opportunity to add a variable independently. Finally, they will evaluate each other's projects; identify features that they liked and features that could be improved.

**Music:** In Music, children will listen and appraise - *Fishing Song* by Benjamin Britten. Finding the pulse, rhythm and pitch. They will then learn to sing the song: *A New Year Carol* by Benjamin Britten. They will then practise performing the song.

**Art:** In Art, children will discuss what they need to do to make a final version of their creation. Whether they need to make any other adjustments to perfect their creation and if they would have done things differently with the knowledge they now have.

**French:** In French, children will revisit their time in France and share their experiences with the class.

**PDW:** In PDW, children will explore and revisit their learning around online safety as a continuation of Safer Internet Day last week.

**PE:** In PE, children will perform their final dance routines based on the Lindy-hop to the class.

**Key Vocabulary:** rudiment, trepidation, sporadic, vehemently, overwrought, monotony, wistfully, foreboding, incongruous, emblazon,

**Homework:** Daily: 5 minutes of **TTRockstars** on Garage mode and 20 minutes of **reading**.

**Half termly spellings:** controversy, correspond, embarrass, especially, exaggerate, cemetery, necessary, sacrifice, hindrance, nuisance.

**Friday 10<sup>th</sup> February:** As part of National Online Safety week. Children can become Internet Legends with Interland, an online adventure that teaches the key lessons of internet safety through four fun, challenging games. Play and complete the first world: Kindness Kingdom.

[https://beinternetlegends.withgoogle.com/en\\_us/interland/kind-kingdom](https://beinternetlegends.withgoogle.com/en_us/interland/kind-kingdom)

**Monday 13<sup>th</sup> February:** **Reading** – On Monster-learning, complete **Grammar Test 1: Paper 3**. Complete one lesson on Reading Eggs.

**Wednesday 15<sup>th</sup> February:** **Maths** – Complete **Maths Paper2: Test 3** on Monster Learning.

<https://monster-learning-red.com/login/>