



## Next Week at Hill West

Week Commencing: Monday 21<sup>st</sup> April 2023

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

RECEPTION
<b>Key Question Week 2: What is a chrysalis?</b>
<b>Key Text for Linked Learning: The Very Hungry Caterpillar by Eric Carle</b>
<b>Rhyme of the Week: Little Bo Peep</b>
<p>Following our learning on Mini-Beasts, this week the children will begin to look in detail at the lifecycle of a butterfly. Unfortunately our surprise delivery wasn't quite ready, so this week we hope to welcome some wriggly caterpillars to nurture and care for until they develop into beautiful butterflies. The children will begin observing and talking about the changes as the caterpillars start their transformation from caterpillar to butterfly. Over the course of the week the children will expand their knowledge and build upon their prior knowledge of mini-beasts. To further their understanding and develop scientific vocabulary, children will be read a range of non-fiction texts linked to the topic. During our creative learning, we will be find out more about the artist Jackson Pollock and the techniques that he used will be practised – this is going to be lots of fun. In PSED, the children will be listening to stories about kindness and discussing different scenarios about where they have been kind.</p>
<p><b>PSED:</b> To talk about and show acts of kindness.</p>
<p><b>Communication and Language:</b> To learn new vocabulary; chrysalis/pupa, larva/eggs.</p>
<p><b>Physical Development:</b> To explore moving with my body in different ways.</p>
<p><b>Writing:</b> To write dictated sentences using my GPC knowledge. To spell the tricky words correctly; <i>you and all</i>.</p>
<p><b>Phonics:</b> To begin to recognise Phase 4 CVCC words; chest, melt etc. To begin to recognise the tricky words: come, some, love, do.</p>
<p><b>Reading:</b> To apply their phonics knowledge in daily reading practise sessions. 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.</p>
<p><b>Mathematics:</b> To recall some odd and even numbers to 10. To begin to reason why a number is odd or even</p>
<p><b>Understanding of the World:</b> To understand the change in the lifecycle of caterpillar. To make observations and draw pictures of animals.</p>
<p><b>Expressive Arts and Design:</b> To explore the artist Pollock - splatter painting (link with colour mixing).</p>

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To alter the tint/shade of a colour to make a desired colour.

### Vocabulary:

lifecycle beautiful pupa kindness chrysalis

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

**Friday 21<sup>st</sup> April:** To go on a minibeast hunt around your garden/park; how many minibeasts can you find. Then to create a minibeast information poster about one minibeast of your choosing; spider, slug, butterfly, wasp, ladybird, dragonfly, ant, earwig, worm etc.

**Monday 24<sup>th</sup> April:** Little Wandle Home Learning Page.

**Wednesday 26<sup>th</sup> April:** Use the QR code to listen to the number pairs song to 5. Then in your homework books see if you can remember the number pairs to 5. Use a fives frame and part part whole model to help.



*For our creative activity on Monday children will need an egg carton. If you have any spares please bring them in too.*

*As we will be utilising our school grounds next week, please bring wellies in a bag which will be brought back home on Friday.*

### YEAR ONE

**Key Question Week 2: How do you make a Gingerbread Man?**

**Key Text for Linked Learning: The Gingerbread Man**

**Linked Learning: English and DT**

This week the children will be continuing to look at the text 'The Gingerbread Man'. They will begin the week by creating their own story map to ensure they can re tell the story in the correct order. After this, the children will be challenged to sequence the story using a series of pictures, putting these in the correct order. The children will then be working on their ability to answer questions about the text, they will have a variety of objects and will need to sort the ones that are linked to our text and explain why. Finally, the children will create their own personal response to the story by creating their own picture.

This week the children will be making their own gingerbread men! After designing their gingerbread men from last week, the children will be bringing them to life and hopefully not letting them run away! In Design Technology, the children will be following safety procedures to cook hygienically and following a recipe to make gingerbread man. They will be evaluating their product and will be considering what went well and what they would do differently next time to make it even better!

**Phonics:** This week the children will be growing the code for the following graphemes: ie (igh), i-e (igh), o (oa) and o-e (oe).

They will also be learning the following tricky words: were, one, says, here and today.

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:** In maths this week, the children will be learning about capacity. They will be using vocabulary linked to capacity such as empty, full, half full, nearly empty, nearly full. Children will be comparing capacities and estimating and measuring a variety of capacities using non-standard units of measurement.

**Science:** This week the children will be continuing with our new unit all about plants. This week they will be identifying and labelling the basic parts of a plant (root, stem, leaf, flower, petal). They will then move on to learning about what each of these parts do and how they help the plant survive.

**History:** This week the children are continuing the topic of Castles. They will be exploring UK castles that were built by the Normans.

**Computing:** This week the children will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the backspace key to remove text from the computer.

**Geography:** Continuing our mapping unit, the children will be given a map without symbols of the school site including our grounds. They must use their knowledge about map symbols to identify different features on the school site and create their own key.

**Music:** This week the children will be introduced to the song, 'Your Imagination' by Joana Mangona. After listening, they will talk about the song and answer the questions together using correct musical language. They will also find the pulse of the song.

**Art / DT:** See above

**RE / PDW:** This week the children will be learning about the Zones of Regulation and categorising the different emotions into each zone, (blue zone, green zone, yellow zone and red zone).

**P.E:** This week the children will be starting their new unit of work: tag rugby and throwing. They will be practicing throwing techniques to be used in Rugby and other sports. They will also be focusing on the accuracy of throws as well as power.

**Vocabulary:** baker neighing crept sly flick sneaky tossed gaping trotted ingredients

### Homework:

Every day – share a book / story

**Half Termly Spellings:** once, our, full, one, push, pull, ask, like.

**Friday 21<sup>st</sup> April** – For your homework this week, we would like you to practise your assembly lines for our upcoming assembly all about the Buddhist celebration of Vesak. Lines will be going home on Friday. We will also be sending home song lyrics over the course of next week.

**Monday 24<sup>th</sup> April** - Please complete your Little Wandle Phonics home learning sheet. Also, complete one lesson of Reading Eggs.

**Wednesday 26<sup>th</sup> April** – Please access your child's abacus account to complete the tasks that have been assigned. Please practise reading the eBooks your child has been assigned on Big Cat Collins.

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### Year Two

**Key Question Week 2: Can you trust a wolf?**

**Key Text for Linked Learning: The Wolf's Story By Toby Forward**

**Linked Learning: English**

In English this week, the children will be continuing to explore the text *The Wolf's Story* to plan a persuasive recount of the tale. They will do this by identifying a range of text types to address the reader directly. Next, the children will have a chance to practice verbalising the range of sentence types whilst in character as the Wolf so that they can fully immerse themselves in the text. Finally, the children will choose specific vocabulary to start drafting their first piece.

**Maths:** In Maths this week, the children will begin the week by recognising coins and use the coins to make amounts to at least 1. The children will then move onto adding pairs of 2-digit numbers by partitioning or counting on. The children will end the week subtracting.

**Science:** In Science this week, the children will continue to explore the biology of plants. They will find the similarities and differences in seeds from different types of plants. Finally, they will examine different seeds from a range of fruits as they draw scientific drawings.

**History:** In History this week, the children will be exploring the evolution of fashion over the last 100 years. The children will explore images and watch a short clip demonstrating these changes, showcasing fashion over the years. In small groups the children will select one fashion style and try to convince their classmates that this style should be bought back today. The children will use their knowledge of persuasive language to support their pitch.

**Geography:** In Geography this week, the children will be thinking about how daily weather patterns change over time, and how the weather is different inland versus coastal areas? The children will investigate the weather for two children living in these different locations and using data collected, create a pictogram to compare the different weather patterns. In small groups the children will evaluate their findings.

**Computing:** In Computing this week, the children will be using the programme 'Chrome Music Lab' through the internet, to explore rhythm and pulse. They will create patterns and use those patterns as rhythms, to create their own piece of music. They will use untuned percussion instruments and 'chrome music lab' on computers to listen to and create different rhythm patterns.

**Music:** In Music this week, the children will listen to and appraise 'Friendship Song' by Joanna Mangona and Pete Readman. Commenting on the musical instruments they can hear, how the music makes them feel and the style of the piece. The children will then be introduced to the Bruno Mars song, 'Count on Me'. The children will continue to use the 'chrome music lab' software to explore the rhythm, tempo and pulse of this song as well as learning to sing the first verse and chorus.

**Art / DT:** Sculpture - This week in Art, the children will reimagine a familiar object. The children will explore Guatemalan Worry Dolls, they will describe the dolls then use twigs to re-create their

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own versions of these famous dolls. The children will take photos of their dolls to record their work.

**R.E / PDW:** In R.E this week, the children will be beginning their new topic, Caring for others, animals and the world. The children will begin by celebrating all the things they appreciate about our wonderful world and the creatures that live here. They will then begin to understand the term 'commonalities' and discuss how our unique qualities make our world a more beautiful place to be. They will discuss how these commonalities also exist within the animal world and how different religions celebrate these traits.

**P.E:** This week in P.E, the children will use spatial awareness and movement to lead or copy a sequence of moments, being aware of the body and how to control it.

**Vocabulary:** frightening, hurried, frock, trustworthy, embarrassed, odd, charge, contacts, strange, hide

### Homework:

Every day - 5 minutes of TT Rockstars and at least 5 minutes of reading

**Half Termly Spellings** - because, child, children, eye, money, most, only, fast, past, last, pretty

**Friday 21<sup>st</sup> April** - Write a poem about the Coronation of King Charles. Include: rhyme and repetition.

**Monday 24<sup>th</sup> April** - Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself.

**Wednesday - 26<sup>th</sup> April:** Practice your 2 and 5 times 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 2: How useful are grown-ups?**

**Key Text for Linked Learning: The Creakers by Tom Fletcher**

**Linked Learning: English**

This week, children will be continuing to explore the exciting adventures of 'The Creakers'. In English, they will be using this fantasy story as a model for their own writing, planning, and writing about evil characters. Children will develop the use of sentence openers and time adverbs. Alongside this, children will identify and use a range of adverbs, including adverbials of time, manner, and place.

**Maths:** The children will continue to add 3-digit numbers using both expanded and compact addition. They will then use both of these methods to add 3 or 4 2-digit numbers in one go. At the end of the week, children will revisit estimating totals.

**Science:** This week the children will be investigating the importance of fertiliser. How will fertiliser affect the growth of plants? The children will be growing two pots of cress seeds over the next few weeks, one with fertiliser and one without. What do the children think will happen?

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**History:** Children will learn about changes from the Stone age to the Bronze Age. They will focus on the development of tools and will begin to learn about some of the advances and inventions that took place.

**Geography:** Children will again be tested on their knowledge of European countries and will be tested to name and locate as many as they can!

**Computing:** During this lesson, the children will independently create a branching database that will identify a given object. They will continue to think about the attributes of objects to write questions with a yes or no answer, which will enable them to separate a group of objects effectively. They will then arrange the questions and objects into a tree structure, before using their branching database to answer questions.

**Music:** The children will start this week's music lesson by transitioning between the notes already learnt. They will then be introduced to a new note, f.

**Art:** Children will explore how paper cut art is used within animation and will watch some examples from different artists. They will then share their opinions and preferences regarding the art style.

**Design Technology:** Children will be getting their hands dirty and will make their own fresh egg pasta. They will work together to create and shape some gnocchi shaped pasta.

**PDW/R.E.:** The children will be introduced to the Zones of Regulation. They will begin to learn how to use visual clues to detect emotional states in others and consider their reactions to them.

**P.E:** Following their practise last week, children will have a go at completing our putting course, keeping note of their score to beat next week. They will also take part in some athletic activities including running at speed and hurdles.

**MFL:** This week the children will be learning how to order food in a French cafe, using the phrases, 'je voudrais' and 'voilà'.

**Vocabulary:** Taken from The Creakers: unison, unenthusiastic, eerie, sensation, deserted, embroidered, hesitantly, glisten, faint, contents.

### Homework:

Daily - 5 minutes of TT Rockstars and at least 10 minutes reading.

**Half-Termly Spellings** - library, build, ordinary, natural, guard, surprise, island, answer, guide, increase.

**Friday 21<sup>st</sup> April** - Plan a day out in Paris. What would you see? What would you eat?

**Monday 24<sup>th</sup> April** - Practice set 5 spellings and complete one lesson of Reading Eggs / Eggspress.

**Wednesday 26<sup>th</sup> April** - Log in to our maths homework website (activelearnmaths) and complete the task allocated.



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### YEAR FOUR

**Key Question Week 2: What would you do to survive in the elements?**

**Key Text for Linked Learning: The Explorer – Katherine Rundell**

**Linked Learning: Geography: Disasters**

**English:** This week the children will be thinking about the different language choices of our author, thinking about how language and structure have influenced the meaning of our story. We will be using these ideas and word choices to begin to plan our own adventure story, including our own characters and detailed, exciting plots.

**Maths:** In Maths this week, the children will begin to place 4-digit numbers on landmarked lines and round to the nearest 10. They will then look at a scale and use negative numbers in the context of temperature. They will finish the week counting on and back in steps of 25 and 1000, they will also touch on Roman numerals.

**Science:** This week the children are continuing their learning about sound. This week, the children are recapping what they already know about sound, how it travels? How do our ears hear noise? What actually is sound and how is it made? To experimenting the different ways, we can make sound and considering the science behind the vibrations being made.

**Geography:** This week the children are continuing their learning about the Earth's core. The theme this week is, how does movement affect the Earth? What is a tectonic plate? What is the connection between tectonic plates and earthquakes?

**History:** This week the children are considering how the Romans actually invaded Britain. Key questions include: Why was it such a struggle? Which Emperor was successful in invading Britain? Who were the Celts and why are they important? This will aid the children in considering the development of Britain as a country and how we transitioned from the Iron Age into the Roman era.

**Computing:** This week we are continuing to develop our practice using the different photo editing software available. We will be looking at before and after edited pictures and photographs to see if we can spot the different edits. We will then, as a class, practice using the software to edit the colour composition in different pictures.

**Music:** This week the children are thinking about the different genres of music we have not yet discussed. We will be focusing on one new genre of music to think about how we can use our clarinets and tenor horns to play different style tunes.

**Art and Design:** Children will look at what a nest looks like, they will then create a quick sketch using pencil. They will then create another drawing adding wax resist and water colours while playing with techniques such as flicking the paint

**PDW / R.E:** This week in PDW the children will continue to look at behaviours and categorise positive and negative situations.

**P.E:** This week we will be continuing to learn about Cricket. This week we will be recapping our previously learnt skills on catching the ball safely whilst fielding, moving onto how we hold our bat safely and which part of the bat is best to hit the ball. This will prepare the children for practice shots.

**MFL:** This week the children will be continuing to describe their clothing in French. We will be considering the importance of masculine and feminine words in French, such as une, un, la and le to decipher why French speaking people use different vocabulary to describe different items.

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**Vocabulary:** summon, cascade, quench, fern, haunches, entwined, heaved, hammered, yelled, stunned.

### Homework:

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

**Half termly Spellings** - separate, suppose, therefore, knowledge, position, mention, important, possible, island, extreme.

**Friday 21<sup>st</sup> April** - To create a one-page fact file on "Who were the Celts?"

**Monday 24<sup>th</sup> April** - One lesson of Reading Eggs

**Wednesday 26<sup>th</sup> April** - Abacus set lesson

### YEAR FIVE

**Key Question Week 2: Who should take the English throne?**

**Key Text for Linked Learning: The Usbourne History Series: Anglo Saxons**

**Linked Learning:** English, History

In English, the children will be closely studying the three contenders for the English throne in 1066 and beginning to form judgements about who they would support and why. They will investigate the candidates using conscience alley, hot seating and using a variety of sources to inform their opinions, in preparation for a persuasive speech next week.

**Maths:** Children will be introduced to decimals this week. They will learn about the place value in 3 place decimals, compare 3 place decimals and begin to subtract decimal numbers by counting up.

**Science:** Children will measure and record the force of gravity using a Newton Meter. They will attach objects to their Newton Meter and record the results. The children will ensure that they conduct a fair test (controlled variables, independent variable and dependent variable).

**History:** In History, children will investigate Viking society and daily life. They will look at Viking homes, jobs, food and clothing and compare these to their modern equivalents.

**Geography:** The children will be concluding their studies on orangutans and the palm oil industry with a virtual visit to an orangutan rescue centre. They will write a job description for a worker at the centre.

**Computing:** The children will be continuing their journey with vector drawing and be looking at how shapes are layered to create different effects. They will use the main drawing tools within Microsoft PowerPoint.

**Music:** This half term, children will be listening and exploring the song Dancing In The Street by Martha and the Vandellas. They will then appraise, 'I can't help myself' by The Four Tops.

**Art:** The children will be exploring architecture this half term. They will be comparing very modern architectural designs and those based on older designs or those rooted in tradition.

**Design Technology:** The children will be designing their own runs. They will plan the run and draw a detailed drawing in their books. They will consider what materials to use and how they will attach and build different sections.

**PDW / R.E:** The children will continue learning about the Zones of Regulation. They will create their own Zones of Regulation board for display so that they refer to it throughout the day to help identify their emotions.



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**P.E:** As we move into the Summer term, the children will be learning the basic rules and terminology of tennis. A focus will be placed on developing their hand-eye coordination skills when utilising a racket and tennis ball.

**MFL:** The children will retrieve the opinion expressions which have been introduced on numerous occasions through this unit of work. They will be looking at the hobby's children might like to do with different people in their families.

**Vocabulary:** forehand, backhand, volley, thousandths, split step, vector, truncated, uniformity, biomimicry, curvilinear

### Homework:

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

**Half-termly Spellings** - Sincere(ly), interfere, amateur, criticise, bargain, muscle, queue, recognise, cereal, serial

**Friday 21<sup>st</sup> April** - Research sculpture. Can you find about famous sculptures? What are they made of and who created them? Find out about at least two famous sculptures.

**Monday 24<sup>th</sup> April** - Complete your next reading egg – ensure you are moving up a level.

**Wednesday 26<sup>th</sup> April** - At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Bingo!'

### YEAR SIX

**Key Question Week 2: What does it take to force someone to emigrate?**

**Key Text for Linked Learning: The Arrival by Shaun Tan**

**Linked Learning:** English, PDW, History

**English:** In English this week, children will focus on Chapter 2 of The Arrival by Shaun Tan. Their study will be on the main character, the father, and his journey and experiences along the way. The children will try to predict and empathise with the character – considering what has forced him to leave his family behind, what his hopes and dreams might be and how his story links to what is happening in the world today. Children will learn about some reasons why people may be forced to relocate, where they may go, and the journeys they may face. Children will learn about the close link between Ellis Island immigrants and Shaun Tan's illustrations.

Examining the rich and detailed images, they will learn about how the illustrator has used images as visual metaphors and what they symbolise. The children will then consider, how the father would be documenting his journey and use role play to help explore his possible thoughts and feelings during his journey. In groups, they will devise questions that will gather the most useful information for their journal entries. Children will then discuss the audience and purpose of their writing and what structural and language features needed to be included – considering how they can also incorporate tier 2 and 3 vocabulary. Using their learning so far, they will aim to include punctuation and grammar that is appropriate for Year 6 writing – weaving these into writing that is informal in tone and contains colloquialisms appropriate to the era.

**Maths:** In Maths, children will be revising all their learning so far. They will revisit fractions, decimals and percentages; area, perimeter and volume; and shapes angles, reflections and translations.

**Science:** In Science, children will describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including

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microorganisms, plants and animals. Also, creating their own systems and reasons for classifying plants and animals based on specific characteristics.

**History:** In History this week, children will identify similarities and differences between types of sources of information available in different periods in the past.

**Geography:** In Geography, children will use longitude and latitude to describe the position of Japan, and other countries, on a map. They will learn out the vertical imaginary lines called meridian lines which allow cartographers (map-makers) to pinpoint different positions on the planet based on how far from the equator and the prime meridian line they are.

**Computing:** In Computing, children will manipulate 3D objects digitally. They will resize objects in one, two, and three dimensions. They will also lift and lower 3D objects relative to the workplane and combine two 3D objects to make a new shape. Finally, they will recolour 3D objects.

**Music:** In Music, children will Appraise – ‘Something Helpful’ by Anna Meredith and will review a timeline of popular female composers and their contributions to the music world.

**Art:** In Art, children will explore how they can use creative thinking to enable an exploration of material and intention. How can they manipulate materials to create a mini sculpture or form with depth and precision?

**French:** In French, children will continue to discuss the town in which they live and listen to a song about Lille and translate the lyrics as a class.

**PDW/RE:** This week, children will be reflecting about two events in the Muslim faith – Ramadan and Eid al-Fitr.

**PE:** In PE, children will be continuing their hockey and tennis lessons. They will be learning how to hold the hockey stick correctly to dribble, control and pass the ball. In tennis, they will be perfecting how to pass a ball to a partner or opponent.

**Vocabulary:** prosperity, poverty, undocumented, citizenship, native, customs, foreigner, origin, visa, discrimination.

### Homework:

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

**Half termly Spellings** - sufficient, determined, explanation, pronunciation, programme, shoulder, sweltering, sauntered, equipped, identity

**Friday 21st April** - Research Britain in the 1950's. Create a presentation of the significant inventions of that decade and their impact on everyday life.

**Monday 24<sup>th</sup> April - Reading** – On Monster-learning, complete **Grammar Test 1: Paper 6**. Complete one lesson on Reading Eggs.

**Wednesday 26th April - Maths** – Complete **Maths Paper 3: Test 2** on Monster Learning.

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