

## Next Week at Hill West

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

Week commencing: Monday 2<sup>nd</sup> December



*ACE; Ambitious, Curious and Ever-respectful*

## LET'S CELEBRATE 'OUR' SCHOOL



We are incredibly proud of our children for their creativity, enthusiasm, and teamwork this week. Their hand-made Christmas tree decorations have brought a unique and heartfelt touch to our festive celebrations, with each piece showcasing their hard work and imagination. As they adorned the tree, their exemplary behaviour and joyful singing of traditional carols created a magical atmosphere that truly embodied the Christmas spirit. It has been a joy to witness, and we think this year's trees might just be the best yet! Examples above from KS2!

## RECEPTION

Key Question:	How did the Three Little Pigs get home?
Key Text for Linked Learning:	The Three Little Pigs
Nursery Rhyme/Song of the Week:	Love Shone Down
Key Vocabulary:	Left, right, straight, Christingle, bother

### Linked Learning – Understanding the World and Expressive Arts and Design

In the week ahead, Reception children will focus on a variety of exciting activities that build both creative and literacy skills. The week will begin with developing the skill of drawing routes, where children will practice

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drawing simple paths and using directional language like "left," "right," and "straight." Through this activity, they will enhance their spatial awareness and fine motor control while reinforcing the concepts of sequence and direction. Children will also explore the importance of Christingle, learning about its symbols—such as the orange, candle, and ribbon—and their significance in Christian tradition, particularly around Christmas. This will provide an opportunity for children to engage in meaningful discussions about light, hope, and giving. In literacy, the children will focus on using finger spaces when constructing simple captions to describe images such as a cat on a mat. They'll learn that finger spaces make their writing clear and readable, practicing how to space words correctly while developing their phonetic skills. Overall, the week will blend creativity, cultural learning, and foundational writing skills, offering a rich and engaging experience for the children.

### **PSED:**

Through stories shared with the children, there will be a focus upon trying out new things and showing independence. The children will be encouraged throughout the week to try new activities to build their confidence.

### **Communication and Language:**

In Communication and Language, the children will be taught about the importance of Christingle to Christians, and they will be observing images of a Christingle service. The children will be encouraged to make comments about their learning, using images as a stimulus.

### **Physical Development:**

This week in PE, the children will be choosing their own actions to travel around, over and through a hoop. They will be moving in different directions around the hoop; backward, forwards and sideways. The children will practise holding a shape in the hoop, ensuring they have good balance.

### **Literacy:**

As the children move onto constructing simple captions, there will be a focus on the use of finger spaces between a group of words. The children will be taught where a finger space goes, and a lollipop stick will be provided to support this.

### **Phonics:**

This week is a revisit and review week, the children will revisit the digraphs ch, sh, th, ng and nk. They will be recognising the grapheme and sound talking and blending words such as ship, think, ring, chop. There will be lots of opportunities to revisit the tricky words taught so far. In addition to this, the children will also be using their segmenting fingers to spell words such as get, back, mum.

### **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



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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 use their perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements. For larger quantities, the children will begin to use skills of conceptual subitising, beginning to quickly see the sub-groups within these larger numbers. A key focus will be on developing skills of visualising; the children will be encouraged to look carefully at arrangements of dots and then to close their eyes and explain what they saw.

### Understanding of the World:

The children will be making links to last week's learning on map work. The children will be learning to represent real-life journeys visually by mapping their route from home to school. Through drawing simple routes, such as paths between familiar objects or places, children will practice using directional language like "left," "right," "straight," and "turn," reinforcing their understanding of positions and directions.

### Expressive Art and Design:

Children will be constructing their own houses using a variety of materials including paper, card, boxes. They will be joining materials to strengthen their house. The children will be encouraged to talk through the process they are following to join materials.

### Reception

**Homework:** Every weekday: Share a story everyday / Access your Collins Ebook at least 3 times throughout the week (New book assigned every Wednesday).

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

**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 Mathseeds lessons.

**Task 3:** Make a 3D construction of your home – this could be using LEGO, boxes, construction items.

## YEAR ONE

**Key Question:**

**What goes zim, zam, zoom?**

**Key Text for Linked Learning:**

***Zim, Zam, Zoom – James Carter***



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### Key Vocabulary:

Zim, Zam, Zoom, Roar, poem, aboard, overtaking, heading, dazzle, sizzle

### Linked Learning: English and Personal Development

This week, we are excited to introduce a new key text in our English lessons: *Zim Zam Zoom*, a delightful poetry book by James Carter. The children will embark on a fun and engaging exploration of poetry, focusing on rhyme, rhythm, and performance. They will then begin the week by discussing some of their favourite poems and nursery rhymes. Through this conversation, the children will explore what makes these poems special and why they are loved. What is it about the rhythm, the words, and the sounds that capture our attention?

Together, we will investigate the key features of a good poem. The children will then dive deeper into the world of rhyme and song, looking at how these elements play a significant role in poetry. They will have the opportunity to join in with predictable phrases and rhyming words, building confidence in their understanding of the language.

As the week progresses, the children will work collaboratively to practice and perform their own version of *Zim Zam Zoom*. This will involve thinking carefully about how to use their voices and bodies to bring the poem to life. The children will focus on expression, tone, and movement to enhance their performances, helping them develop their skills in both reading and speaking with confidence. By the end of the week, we hope the children will have a deeper appreciation for poetry, an increased ability to recognise rhyming patterns, and a greater confidence in using their voice and body to perform.

### Phonics:

This week the children will be revisiting their learning of the phase 5 graphemes taught this half term. Children will also learn to recapping and revisiting phase 4/5 tricky words; reading and spelling of said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, on, out, today, people, their, your, oh, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want.

### 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 the children will continue looking at the addition and subtraction facts between the numbers 7 – 11. The children will carry on exploring the number 8; revisiting how it can be partition, and we can add to make facts of 8, before finding and representing all the subtraction number facts to 8. Then move on to explore how 9 and 10 can be partitioned and the addition and subtraction facts of 9.



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### Science:

The children will deepen their understanding of different types of animals based on their diets. They will explore the categories of carnivores, herbivores, and omnivores, focusing on what each group eats and identifying examples of animals that fall into each category.

### History:

The children are going to be looking at a common toy that most children will have when they are growing up....a TEDDY BEAR. The children are going to be exploring where and when a teddy bear first became a common toy. The children are then going to create a timeline of teddy bears from oldest to newest and discuss how they know this.

### Geography:

The children are going to be looking at towns and cities that can be found within the Arctic Circle. Murmansk (mer-men-sk), Norilsk (nor-ils-k), Tromso (trom-so), Barrow (ba-row) and Sisimiut (si-si-mi-et) are cities in the Arctic Circle. The children are then going to look at some of the human features that can be found within them.

### Computing:

Children will be selecting appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist; Georges Seurat.

### Music:

The children will be attending the Christingle service on Thursday morning singing all our beautiful Christingle songs.

### Art / DT:

This week the children will be exploring and developing how they can create and design their own printing pieces of artwork. They will be creating their own printing device using polystyrene. They will then have the opportunity to use their printing devices by printing patterns with ink.

### RE /PDW:

The children are attending the Christingle service.

### P.E:

The children will be continuing with Gymnastics. This week the children will be developing techniques in barrel, straight and forward rolls. Then sequence together shape balances and rolls together to make a routine.

**Homework: Every weekday:** Share a book / story. Books will be assigned on a Friday. Please access your Collins Hub book online throughout the week at least 3 times.

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Autumn 2; these can be located in the Showbie > Phonics and Reading > Autumn > Little Wandle Home Learning Autumn 2.

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

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**Task 3:** In computing and Art, we have been exploring different artists and techniques which they have used to create their own artwork. For our classroom, the children are going to create an A4 piece of artwork which represents them and their favourite techniques in art.

## YEAR TWO

<b>Key Question:</b>	Do all bears play piano?
<b>Key Text for Linked Learning:</b>	The Bear and the Piano by David Litchfield
<b>Key Vocabulary:</b>	cub, strange, eventually, grizzly, wonderful, passion, performed, dreamed, gathered, theatres, melodies, explore.

### Linked Learning: English and Personal Development

Next week in English, the children will focus on crafting a letter from the Bear to his friends, using this imaginative task to develop key Year 2 writing skills in alignment with the National Curriculum. They will begin by identifying the purpose and audience of their writing, ensuring they tailor the tone and content appropriately for the Bear's friends. Through this, they will explore the Bear's emotions and perspective, stepping into his narrative voice and using empathy to enrich their work. The children will practice composing a variety of sentence types, including statements to share information ("I am feeling lonely"), questions to express wonder ("Do you ever feel the same way?"), exclamations to convey emotion ("I miss you so much!"), and commands for requests ("Please write back soon!"), applying correct punctuation for each. They will also use expanded noun phrases, such as "my warm, cozy den" and "your cheerful, friendly letters," to add vivid detail and imagery.

To deepen the structure and complexity of their writing, they will work on using coordinating conjunctions (and, but, or) and subordinating conjunctions (because, when, if, that) to connect ideas effectively, such as, "I am writing because I feel lonely." Adverbs and adjectives will be encouraged to convey emotion and detail, helping the children create more expressive sentences, like, "I eagerly wait for your reply." Alongside this, they will focus on applying their Year 2 spelling knowledge, particularly using suffixes such as -ly, and ensuring their handwriting is neat and legible. The importance of spoken language will also be emphasized, with children rehearsing sentences aloud before writing to refine vocabulary and sentence structure. By the end of the week, the children will produce a heartfelt, emotive letter that demonstrates their ability to write with purpose, use a range of sentence types, and apply Year 2 spelling, punctuation, and grammar effectively.

### Maths:

This week in Maths, children will revisit their work on Geometry. They will begin by exploring the properties of cylinders and cones before moving on to identifying 2D shapes within a variety of 3D shapes. Following this,

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they will examine a collection of 3D shapes to identify and discuss their similarities and differences. Finally, they will analyze a selection of 2D shapes, comparing and contrasting their properties in detail.

### Science:

There will be no Science this week due to Nativity Practice.

### History:

This week in History, the children will continue exploring the story of Guy Fawkes and the reasons behind today's tradition of celebrating with fireworks.

### Geography:

This week in Geography, the children will be exploring the landscapes of Kenya and then comparing them to what they have studied about the UK.

### Computing:

No computing this week due to Nativity Practice. However, the children are always perfecting their technology skills through their I-Pad resources used across the curriculum.

### Music:

This week in Music, the children will be rehearsing the Christingle songs ready for celebrations at the church.

### Art / DT:

This week in Art, the children will continue learning about monoprints and the process of creating them. They will explore a variety of objects, examining their intricate details, which will inspire and guide them in designing their own unique creations.

### R.E. /PDW:

This week in RE, the children will be making Christingle oranges in preparation for the church celebration. They will learn about the significance of the Christingle and the reasons why Christians create them.

### P.E.

This week in PE, the children will revisit the correct methods of jumping and landing by making sure they keep their legs bent when jumping and landing and keeping their eyes on where they want to land.

**Homework:** Every weekday: 5 minutes of TT Rockstars and at least 5 minutes of reading. eBooks on Collins Hub Book will now be assigned on a Wednesday, the chapter books will be assigned fortnightly. Please access your eBook online throughout the week at least 3 times. This will be checked weekly.

**Half Termly Spellings:** shimmer, buzz, stiff, freeze, bitter, supper.

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

**Task 1:** Complete one Reading Eggs Lesson (Lesson 101 or above).

**Spellings:** Practise your spellings and then test yourself.

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

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**Task 3:** Please make sure you are learning your lines for the nativity with prosody as we will be practicing without scripts next week. Also keep listening to and practicing your songs.

## YEAR THREE

<b>Key Question:</b>	<b>How do the plates move?</b>
<b>Key Text for Linked Learning:</b>	<b>DK Find Out: Volcanoes</b>
<b>Key Vocabulary:</b>	<b>Pyroclastic, mudflow, starvation, survival, tremendous, splutter, chemicals, fumaroles, minerals, climates</b>

### Linked Learning: English and Geography

In English, the children will continue exploring the topic of volcanoes using the book *DK Find Out: Volcanoes*, aligning their learning with the Year 3 National Curriculum objectives. They will enhance their comprehension skills by identifying and summarizing key information from the text and answering inference questions, developing their ability to locate evidence and draw conclusions. Through group discussions, they will practice sharing ideas and responding to others, building their speaking and listening skills while fostering active engagement with the text.

Using their knowledge of volcanoes, the children will begin drafting an informational report. This activity will focus on organizing their writing effectively, ensuring it includes an introduction, main points, and a conclusion, in line with the curriculum's emphasis on structuring non-fiction texts. Their learning will be supported by geography, as they draw on subject-specific vocabulary and deepen their understanding of how volcanoes are formed, their global distribution, and their impact on people and the environment. This integrated approach reinforces both literacy and geography skills, helping children apply their knowledge across subjects in written and spoken contexts.

### Maths:

Children will continue the week with developing their addition and subtraction skills. They will continue to practice their adding and subtracting in multiples of 1, 10 and 100 from 3-digit numbers. They will continue to use their mental maths skills to efficiently add 99 to a 3-digit number and explore other strategic methods to calculate sums mentally. Children will be given place value grids; deans blocks and number lines to help them answer a range of questions.

### Science:

This week, the children will be continuing with learning all about muscles. The children will think back to previous learning and consider what the functions of muscles are. Following this, the children will carry out an



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investigation involving their muscles. In groups, they will answer the question "Do some people have stronger muscles because they use them more?". The children will make a prediction, collect data and then analyse their findings in order to answer this question.

### History:

This week, the children will be looking at historical sources from the Stone Age period. The children will look at the artefacts and will be considering what the sources can tell them for certain, what they can deduce from them, and what else they would like to know about the sources.

### Geography:

In Geography children will secure their knowledge on volcanic eruptions, looking at the 5 deadly features of an eruption including pyroclastic flow, mud flow and volcanic bombs. They will use subject specific vocabulary accurately when talking about volcanoes. Some of their learning in Geography will support with English writing this week.

### Computing:

This week, the children will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson.

### Music:

Children will continue to practice Christmas tunes.

### Art:

Children will continue to explore paper cut style art and will continue to create an original art piece around a set theme.

### R.E. /PDW:

This week, the children will be discussing how hurtful behaviour can impact others.

### P.E:

The children will continue to work in groups, creating their own commercial dance routine. Children will be expected to follow each dance step in unison.

### MFL:

The children will be building up confidence in having a simple conversation in French.

***Next Tuesday, we will be attending the local church. We will be making a Christingle. Could you please send your child into school with an orange on Monday to prepare these in school ready for Tuesday morning***

**Homework: Every weekday:** 5 minutes of TT Rockstars every day and at least 15 minutes of reading.

**Half termly spellings:** continue, arrive, women/woman, describe, height, appear, often, breathe, breath, though

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

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**Task 1:** Practice half termly spellings, complete lesson 72 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Autumn 2 -> Week 5

**Task 2:** Complete this week's maths homework on Showbie. Homework -> Maths homework -> Autumn 2 -> Week 5

**Task 3:** To support our PDW lesson we would like you to write a short story in your workbook about a time when someone's kind words or actions made you feel happy. Then, think about a time when someone's hurtful words or actions upset you. How did it make you feel?

At the end of your story, write three ideas for how we can be kinder to others and avoid hurtful behaviour.

**Examples to Help You Get Started:**

- Kind Moment: "One day, my friend helped me when I fell down. It made me feel cared for."
- Hurtful Moment: "One day, someone didn't share with me, and I felt sad."

**Remember to take your time and think about your feelings. We can't wait to read your ideas and stories**

## YEAR FOUR

<b>Key Question:</b>	<b>Who were the Mayan people?</b>
<b>Key Text for Linked Learning:</b>	<b>You wouldn't want to be a Mayan Soothsayer! – Rupert Matthews</b>
<b>Key Vocabulary:</b>	<b>Lintel, Obsidian, Pre classic, Tikal, Pyramid, Quetzal, Stela, Post classic, Caracol, Teotihuacan</b>

### **Linked Learning: English and History**

This week, the children will be immersing themselves into the key text, You Wouldn't Want to Be a Mayan Soothsayer by Rupert Matthews. This key text links closely to the children's history learning all about the Maya civilisation. This key text will serve as another example of a fiction text for the children, with them being able to apply their knowledge of the key structural features, including headings, subheadings, captions and diagrams, which align with National Curriculum objectives for reading comprehension for Year 4.

The children will immerse themselves into the text and will begin with asking questions to improve their understanding of the text which will further support them with being able to consider books that are structured in different ways. In line with National Curriculum expectations, the children will begin to summarise and retrieve key information from the text. Through guided discussion and various links to their history lessons, the children will use their knowledge as part of reading comprehension to build their understanding of Mayan life, whilst building a deeper understanding of their learning. By the end of the week, the children will have a greater understanding of how fiction texts are structured through their enhanced summarising, comprehension and inference skills.

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### Maths:

In Maths this week the children will be continuing their learning on the different methods to add and subtract numbers including hundreds and thousands. We will be recapping how the place value changes and how to set out our columns correctly. We will also be including our rounding knowledge; how can we round our numbers to make our calculations more efficient?

### Science:

This week, the children will continue their work on electricity by constructing series circuits. They will be reminded of the terms conductor and insulator to ensure that they know the importance of the materials used to create a working electrical circuit. The children will produce labelled diagrams of the circuits they have produced.

### History:

The children will be considering how society was organised during the Mayan period and thinking about the similarities and differences between this and the society they live in.

### Geography:

The children will be looking at how settlements have developed over time, with many starting as small villages before slowly becoming larger towns and cities. The children will use maps to consider whether settlements are hamlets, villages, towns or cities.

### Computing:

In computing this week, the children will be considering how they can remain safe online. There will be a focus on online profiles, where secure passwords will be discussed, alongside being careful about personal information being shared online.

### Music:

In music this week, the children will continue to practise new notes on fifes and clarinets and be able to begin to play these to different pieces of music.

### Art / DT:

The children will be using their artistic skills to produce 2025 calendars which will focus on skills taught in art lessons, as well as making their own Christmas cards.

### R.E. /PDW:

This week the children will be considering the feeling of belonging when we go to our yearly Christingle event at All Saints Church. The children will participate in the songs and celebrations in our run up Christmas.

### P.E:

The children will be continuing to focus on basketball. This week, the lesson will consider how the children can develop their defending skills in order to delay attackers, prevent them from scoring, and to gain possession of the ball back.

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### **French:**

This week, the children will be learning the months of the year in French and being able to verbally say these to a partner.

**Homework:** Every weekday: 5 minutes of TT Rockstars and at least 15 minutes of reading.

**Half Termly Spellings:** though, although, thought, length, experiment, favourite, strength, imagine, difficult, calendar

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

**Task 1:** Complete one Reading Eggspress Lesson. You should be on or beyond lesson 111.

**Spellings:** Practise your spellings and then test yourself.

**Task 2:** Complete the maths homework activity located in the Moles/Squirrels homework folder on Showbie.

**Task 3:** Complete a book review for the latest book that you have read, giving it a star rating out of 5.

## YEAR FIVE

<b>Key Questions:</b>	<b>How does Roald Dahl create different characters?</b>
<b>Key Text for Linked Learning:</b>	<b>Matilda – Roald Dahl</b>
<b>Key Vocabulary:</b>	<b>Character, numerals, comprehension, justify, viewpoint, narrative, critical, analysis</b>

### **Linked Learning: English and PDW**

Next week in Year 5, we will be revisiting narrative writing and story structure, using Matilda by Roald Dahl as our core text. The children will focus on analysing key characters, particularly Miss Trunchbull and Matilda's parents, using critical thinking to form and justify their opinions. Through class discussions, they will learn how to describe characters in detail by selecting precise adjectives, using expanded noun phrases, and incorporating evidence from the text to support their ideas. We will also teach them how to structure character sketches, focusing on writing clear introductions, developing paragraphs with cohesive sentences, and using conjunctions and adverbials to link their ideas effectively. Additionally, they will practice using direct and reported speech to convey character traits and improve their editing skills by revising their vocabulary choices and sentence variety. This unit will deepen their understanding of character development while enhancing their skills in descriptive writing, structuring paragraphs, and articulating personal viewpoints with clarity and confidence.

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### Maths:

This week in maths, we will be reviewing our learning on place value. We will focus on identifying the value of each digit in numbers up to six digits, reading and writing numbers in both words and figures, and comparing and ordering numbers using place value to solve problems. We will also practise rounding numbers to the nearest 10, 100, 1,000, and beyond. Through these activities, we will strengthen our understanding and application of place value concepts.

### Science:

In Science next week, the children will be continuing to explore the features of the seasons and the different stages of a moon from a variety of different locations. The children will be discussing their findings with each other and their class teacher.

### History:

This week in history, we will explore the history of Aberdovey, learning about its significance and fascinating past. We will also discover more about the Welsh language, its origins, and its cultural importance. Finally, we will investigate how Wales became part of the UK. This learning will be closely linked to our upcoming residential trip to Aberdovey, which many of you will be attending in this week!

### Geography:

In Geography next week, the children will be exploring the both the human and physical feature of either Aberdovey or our local area and will be understanding the main difference between the two terms. The terms will be very important for the future learning that the children will be doing in future units.

### Computing:

The children will gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They will conduct their own searches and break down, in detail, the steps needed to find things on the web. The children will then emulate web crawlers to create an index of their own classroom. Finally, they will consider why some searches return more results than others.

### Music:

The children will be exploring Rock n Roll. They will focus on 'Smoke on the Water' by Deep Purple. They will engage with describing the music and words that do this explicitly.

### Art / DT:

This week in art, we will be creating our calendars for the new year using a fun and creative technique—blowing paint! We're excited to let our imaginations flow as we design vibrant and unique pieces to celebrate the upcoming year. It's a wonderful way to look ahead and share our excitement for what's to come.

### R.E. /PDW:



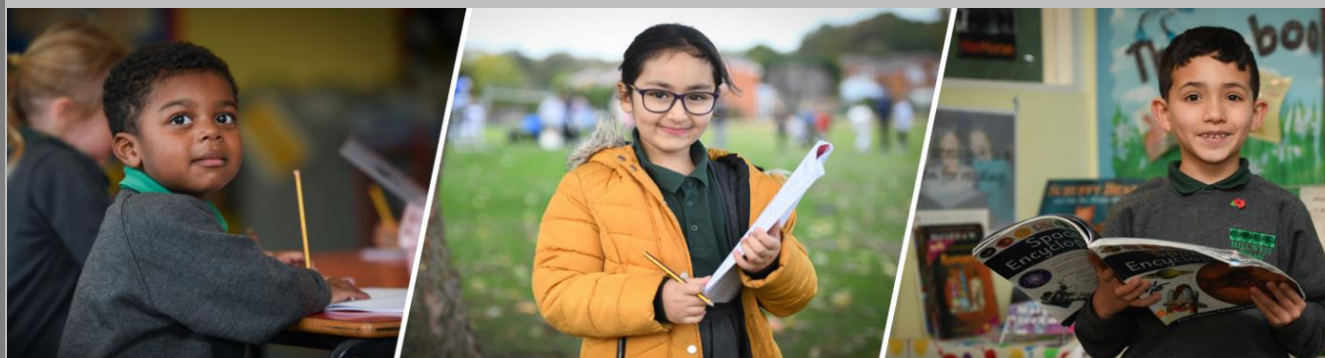
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This week in RE, we will be exploring Christian Christmas traditions and their importance. We'll look at the key practices and symbols associated with Christmas and discuss what they mean to Christians around the world. This will help us better understand the significance of this special time of year.

### P.E:

The children will be completing a range of physical activities and using these tasks to build their skills when working in a team.

### MFL:

In French, the children will be recapping the vocabulary they have learned this half term so far and will be completing a range of very fun activities to help consolidate the words that they have used.

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

**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 6<sup>th</sup> December.**

**Task 1:** Complete your next Reading Egg – Lesson 151

**Task 2: Maths** – Complete your activity on Showbie about using column addition (exchanging when necessary). Please complete this task neatly on Showbie.

**Task 3: PDW/Reflection** - Design a poster about your targets for the upcoming week. Please ensure that this is completed nice and neatly with some illustrations.

## YEAR SIX

**Key Question:**

**What is a Gothic Narrative?**

**Key Text for Linked Learning:**

**The Graveyard Book by Neil Gaiman**

**Key Vocabulary:**

**cardiovascular, circulatory, network, oxygen, aorta, external, internal, arteries, veins, capillaries**

**Linked Learning:** English and Personal Development

Next week in English, the children will delve deeper into the gothic genre by creating their own gothic characters. The gothic genre, known for its atmosphere of mystery, suspense, and eerie settings, provides an exciting opportunity to explore intriguing, complex characters. As part of this unit, pupils will learn how to develop characters with traits such as mystery, isolation, and an unsettling connection to their surroundings. They will focus on shaping their character's personality, appearance, and backstory.



Hill West Primary  
Four Oaks

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## Next Week at Hill West

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

Week commencing: Monday 2<sup>nd</sup> December



*ACE; Ambitious, Curious and Ever-respectful*

The children will work on writing vivid descriptions, using sensory language to bring their characters to life. They will describe their characters' emotions, physical traits, and environments in ways that create a compelling atmosphere of tension and suspense. This will involve practicing how to use language effectively, employing figurative techniques like similes, metaphors, and personification, as well as varying sentence structures to enhance their writing. This activity aligns with the Year 6 National Curriculum writing objectives, which include writing for a range of purposes and audiences, planning and developing ideas, and evaluating their own and others' work. They will also use a range of sentence structures, including complex sentences, and applying accurate punctuation for effect. Through this engaging activity, the children will further develop their ability to craft vivid, suspenseful narratives that captivate readers.

This links directly to their learning in PDW and My Happy Mind. As the children develop their characters, they will focus on traits like isolation and mystery, which can reflect broader themes of mental health, emotional well-being, and social connections explored in these subjects. A character who feels isolated or disconnected from their environment can lead to discussions about the importance of understanding emotions, building relationships, and fostering a sense of belonging.

### **Maths:**

The children will calculate decimal equivalents of common fractions. They will know simple fractions of common percentages. They will then be able to find equivalencies between simple fractions, decimals and percentages.

### **Science:**

In Science, children will discuss and explore how nutrients and water are transferred around the body. They will investigate; where nutrients are absorbed; what the small hair- like parts of the intestine wall are called; where nutrients are transferred to; and how the nutrients are transported around the body.

### **History:**

In History this week, children will explore crime and punishment in the early modern period. Learning about how earlier government policy and changes in religion still affect this period in terms of crime and punishment.

### **Geography:**

The children will be exploring the human geography of Japan this week. They will consider how it differs to physical geography.

### **Computing:**

In Computing, the children will produce a 3D model of a pencil holder desk tidy. The 3D model will contain a number of 3D objects that are of specific dimensions and use other 3D objects as placeholders to create holes with them.

### **Music:**

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In Music, children will listen and appraise Back 'O'Town Blues by Earl Hines, who was an American pianist and composer known for his jazz contributions.

### Art / DT:

In Art, children will consider the close relationship between art and activism. They will explore the artist Faith Ringgold and Kate Deciccio.

### PDW:

The children will consider how people show bravery today, how the Buddha showed courage and where courage can be found.

### P.E.:

In Cricket, the children will be learning how to understand and apply tactics in a game. They will also learn to show good sportsmanship regardless of result.

### MFL:

In French this week, the children will listen to and read short interactions in a souvenir shop. They will identify the key parts of the conversation.

### Homework

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

**Half termly Spellings:** convenience, mischievous, committee, interrupt, interfere, attached, available, average, competition, conscience.

**This week's assigned homework should be completed and returned by Friday 6<sup>th</sup> December.**

**Task 1:** Complete a level of Reading Eggspress. Most children should be on or beyond level 192.

**Task 2:** Monster Learning – KS2 Revision – Number and Place Value – Assessments: Order of operations, Roman numerals, converting to standard form, prime and composite numbers and prime factorisation.

**Task 3:** Create a presentation on their iPads about the circulatory system. It must have at least 3 slides about each component: the heart, blood vessels and the blood. Include diagrams and writing. This will constitute research for their upcoming English information text.

