

Next Week at Hill West

Kindness, Compassion, and Connection at the heart of 'Our School'

Week commencing: Monday 26th February 2024



ACE; Ambitious, Curious and Ever-respectful

LET'S CELEBRATE 'OUR' SCHOOL

During Children's Mental Health Week 2024, children in years 3, 4, 5 and 6 benefitted from attending My Voice Matters workshops lead by the team at Cherished. Our children thoroughly enjoyed the workshops and expressed what they will remember the most... 'My voice matters', 'We are all unique', 'Communicating helps to connect me to my family and friends', 'Everybody's voice matters', 'I know that I am important and that makes me think that what I say matters', 'I have the right to be heard', 'I can share my feelings and emotions with someone I trust', 'I can make a difference', 'Our generation is the future', 'My opinion counts', 'Everyone is different'.



RECEPTION

Key Question:	Is the Moon a planet?
Key Text for Linked Learning:	The Moon by Martha Rustad
Nursery Rhyme/Song of the Week:	Zoom, Zoom, Zoom, We're going to the moon.
Key Vocabulary:	gently crater Orbit Solar System non-fiction

Linked Learning:

The children will be continuing to learn all about Space and will be exploring what the Solar System is this week. They will be learning that the Solar System has 8 planets, how long it takes to reach the moon and finding out if the moon is a planet or not? They will be developing their knowledge of the Moon through our key text. They will explore what a non-fiction text is and how we use them to gather further information. The children will be exploring our Space role play area and transforming themselves into little astronauts ready to fly to the moon.

PSED:

In group discussions, the children will be identifying their own basic needs and how they meet them e.g. filling up their own water bottle, putting their coat on. The children will discuss what the astronauts need to do to meet their basic needs in Space.

Communication and Language:



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Through our key text, the children will be encouraged to collectively think of questions they could ask to deepen their knowledge about the moon using what, when where and why.

Physical Development:

In PE, the children are continuing their under the sea theme to explore and remember actions that represent different sea creatures. They will consider level, shape, and direction to create their own under the sea dance, which they will perform to their friends.

Literacy:

Children will be learning all about non-fiction texts this week. They will be revisiting their knowledge of features of a non-fiction text such as heading, caption and page numbers before learning about additional features such as a contents page and glossary.

Phonics:

The children will be reading words containing two or more digraphs e.g. shark, powder, thinker, torch. They will use the chunking method to support them to successfully sound talk and blend. Phase 3 tricky words will be revisited, and children will be encouraged to read rapidly and accurately.

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:

This week, the children will consolidate their understanding of the composition of numbers by investigating the numbers within 7. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 7 can be made of 5 and 2. The children will deepen their understanding of a whole being made up of smaller parts through games and practical experiences, such as investigating the number of ducks on a pond.

Understanding of the World:

This week the children will be exploring the planets and learning how many planets there are in the solar system. To support this the children will be reciting a song to secure the recall of the planet names. The children will be learning all about the Moon and exploring the famous moon landing in 1969.

Expressive Art and Design:



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The children will be revisiting the artist Van Gogh and studying his very famous oil painting 'A Starry Night'. Throughout the week the children will be recreating this image using different media; watercolours, pastels, paints, chalk and an app on the iPad.

Homework: Every week day: Share a story everyday / Access your Collins Ebook every school day. (New book assigned every Wednesday)

This week's assigned homework should be completed and returned by **Friday 1st March**.

Task 1: Little Wandle Phonics Home Learning Page – please ensure you review this with your child to help consolidate their new phonic knowledge.

Task 2: Work alongside your child to complete one or more maths seeds lessons.

Task 3: To continue our wonderful work around Children's Mental Health week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object or a memory. You could draw a picture, write a sentence or take a photograph.

YEAR ONE

Key Question: What would you do to get your teddy back?

Key Text for Linked Learning: The Sea Saw by Thomas Percival

Key Vocabulary: curiously, battered, shoal, hitched, towering, shimmering, incredibly, replace, tatty, terribly

Linked Learning:

This week the children will be introduced to our text, 'The Sea Saw'. The children will be visualising sentences from the text and explaining the picture they have drawn. They will then move on to predicting what might happen in this story based on what they have read so far. They will be developing their understanding of the text through retelling their story using role play and sequencing the main events in the story. Finally, they will be analysing key vocabulary within the text, as well as inferring how characters are feeling.

Phonics:

This week the children be learning these new phase 5 phonemes 'a' (or), 'a' (o), 'schwa' (uh) in longer words and growing the 'air' code.

They will also be revisiting the tricky words who, whole, because, eye, people, thought, through.

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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.

Maths:

This week in Maths the children will be continuing to explore height and length through non-standard and standard measure; using centimetres, finger steps and cubes. Towards the end of the week, the children will be investigating number bonds to 17; using cubes, part-part whole models and number sentences to represent the different ways to make both numbers as an addition or subtraction fact.

Science:

This week in Science the children will continue to learn about the seasons. This week they will focus on the key features of Spring. The children will make their own observations on the changes they can see in our school grounds, thinking about new growth and the weather.

History:

This week the children will continue our new topic, 'Homes in the past'. They will be comparing similarities and differences between homes. They will then think about the materials that have been used to build the houses, which links to our science topic this half term. The children will then look at a variety of images and make comparisons between their similarities and differences.

Geography:

The children will be continuing to explore the farm by looking at common features that can be found; fields, barns, farmhouse, office, shop etc.

Computing:

This week the children will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them and will then begin to show that they can count groups of objects with the same label. Learners will also begin to learn that computers are not intelligent, and require input from humans to perform tasks.

Music:

This week the children will continue to explore the song, 'Round and Round' by Joanna Mangona which has been adapted into a variety of different styles of music. This week the children will be focusing on Latin music. Think about the instruments that have been used the style of this genre of music.

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DT:

Monday is **DT DAY!** During our last DT day, the children baked something from our Key Text 'Coming to England' and made a Trinidad Sponge Cake. As our Key Text is about the seaside and England, the children are going to be baking something that forms part of an Afternoon Tea party; **SCONES**.

PDW: In PDW children will be thinking about what makes a good friend. They will be exploring different adjectives to describe a 'bad' and 'good' friend. They will then watch a short drama and decide if they think the character 'Peter' is a good friend or a bad friend.

P.E:

This half term the children will be doing some striking and fielding games. This week the children will be developing their motions of how to hit a ball; using different rackets and bats.

Homework: Every week day – share a book / story. **EBooks** will now be assigned on a **Wednesday**. Please access your eBook online throughout the week at least 3 times.

This week's assigned homework should be completed and returned by **Friday 1st March**.

Task 1: Please complete your Little Wandle Phonics home learning sheet.

Task 2: Please access your child's Mathseeds lesson to complete the next lesson.

Task 3: To continue our wonderful work around Children's Mental Health week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object or a memory. You could draw a picture, write a sentence or take a photograph.

YEAR TWO

Key Question:	How would you describe the Moon?
Key Text for Linked Learning:	Man On The Moon (A day in the life of Bob) by Simon Bartram
Key Vocabulary:	Patiently, somersaults, wits, craters, equipment, entertain, grubby, moonbeams, bathed, souvenir.

Linked Learning:

In English this week, the children will continue working with the text of *Man on the Moon*. Children will apply their knowledge of the text to prepare to write a setting description of the moon. Children will create expanded noun phrases to use in their descriptions, using them to describe what they can see and hear on the moon. In addition, they will learn how to use apostrophes to mark singular possession and use this in their writing.

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Maths:

This week in Maths, the children will compare the lengths and heights of objects using $>$, $<$ and $=$. Following this, the children will estimate heights and order lengths.

Science:

In Science this week, the children will explore absorbency by experimenting with a variety of materials. They will consider the different properties of the materials and how they make them suitable for absorbing liquid.

History:

This week in History, the children will be introduced to Christopher Columbus. They will be discussing his life and the expeditions he was best known for.

Geography:

The children will be recapping the continents that make up Planet Earth before moving on to learning about the countries and capital cities of the U.K.

Computing:

No computing due to DT Day.

Music:

No Music due to DT Day.

DT: Monday is DT Day! During this day the children will be creating sliders and levers to make a pop-up book linked to our key text, Man on the Moon. They will create two pages that open out to tell the story of Bob leaving Earth to do his job on the Moon. The slider mechanism will be used to show the rocket moving from the Earth to the Moon, and then the lever will be used to show the aliens popping their heads out of the Moon's craters.

PDW:

The children will be discussing how people make choices about spending money, including thinking about needs and wants.

P.E.

This term in PE, the children are learning to roll a ball to hit a target. They will learn to bend down low and place their opposite foot to roll their arm forward. Finally, they will let go of the ball when their hand is pointed at the target.

The children will also be taking part in Tag Rugby this term.



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Homework: Every week day: 5 minutes of TT Rockstars and at least 5 minutes of reading. **EBooks** will now be assigned on a **Wednesday**. Please access your eBook online throughout the week at least 3 times.

Half Termly Spellings: any, break, climb, even, grass, great, many, pass, steak, wild, who
This week's assigned homework should be completed and returned by **Friday 1st March**.

Task 1: Complete one Reading Eggs Lesson

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

Task 2: TT Rockstars, 5 minutes a day on Garage and complete a lesson on Mathseeds. Practise your 2, 5 and 10 times tables. When you are ready, begin to learn your 3's, 4's and 6's.

Task 3: To continue our wonderful work around Children's Mental Health Week in school we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object or a memory. Take up to 3 photos on your iPad and be prepared to share them with your class, explaining why they are important to you.

YEAR THREE

Key Question:	Can you convince me to visit Paris?
Key Text for Linked Learning:	Kids Travel Guide France and Paris
Key Vocabulary:	Billboards, convenient, tourists, disadvantage, attractions, avenue, impression, commemorate, imposed, structure

Linked Learning:

Continuing their work from last week, children will draw upon their knowledge of Paris and France to begin drafting some persuasive sentences designed to entice tourists to visit Paris. They will be carefully considering their vocabulary, choosing words which will have the optimal effect on the reader. They will ensure they use subject specific vocabulary, spelt correctly, as well as a range of tier 2 and 3 words. They will write their own persuasive paragraphs and then edit them before publishing their work at the end of the week.

Maths: This week, the children will continue looking at the multiplication unit which began at the end of last week. The week will begin with the children looking at the distributive law in multiplication, with a focus beginning on teen numbers multiplied by one-digit numbers, followed by all two-digit numbers multiplied by one-digit numbers. As the week progresses, the children will learn a written

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method for solving multiplication questions, involving two-digit numbers multiplied by one-digit numbers. This will include regrouping of the ones digit and tens digit in separate lessons.

Science: The children will be looking at darkness and understanding that darkness is when there is no light. The children will be making predictions on which colours they believe will be the easiest and most difficult to see in the dark and then investigating to find out the accuracy of their predictions.

History: This week the children will be exploring what happened to the dead in Ancient Egypt. The Ancient Egyptians believed that an afterlife existed and therefore considered it to be important to preserve bodies through a process called mummification. The children will learn all about how this process took place and the necessary steps.

Geography: Last week, we learned about flooding and the areas of the UK most likely to be affected by flooding. This week we will build on last week's knowledge and discuss flood prevention and management. We will explore the effects of flooding on homes which have and have not been protected against flooding

Computing: In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit. They will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected.

Music: The children will be focusing this week on playing the song "Lazy, Crazy Kangaroo" on the recorder alongside practising how to adjust their fingers to be able to move from one note to the next.

DT: On Monday's DT Day, the children will be working with food. Firstly, food hygiene and safety will be discussed, with the children understanding that a clean environment is vital for when working with food. Following this, the children will begin the process of making their own healthy wrap. This will firstly involve discussing the ingredients and equipment they will be using. The safety of using kitchen equipment will be discussed. The children will then make and taste their healthy wraps before evaluating them. Finally, they will design an advert or packaging design to promote their healthy wrap.

PDW: The children will be learning about the UK Parliament and Government this week. They will be asked to think about the following question, 'What is Democracy?'

P.E. This term we will be developing ball and tennis skills. We will begin by practising how to keep the ball close by using different parts of the foot (sole, toe, heel, inside and outside) and will use soft

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hands to move around with the ball. We will then move onto tennis practice learning how to use a strong wrist to hold the racket and practicing how to use the centre of the racket face to hit the ball.

MFL: This week, the children will be recapping the different French grammar learnt so far, as well as being able to give simple opinions about a variety of subjects.

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

Half Termly Spellings: address, busy, business, heart, fruit, strange complete, extreme, forwards, know.

This week's assigned homework should be completed and returned by **Friday 1st March**.

Task 1: Practise set 3 spellings and complete one lesson of Reading Eggs / Eggspress.

Task 2: Complete this week's maths homework on Showbie, by following:

Rabbits / Hedgehogs- Maths Homework- Spring Term

Task 3: To continue our wonderful work around Children's Mental Health week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object, or a memory. Take up to 3 different photos on your iPad and create a project using an app like Pages, Keynote or Freeform to collate and annotate your ideas. These will then be shared with your class if you want them to.

YEAR FOUR

Key Question: Can I recall the key events from World War Two?

Key Text for Linked Learning: DK Find out: World War Two

Key Vocabulary: Inflation, Communism, Pearl Harbour, lease, supremacy, claimed, liberation, supplies, industries, opposed

Linked Learning: History WW2:

This week the children will be completing their non-chronological reports ready for our display. The children will be spending their time considering the different features of a non-chronological report and will be including everything they have learnt from both their English and History lessons together to make their reports informative pieces of the events of World War Two.

Maths: In Maths this week, the children are considering their multiplication skills to see which strategies are the most effective. The children will build up from using their place value to multiply, to using our times table knowledge and finally learning formal written methods to multiply larger numbers together.

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Science: In Science this week, we will be exploring how sound is made through instruments. We will be looking specifically at how different pitched sounds are made and why certain sounds change pitch when performing different actions.

History: In History this week, we will be considering how during World War Two your religion affected your experience. We will be talking about key figures such as Anne Frank and her experience and respectfully looking at the different circumstances people found themselves in purely because of their religion.

Geography: Continuing their learning on India, this week the children will be exploring the different mountains in India, we will be looking at the most famous mountains and how they were made and creating our own fact files on famous mountains such as Mount Everest.

Computing: This week in computing we are continuing to use this time to continue to practise our times tables, we will also be using the features on the iPad, for example screen recording to practice our signing song for our upcoming class assembly.

Music: This week the children are consolidating the notes E and D, once perfected the children will continue to add these notes to their learnt melodies. We will also continue our vocal warmups to work on our timings and rhythm.

Art / DT: This week we have another DT day (Monday 26th February). Year 4 will be making their own night lights, the children can choose their own shapes and designs in order to make them in their own style. (Moles will still continue to do P.E on this day) In Art later in the week, the children will be completing their fourth plinth project self 3D structures ready to take home.

R.E: In R.E the children will be continuing learning about the Holi Hindu festival all about colour. The children will be practising their upcoming class assembly and considering the meaning of Holi.

P.E. In P.E this week the children are continuing their topic of dance. This week our spy dancers are back but this time we are exploring how we can mirror each other's actions; we will be recapping our routines learnt last week and seeing if we can mirror our partners.

MFL: This week is the children's second week describing their personalities. Year 4 will be having a go at reading sentences in French and will also have a go at translating the different character features that each characters shows us.

Homework: Every week day: 5 minutes of Garage Mode on TT Rocks Stars and 15 minutes of quiet reading.

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Half Termly Spellings: experience, sentence, medicine, exercise, special, heart, minute, height, library, potatoes

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Task 1: One lesson of Reading Eggs.

Task 2: Have a go at the subtraction worded problems on **Showbie**. Use our compact column method practised in class.

Task 3: To continue our wonderful work around Children's Mental Health week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object, or a memory. Take up to 3 different photos on your iPad and create a project using an app like Pages, Keynote or Freeform to collate and annotate your ideas. These will then be shared with your class if you want them to.

YEAR FIVE

Key Questions:	How is an effective non-chronological report written?
Key Text for Linked Learning:	The Anglo-Saxons: The History Detective Investigates by Neil Tonge
Key Vocabulary:	dingy, reservoir, fanatic, redundant, deliberately, disdain, tyrant, galley, inculcated, lunacy

Linked Learning: In English next week, the children will be continuing to write their non-chronological reports about the Anglo-Saxons that they started last week. Once these reports are finished mid-way through next week, we will be editing our report using various resources and our existing knowledge of the key conventions of a non-chronological report. At the end of the week, we will then be publishing our reports, so they are ready to be displayed around the classroom.

Maths: This week, the children will be focusing on fractions, decimals, and percentages. First, the children will identify equivalent fractions through visual representations. Then the children will compare fractions whose denominators are multiples of the same number. Next, they will order fractions whose denominators are multiples of the same number. Finally, the children will represent tenths and hundredths.

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Science: In Science, we will be continuing our learning about different types of solutions and recapping what the words 'soluble' and 'insoluble' mean. We will be using our existing knowledge to understand the process of irreversible reactions and look at some examples of these reactions.

History: In History, the children will determine who they think is buried at Sutton Hoo. They will base their decisions on hard facts, fully embracing the role as an archaeologist and historian.

Geography: In Geography, we will be continuing our learning about Scandinavia and exploring human aspects of their geography. We will be defining what the term 'human geography' and learning about examples, including the population, religion and currency of these countries. We will then be using our research to answer some retrieval questions.

Computing: In Computing, the children will explain how selection directs the flow of a program. They will learn that a program flow can branch according to a condition. They will design the flow of a program which contains 'if...then...else...'. They will also show that a condition can direct program flow in one of two ways.

Music: In Music, the children will listen and appraise 'So Amazing' by Luther Vandross'. They will then compare this song to 'Make you feel my love' by Adele, before finding the rhythm to and learning the song.

DT: It is DT Day on Monday. The children will be creating their set designs of Heorot and Grendel's lair. They will have to create foregrounds, mid-grounds and backgrounds to create depth in their set. They will also have to create characters relating to their sets.

R.E: In RE this week, the children will explore humanism and explore how powerful reflection can be and they will reflect on what they really appreciate in the world and what makes them think 'wow' in the world.

P.E. In PE, we will be beginning to explore the sport of 'Dodgeball' and different techniques of how the sport is played. We will be looking at basic techniques such as throwing with the appropriate power and accuracy, as well as learning about the rules of the game. This will be a great opportunity to work on our teamwork skills and strategically planning tactics.

MFL: In French, we will continue to explore French words for different family members and construct sentences about who we live, along with the English translations. We will also be exploring French grammar rules, such as masculine and feminine words, as well as how words change when they become plural.

Homework: Every day: 5 minutes of TT Rockstars and at least 15 minutes of quiet reading

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Half-termly Spellings:

Stomach, recommend, equipment, environment, government, parliament, frequently, vegetable, wide-eyed, co-operate.

This week's assigned homework should be completed and returned by **Friday 1st March**.

Task 1: Complete your next Reading Egg – Lesson 159.

Task 2: Complete your homework on reflecting shapes both horizontally and vertically. This homework will be found in the relevant folder on Showbie.

Task 3: To continue our wonderful work around Children's Mental Health Week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object, or a memory. Take up to 5 different photos on your iPad and create a project using an app like Pages, Keynote or Freeform to collate and annotate your ideas. These will then be shared with your class if you want them to.

YEAR SIX

Key Question:	Does anthropomorphism change your perspective on World War I?
Key Text for Linked Learning:	War Horse by Michael Morpurgo
Key Vocabulary:	imperceptibly, firebrand, incessantly, diminutive, hubbub, indignation, thoroughbred, formidable, ponderous, unperturbed.

English:

This week, children will be reading through War Horse by Michael Morpurgo, children will be identifying the author's use of emotive and technical language within the text to inform them about the trials and tribulations of the character, Joey's journey. Children will use interpretation to understand the feelings of the characters which are either stated or implied and will retrieve information from the text to better understand the conditions for the men and horses at war in the trenches. They will explore how Albert is feeling at pivotal moments within and try to explain how an author must carefully consider these details before writing a story to ensure that the story has character development - to allow the reader to empathise with the characters and events in their writing. They will summarise the key events that have occurred throughout this text and begin to map out Albert's journey and development throughout this book. Asking questions, what has made us



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relate to him? Why do we want to continue to read as the book progresses? How does the author keep us invested in Albert? How is he so likeable? Is he relatable? Children will then map these onto a planning tool, such as a story mountain or storyboard/map.

Maths: The children will be exploring the concept of BIDMAS and carrying out calculations involving a mixture of the four operations.

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 learn that transport methods changed over time to meet demand, primarily in industry (first canal age) and then leisure (second canal age). They will discuss what the advantages were of using canals over early roads.

Geography: The children will identify some of Britain's natural resources and explain how they are used.

Computing: In Computing, children will explain what an item of data is, choose an appropriate format for a cell and apply an appropriate format to a cell.

Music: In Music, children will appraise 'You've Got a Friend' by Carole King. They will listen for style indicators; describe the structure and what instruments/voices they can hear and describe the musical dimensions.

Art: In Art, the children will be studying the art and inspirations of the artist Njideka Akunyili Crosby.

R.E: The children will explore the historical religious figure John Wesley and discuss the importance of his statues.

P.E. In Cricket, children will draw a number six with the ball when preparing to bowl.

MFL: The children will ensure they can write about themselves accurately in French.

Homework: Every week day: 5 minutes of TTRockstars on Garage mode and 20 minutes of reading.

Half termly Spellings: prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language.

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Task 1: Complete a level of Reading Eggspress – you should be on or beyond lesson 202. On Monster-learning, complete KS2 English Revision Topics: Sentences: Relative Clauses on Monster Learning

Task 2: Complete KS2 Revision topics: Data (KS2): Mean Average on Monster Learning

<https://monster-learning-green.com/courses/1001/>

Task 3: To continue our wonderful work around Children's Mental Health Week, we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object, or a memory. Take up to 5 different photos on your iPad and create a project using an app like Pages, Keynote or Freeform to collate and annotate your ideas. These will then be shared with your class if you want them to.

Continue to learn your lines and the song lyrics (Happy – Pharrell and 'You've got a friend in me') for the upcoming Antibullying play.



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