



## Next Week at Hill West

Week Commencing: Monday 1<sup>st</sup> May 2023

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

### RECEPTION

**Key Question Week 3:** What will happen at King Charles III coronation?

**Key Text for Linked Learning:** King Charles III Colourful Coronation Marian Billet

**Rhyme of the Week:** If you're a King and you know it.

This week the children will be learning all about the impending coronation of King Charles III. The children will learn about who the Royal Family are and become familiar with some members of the Royal Family and their names. Our key text 'King Charles III's Colourful Coronation' will be shared with the children to build an understanding of what a coronation is and what might happen. Throughout the week, the children will be tasked with preparing for a Royal celebration from making sandwiches, creating bunting, designing invitations and much more. In Literacy, the children will be applying their GPC knowledge to write a card to the King to congratulate him on his Coronation. In Understanding the World, the children will be looking at a number of the grand buildings that the King resides in. They will use comparative language to compare to buildings familiar to them. On Friday, one parent is welcome to come and join their child in celebrating the coronation at our Reception party at 1pm.

#### **PSED:**

To explore and talk about feeling 'nervous'.

#### **Communication and Language:**

To talk about the main characters and plot in the story.

#### **Physical Development:**

To combine movements and change speed and direction.

#### **Writing:**

To apply my GPC knowledge to write a dictated sentence.

To spell the tricky words **you** and **are** correctly.

#### **Phonics:**

To recognise Phase 4 CCVCC, CCCVC and CCCVCC words with short vowels; **stamp, crisp, string** and **scrunch**.

To begin to recognise the tricky words: **were, here little** and **says**.

#### **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 recall double facts to at least 5.

To identify numbers to 10 that can be halved equally.

#### **Understanding of the World:**

To identify the key members of the Royal family.

To talk about 3 key events of a coronation.

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### Expressive Arts and Design:

To tap a steady beat with an instrument.

**Vocabulary:** coronation guard chime violet indigo

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

**Friday 28<sup>th</sup> April :** Next week we are learning all about the King's coronation. On Friday 5<sup>th</sup> May, we will be celebrating his coronation with a little party - please see previous letter emailed out to Reception parents. Please support your child at home in making their very own crown to wear to the party. We are looking forward to seeing all of your wonderful creations.

**Monday 1<sup>st</sup> May:** Little Wandle Home Learning Page.

**Wednesday 3<sup>rd</sup> May:** Coconut Odd and Even maths game.



### YEAR ONE

**Key Question Week 3: What will we find on Sudden Hill?**

**Key Text for Linked Learning: On Sudden Hill by Linda Sarah and Benji Davies**

**Linked Learning:** English and PDW

This week the children will be learning an exciting new text called, 'On Sudden Hill' by Linda Sarah and Benji Davies. The children will start the week by visualising when reading the beginning of the text. They will be drawing pictures based on what they have visualised from the text. The children will then be making predictions based on what they have read so far using role play to present their predictions. They will then be learning some new vocabulary from the text such as dweller, hauled and slayed. The children will then be making inferences from the text using emotion cards and freeze frames to share their inferences.

In PDW the children will be using the conflict within the story to explore conflict within friendships. They will be discussing why we feel emotions such as jealousy, anger, and loneliness and how best to manage those feelings. The children will also be discussing how our reactions can sometimes affect others. For example, if we are angry and we shout at someone then their feelings get hurt. The children will use role play and thought tracking to explore different ways to resolve conflict with friends.

**Phonics:** This week the children will be growing the code for the following graphemes: ue, ew, u-e and aw.

They will also be learning the following tricky words: today, them, their people your, any. 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.

**Maths:** In maths at the start of the week, the children will be continuing to develop their understanding of capacity by investigating how many cups it takes to fill the containers of different story characters. They will then present this information in a pictogram and block

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graph. Towards the end of the week, the children will be recognising 3D shapes and will begin to understand  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  turns.

**Science:** This week the children will be continuing with our new unit all about plants. This week they will be looking at what a flowering plant is. They will understand that flowering plants produce seeds and fruits and usually have bright colourful flowers.

**History:** This week the children are continuing the topic of Castles. They will be finding out about the structure of medieval castles.

**Computing:** Computing will not place this week due to the bank holiday.

**Geography:** Geography will not place this week due to the bank holiday.

**Music:** This week the children will listen to some of the music tracks from Charlie and the Chocolate Factory, they will be commenting on instruments used and some of the rhythms they could hear. Using un-tuned percussion instruments the children then begin to create their own accompaniment to the music.

**Art /DT:** This week the children will be inspired using images of birds as a stimulus for the children to create their gestural sketches. They will be watching short clips of others artists creating this style of artwork.

**RE/PDW:** See above

**P.E:** The children will take part in training with Veseyans rugby club. The children also be looking at suggesting improvements to an individual's throwing technique.

**Vocabulary:** astronauts valley rhythm courage slayer dweller avoids daring attached hauled

### Homework:

Every day – share a book / story

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

**Friday 28th 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. Please see below links to practise songs for the assembly.

<https://www.youtube.com/watch?v=OxUFW4HXuOs>

<https://www.youtube.com/watch?v=H98Rfljxmsc>

**Monday 1<sup>st</sup> May** - Please complete your Little Wandle Phonics home learning sheet. Also, complete one lesson of Reading Eggs. Sheets will be going out on Tuesday.

**Wednesday 3<sup>rd</sup> May** – 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 3: Who do you believe?**

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

#### Linked Learning:

In English this week, the children will be continuing to write their persuasive recount of the story The Wolf's Story. They will consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence; orally composing each sentence before writing it. Finally, the children will proof-read and edit their work to ensure they have included the Year 2 grammar been taught before publishing their work for display.

**Maths:** In Maths this week, the children will begin by solving problems involving addition and subtraction of pence (<£1). The children will then move on to a consolidation week revisiting addition, subtraction, multiplication, fractions and time.

**Science:** Bank Holiday

**History:** History this week, will be linked to the coronation of King Charles III.

**Geography:** In Geography this week, the children will create a weather map and write a short report explaining it. In addition to this, the children will learn that Forecasters keep records of weather in the past. They can see what the weather was like at the same time of year in previous years and that, this helps them predict the weather. They will then look at photos and other information from weather satellites, high up above the atmosphere, orbiting around the Earth!

**Computing:** In computing this week, the children will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch and duration of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.

**Music:** In Music this week, the children will listen to and appraise— We Go Together from Grease the Musical. The children will share their opinions on the song and talk about what they hear. They will then sing a preform the song.

**Art:** In Art this week, the children will use "Y" shaped twigs to create their worry dolls. They will then wrap wool around the sculptures they have created.

**PDW:** In PDW this week, the children will be thinking about the importance of being a good friend. They will discuss and share their opinions on what they think makes a good friend and a bad friend. They will use these ideas to create the perfect recipe for a good friend.

**P.E:** This week in P.E, the children will use a stimulus for our class dance. The children will come up with a gesture, a movement standing still, relating to the stimulus we have chosen. Each gesture must last for '4 beats'. Once you have teased out a good gesture from the children, ask all of the children to do it in unison!

**Vocabulary:** coronation, monarch, crown, orb, queen, ceremony, reign, oath, crown jewels

#### 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

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**Friday 28th April:** Please support your child to write the narrative text 'Little Red Riding Hood'.

**Monday 1<sup>st</sup> May:** Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself.

**Wednesday 3<sup>rd</sup> May:** 5 minutes a day on the Garage section and complete the maths game set on Active Learn. [ActiveLearn: Login \(activelearnprimary.co.uk\)](https://activelearnprimary.co.uk) Practice your x2 x5 x10 tables.

### YEAR THREE

**Key Question Week 3:** Where on Earth is the Woleb?

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

**Linked Learning:** English

Children will be concluding their fantasy stories in English this week. They will be writing an exciting ending where the hero saves the day. In order to assess the effectiveness of their own writing, the children will be asked to revise and edit their narrative. Once all edits have been made, the children will then write up their narratives to be published using their neatest handwriting. Finally, the children will read their writing aloud, to the whole class, using appropriate intonation and controlling the tone and volume of their voice.

**Maths:** This week the children will use column addition to add amounts of money. They will then end the week by recapping how to find the change from £5, £10 and £20.

**Science:** The children will continue their cress experiment. What has happened to their cress seeds? Which tray has the strongest and healthiest cress? The children will be asked whether the fertiliser used had an impact on the growth of the cress.

**History:** As part of this week's whole school coronation celebration children will learn about King Charles and will start to think about what kind of monarch he might be. During the day children will take part in different activities including a history lesson about King Charles, The Great Big History house quiz, royal photo booth, creating a time capsule and royal portraits.

**Geography:** No Geography this week due to the Bank Holiday

**Computing:** The children will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. They will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.

**Music:** No music this week due to the Bank Holiday

**Art:** As part of our whole school coronation celebration, children will be drawing royal portraits which will then be commissioned into a commemorative tea towel.

**Design Technology:** No D&T this week due to the Bank Holiday

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**PDW/R.E:** This week children will be practising displaying and guessing the meaning of each other's facial expressions in order to recognise a wider range of emotions and expand their vocabulary.

**P.E:** Children will get their pulses racing as they take part in various high intensity exercises.

**MFL:** This week, the children will be learning how to say the days of the week in French. They will then be working on their pronunciation, ensuring they say each word correctly.

**Vocabulary:** Taken from The Creakers: persistent, bolted, chaos, ragged, dismissive, pondered, tempting, salvaged, protest, agitated

### Homework:

5 minutes of TT Rockstars daily and at least 10 minutes reading.

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

**Friday 28<sup>th</sup> April:** Select a book that you have read recently and complete a book review to share with your friends.

**Monday 1<sup>st</sup> May:** Practice set 5 spellings and complete one lesson of Reading Eggs / Eggspress.

**Wednesday 3<sup>rd</sup> May:** Log in to our maths homework website (activelearnmaths) and complete the task allocated.

## YEAR FOUR

**Key Question Week 3: Can you write an adventure story?**

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

**Linked Learning:** Geography: Disasters

**English:** This week the children will be drafting and writing up their adventure stories. We will be carefully revising the detailed plot of our stories and our characters, thinking about how we can use our similes and expanded noun phrases to create the most vivid pictures within our stories.

**Maths:** In Maths this week, the children will be recapping how to add up using column and compact addition methods. We will be applying our learning to adding up money and solving problem solving questions involving money.

**Science:** This week the children are continuing with the learning on sound. This week we will be recapping what we know about pitch and volume from last week, and

**Geography:** This week the children are reviewing what we know about the Richter scale and who designed it. We will be thinking about any Earthquakes that are within our living memory and considering how the disaster might have happened from a geological perspective.

**History:** This week the children are drawing on their homework from last week thinking about who were the Celts? We will be thinking about the Iron Age people and how they got the name "The Celts" We will be learning about what they did in Britain? How did they look and how do we know? Did they get on with the Romans invading their settlements?

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**Computing:** This week we are thinking about how we can use a photo editing system to change the meaning and purpose of a photo. We can change the contrast and lighting to create different meanings within the different images.

**Music:** This week the children are consolidating their learning on the musical notes learnt so far. We are extending our melodies into longer tunes learning the D note.

**Art and Design:** Children will be looking at their nests they have created from last week and will be adding to their designs. We will be using a range of artists tools to ensure our nests are realistic and detailed. We will then review each other's work with positive comments and feedback.

**PDW / R.E:** This week in PDW the children will continue to learn about our different zones of regulation and considering the different ways we can express our feelings. What behaviour is useful to indicate how we feel? And what behaviour is not as helpful?

**P.E:** This week we will be continuing our learning on cricket. This week we will begin to practice hitting the ball using the correct part of the bat. We will be practicing this through mini cricket games across the field where we will recap our fielding skills as well as retrieving information on how to throw the ball correctly.

**MFL:** This week the children will be learning their different phonemes and graphemes in French. We will be thinking about where we have seen these before in our terminology and how does it affect our pronunciation.

**Vocabulary:** vile, immense, suitably, wonky, dimple, glade, compulsory, bewildered, clench, promptly.

### **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 28<sup>th</sup> April:** Write a book review.

**Monday 1<sup>st</sup> May:** One lesson of Reading Eggs

**Wednesday 3<sup>rd</sup> May:** Abacus set lesson

## YEAR FIVE

**Key Question Week 3: Who will the Witan choose?**

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

**Linked Learning:** English, History

In English, the children will be using their knowledge of the three claimants for the English throne in 1066 to make their speeches. They have studied the persuasive aspects of successful speeches and will use this to inform their own writing. After picking the man they intend to back, they will write and deliver a speech worthy of their contender. Their speeches will include many persuasive elements, considered arguments and clear structure.

**Maths:** Children will understand the effect of multiplying/ dividing by 10, 100, 1000, including 1- and 2-place decimal answers. 29. They will write decimal numbers as tenths, hundredths, thousandths, e.g. 0.71 as 71/100, 0.327 as 327/1000 and relate thousandths to tenths and hundredths.



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**Science:** Children will measure and record the force identify the effects of air resistance, that acts between moving surfaces. They will create parachutes from various materials, test them and record results.

**History:** In History, children will investigate Viking invasions and then explore the impact of the peace treaty of Wedmore

**Geography:** The children will be considering closely the palm oil industry and discussing the reasons of both the supporters and the detractors. After considering the differing viewpoints, they will then give their own opinion on palm oil plantations.

**Computing:** The children will be continuing their journey with vector drawing and be learning how to copy and duplicate their original creation. They will use the repeated images to create more interesting pictures. 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 Heard it Through the Grapevine' by Marvin Gaye.

**Art:** The children will be exploring the phenomena of tiny architecture this half term. They will learn about the clever designs used to make the most of smaller spaces and the materials used to create them.

**Design Technology:** The children will be using their practical skills to follow instructions carefully and build a funnel, which they may decide to include in their final marble run design.

**PDW/R.E:** The children will continue in their learning about the Zones of Regulation. They will consider expected and unexpected behaviours. They will discuss and record the different types of body language we might associate with each Zone.

**P.E:** As we move into the summer term, the children will be learning the basic rules and terminology of tennis. They will practise racquet drills which will explore the correct grip and teach them greater ball control.

**MFL:** The children will be using online dictionaries and using them independently to complete tasks and build on their paragraphs about their families.

**Vocabulary:** gangly, ingenious, insightful, contagious, seclusion, infectious, sneaking, tyke, downcast, clamour

### 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 28<sup>th</sup> April:** Using your new vector drawing skills, draw a self-portrait. Print out or email them to your teacher. If you haven't got computer access – use simple shapes to create the image.

**Monday 1<sup>st</sup> May:** Complete your next reading egg – ensure you are moving up a level.

**Wednesday 3<sup>rd</sup> May:** At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Bingo!'



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### YEAR SIX

**Key Question Week 3: What is it like to acclimatise?**

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

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

**English:** In English, children will explore chapter 3 of *The Arrival* by Shaun Tan. They will explore how the father feels as he progresses in the story. Using the beautiful illustrations, the children will use their observation and inference skills to discern the thoughts and feelings of the father in his new environment. They will examine the father as a character and explore his development as the story progresses. As the character develops, does he think back to his family back home? What changes and what stays the same? In order to enhance meaning, children will then look at and examine their vocabulary choices and begin to make adjustments to their character analysis. As the book is filled with images and motifs, explanations will have to reflect the symbolism behind these motifs in order to match the tone of the narrative. We will finish the week by creating a character file on the father. This file will explore the reasons that he left home, the reason why he might not be able to return and the changes that occur to him as the story progresses. Children will make sure to include an accurate comparison of the father in the different parts of the story and give a realistic contrast between the character at the beginning of the story and where they will be in the story at the end of the week.

**Maths:** In Maths, children will be revising their learning from throughout Year 6.

**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 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 find out some of the main events of the 1950s and to investigate what life was like during this period.

**Geography:** In Geography, children will learn about how earthquakes occur and the impact they have on a location. They will revisit how some earthquakes are caused, looking in detail at the tectonic plates and how they move around each other.

**Computing:** In Computing, children will develop their understanding of manipulating digital 3D objects. They will rotate objects in three dimensions, duplicate objects, and then use grouping and ungrouping to manipulate many objects at once. They will combine these skills to create their own 3D name badge. Finally, children will consider the practicality of 3D printing the objects they have made.

**Music:** In Music, children will learn about Buildings in Birmingham and construct sentences about the city.

**Art:** In Art, children will continue to 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? Can they improve on their technique?

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**French:** In French, children will answer the question – what is there to do in Birmingham? They will use the picture prompts to construct sentences using the appropriate French words and pronunciation.

**PDW/RE:** This week, children will review the Zones of Regulation and how these zones apply to their own emotions.

**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:** liberty, mooring, immigration, examination, visa, passport, metropolis, cacophony, translate, dormitory.

### 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 28<sup>th</sup> April:** Research Britain in the 1960's. Create a presentation of the significant inventions of that decade and their impact on everyday life

**Monday 1st May: Reading** – On Monster-learning, complete **Grammar Test 1: Paper 3**. Complete one lesson on Reading Eggs.

**Wednesday 3<sup>rd</sup> May: Maths** – Complete **Maths Paper2: Test 3** on Monster Learning.

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