

## Next Week at Hill West

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

Week commencing: Monday 16<sup>th</sup> December



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## LET'S CELEBRATE 'OUR' SCHOOL

If you are a parent of a child in Year 2 then you already know how amazing the Twinkly Nativity was this year. From their confident speaking and heartfelt singing to their dazzling



performances, they truly brought the story to life. Every child shone brightly, showcasing their hard work and dedication in rehearsals, and their teamwork and enthusiasm were evident throughout. It was a joy to see their pride and excitement on stage, creating a magical experience for everyone in the audience. A huge well done to all involved—you made us so proud!



## RECEPTION

<b>Key Question:</b>	<b>What Christmas traditions can you share?</b>
<b>Key Text for Linked Learning:</b>	<b>The Christmas Bear by Ian Whybrow</b>
<b>Song of the Week:</b>	<b>When Santa got stuck up the chimney.</b>
<b>Key Vocabulary:</b>	<b>Wild, tow, fearsome, tradition, bravery, honesty</b>

### Linked Learning - Speaking and Expressive Arts and Designs

Next week, Reception children will be exploring how people celebrate Christmas at home, focusing on traditional customs and festive celebrations. They will learn about various activities such as decorating Christmas trees, exchanging gifts, and enjoying special meals with family. The children will also engage in creative activities, including drawing Father Christmas. They will be encouraged to pay attention to detail as they draw his face, practicing their fine motor skills by carefully observing and recreating features like his beard, eyes, and rosy cheeks. This will provide an opportunity for them to express their understanding of the holiday season through art while developing their drawing skills.

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The children will be learning Christmas songs and suggesting accompanying actions. These songs will help to build their confidence in singing while also enhancing their coordination and memory through movement. As they practice the songs, children will engage in fun, interactive actions that correspond with the lyrics, such as clapping, waving, or mimicking festive activities like decorating the tree or shaking a bell. This approach will not only support language development and rhythm but also encourage teamwork and participation as the children enjoy learning together in a festive and lively atmosphere.

### **PSED:**

This week in 'My Happy Mind' the children will revisit last week learning on bravery and honesty. They will learn the final two-character strengths 'Exploring and Learning' and 'Love of Life and Our World'. There will be time to reflect on what they have loved learning and how we look after our world.

### **Communication and Language:**

This week children will be encouraged to listen to some Christmas traditions shared in many households. There will be opportunities for teachers and children to share how they celebrate during the festive season.

### **Physical Development:**

In PE this week, the children will be reviewing their gymnastics learning. They will create a sequence of shapes and balances they have learnt to perform to their friends. The children will also be developing their cutting skills, ensuring they are holding the scissors in the correct position and direction.

### **Literacy:**

Children will consolidate their prior learning of writing lists. There will be lots of opportunities to rehearse this skill, all linked to the festive season. This week they will be independently applying their GPC knowledge to write a list of the things they can see in the stockings.

### **Phonics:**

In Phonics, the children will learn four new phonemes – **ai**, **ee**, **igh**, and **oa**. Alongside learning the sound, the children will learn the grapheme and practise forming this correctly. Children will be sound talking and blending words containing ai, ee, igh and oa e.g. tail, sheep, light, boat. The tricky words **the** and **I** will be consolidated. Throughout the week, the children will be using segmenting fingers to write cvc words including; rain, feet, right, and coat.

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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.

### Mathematics:

This week, the children will consolidate their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. They will begin to recognise that numbers can be made by combining parts in different ways.

### Understanding of the World:

During our understanding of the World learning, children will be finding out about different traditions relating to Christmas both now and in the past. Children will talk about their family traditions and learn about those undertaken by others.

### Expressive Art and Design:

Children will apply the knowledge they have acquired to draw a step-by-step representation of Father Christmas's face. They will be encouraged to include the following details: eyes, ears, mouth, nose, eyebrows, eyelashes and ears. Children will also begin to show different emotions in their drawings e.g. happy, sad, fear etc.

### 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 20<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:** Please support your child in practising the following letters **c, a, o, d, g, d** using the formation phrases to support.



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### YEAR ONE

<b>Key Question:</b>	<b>What preparation do we need to do for Santa?</b>
<b>Key Text for Linked Learning:</b>	<b><i>How to catch Santa by Jean Reagan</i></b>
<b>Key Vocabulary:</b>	<b>Collage, museum, pirate, fuel, cube, cuboid, pyramid, sphere, lassoing, mimic</b>

#### Linked Learning: English and RE

This week, the children will continue engaging with our exciting text, *How to Catch Santa*. At the start of the week, they will explore the text's **purpose** (to entertain) and **form** (a narrative), developing their understanding of different text types. The children will then create their own story maps to sequence the main events, supporting their comprehension and their ability to retell narratives orally, as outlined in the English National Curriculum, which emphasises sequencing events in narrative texts. Following this, the children will work collaboratively in small groups to role-play key scenes from the story, enhancing their spoken language skills as they express themselves clearly and listen to others. Towards the end of the week, we will focus on developing their **reading comprehension** by answering questions about the text. To conclude our two-week unit on *How to Catch Santa*, the children will share their personal opinions on the text, evaluating what they liked and why, as well as drawing their favourite part to consolidate their comprehension and creativity.

In **RE**, the children will explore the 'Christmas Story'. Using their homework from last week, they will discuss the preparations and celebrations they take part in over the holidays, linking these to the Christian tradition of Christmas. This connects to the RE Framework by encouraging reflection on personal experiences and understanding of religious celebrations.

#### Phonics:

This week the children will be learning the phase 5 graphemes **y (ee)**, **e (ea)**, **wh (w)**, **ou/oe (oa)**. They will be reading words containing these graphemes such as **silly, head, wheel, toe and boulder**. Children will also learn to read and spell the tricky words **any, many and again**.

#### Reading:

Children will be applying 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:



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The children are going to be exploring 3D shapes. They will begin the week being able to recognise what a 3D shape is through its properties. Followed by exploring through recognising and naming different cuboids, cubes, pyramids and spheres.

### **Science:**

The children will be completing an end of unit quiz based on what they have learnt this term. For example, carnivores, herbivores, omnivores, seasons, Autumn, deciduous and evergreen trees.

### **History:**

The children are continuing with their learning of Toys. This week the children are going to be sorting toys into groups based on what they can be categorised into, for example are they moving toys? Are they stuffed animals? We will then share what the children have found the most interesting about this term's topic on toys.

### **Geography:**

The children will be completing an end of unit quiz on the 7 countries of the Arctic Circle i.e., where on the map it is, arctic animals, capital cities. Finally, the children will be revisiting key vocabulary learnt over the term.

### **Computing:**

This week the children will be comparing real life paintings to digital paintings.

### **Music:**

This week the children will be appraising the song, Christmas Around the World. The children will identify the instruments they can hear in this piece of music. Secondly, they will continue to learn the song 'The Snowman' from last week, working on their performance skills.

**Art /DT:** This week the children will be creating their calendars showcasing the four seasons, Summer, Spring, Autumn and Winter.

### **RE /PDW:**

Please see linked learning above.

### **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.

### **Year One**



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**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 20<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.

**Task 3:** As we near the end of 2024, we're eager to hear about the children's goals and aspirations for 2025 or what they hope to achieve by the end of Year 1. These will be featured on our class charter displays. An A4 sheet will be sent home. We kindly ask that homework be completed on this – with a short sentence or two, along with a picture, to accompany their ideas.

## YEAR TWO

<b>Key Question:</b>	<b>Did Clara really go on a magical journey?</b>
<b>Key Text for Linked Learning:</b>	<b>The Nutcracker by E. T. A Hoffman</b>
<b>Key Vocabulary:</b>	<b>Nutcracker, sugarplum, soldier, toymaker, midnight, tiptoe, Kingdom, curled.</b>

### Linked Learning: English and PDW

This week in English, children will be taught a sequence of lessons, inspired by *The Nutcracker*. They will develop their writing skills in alignment with the national curriculum. The lessons provide a rich context for expanding vocabulary and using descriptive language, with a focus on adjectives and expanded noun phrases to create vivid setting and character descriptions. The children will explore narrative writing by analysing the structure of the story and crafting alternative endings, encouraging creativity and a deeper understanding of story elements such as resolution and climax. Writing a diary entry from Clara's perspective fosters skills in first-person narration, sequencing events, and expressing emotions, while instructional writing introduces pupils to organising and presenting clear procedural steps using imperative verbs. Throughout the week, children will engage in peer review and editing, strengthening their ability to evaluate and improve their work. By combining technical accuracy with imaginative tasks, the lessons support the development of writing fluency, comprehension, and enjoyment, nurturing a love for storytelling and creative expression.

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### **Maths:**

This week in Maths, children will be revisiting place value, addition, and subtraction as it is a vital aspect of mathematics in the primary curriculum, as outlined by the National Curriculum for England. This ensures children deepen their understanding of how numbers are constructed and manipulated. Through activities that explore partitioning numbers into tens, ones, and, where appropriate, hundreds, children consolidate their ability to interpret and represent values within a numerical system. Practical exercises like using base ten apparatus, number lines, and pictorial representations enable learners to visualise the relationship between place value and arithmetic operations. Building fluency in mental and written addition and subtraction methods, children also develop problem-solving skills by applying their knowledge in a variety of contexts, such as solving word problems or comparing quantities. This focus aligns with curriculum objectives to foster fluency, reasoning, and mathematical confidence, preparing students for more complex concepts in later years.

### **Science:**

This week in Science, the children will be completing learning quizzes to check their understanding of the content taught this term.

### **History:**

This week in History, the children will be completing learning quizzes to check their understanding of the content taught this term.

### **Geography:**

This week in Geography, the children will be completing learning quizzes to check their understanding of the content taught this term.

### **Computing:**

This week in Computing, the children will describe the difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message). They will then identify the appropriate types of content that can be shared online and suggest ways to protect this.

### **Music:**

This week in Music, the children will explore Fly me to the Moon by Frank Sinatra. They will appraise and listen to the song commenting on the rhythm and tone.

### **Art / DT:**

This week, the children will continue to complete their creative activities that integrate elements of the National Curriculum for Art and Design, as well as Design and Technology (DT). In line with the



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curriculum's focus on developing artistic techniques and encouraging creativity, the children will complete their Christmas cards featuring reindeer and Christmas trees. Additionally, they will complete their winter-themed calendar, incorporating their knowledge of seasonal imagery and aesthetic design.

### R.E. /PDW:

This week in RE, the children will continue to explore Christianity as they retell the story of Christmas linked to their nativity.

### P.E.

This week in PE, the children will be taking part in multi skills activities, demonstrating and understanding of changing direction, co-ordination and moving around a marked-out area.

### Homework:

**Every weekday: 5 minutes of TT Rockstars and at least 10 minutes of reading.** EBooks on Collins Hub Book will now be assigned on a Thursday. Please access your eBook online throughout the week at least 3 times.

**Half Termly Spellings:** foxes, matches, catches, boxes, buses, buzzes.

**This week's assigned homework should be completed and returned by Friday 20<sup>th</sup> December.**

**Task 1:** Complete one Reading Eggs Lesson (Lesson 127 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.

**Task 3:** Create a nativity scene linked to the nativity. You could draw, paint or create a model. We look forward to seeing your creations.

## YEAR THREE

Key Question Week

Where did you come from, pebble?

Key Text for Linked Learning:

The Pebble in my Pocket

Key Vocabulary:

From The Pebble in my Pocket:



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creeping, swarm, landmasses, fragments, specks, eroded, boulders, disintegrate, burrow, current

### Linked Learning: English and Geography

This week, the children will explore the new text, *The Pebble in my Pocket*, focusing on key National Curriculum objectives for reading and comprehension. They will provide evidence from the text to answer retrieval questions, improving their ability to locate specific information and enhance their understanding of the text. Using the text, they will create a timeline of the rock's journey, which will help them re-tell the story of the pebble in their own words, fostering their sequencing and narrative skills. As they read, they will analyse the purpose of the text and its intended audience, considering whether these objectives have been achieved. They will also be encouraged to share their personal responses, promoting critical thinking and engagement.

The children will compare *The Pebble in my Pocket* with *Stone Age Boy* and *DK Find Out: Volcanoes*, discussing similarities and differences across the texts. This comparative analysis will develop their skills in evaluating content and themes while broadening their understanding of different text types. To conclude the week, the children will identify and discuss unfamiliar vocabulary, examining how these words contribute to the meaning and appeal of the text.

In Geography, the children will learn about the volcanic eruptions on the island of Montserrat. They will examine the effects of these eruptions on humans and the environment, considering both short- and long-term consequences. This cross-curricular link reinforces their understanding of how geography knowledge can inform and enrich their exploration of texts in English.

### Maths:

This week, the children will move away from addition to commence a new unit all about subtraction. To begin the week, the children will look at subtracting ones from 3-digit numbers, firstly involving no change to the tens, before progressing to subtracting ones when the tens digit does change. The children will then learn an efficient strategy for subtracting nine from a number (by subtracting 10 first before adding one back to the total). As the week progresses, the children will move on to the subtraction of tens from 3-digit numbers. This will firstly involve no changing to the hundreds digit, before the changing of the hundreds digit is introduced in the final lesson of the week.

### Science:

This week, the children will build on previous learning about the skeleton, by looking at muscles in the human body. The children will be learning about muscles and the important role they play in the

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human body. They will learn that muscles can only pull and cannot push, so therefore work in pairs to pull a bone one way or the other.

**History:** The children will continue to look at different historical sources from the Stone Age period, working to consider what the sources can tell them about how Stone Age people lived.

**Computing:**

This week, the children will continue to create their own stop-frame animations using the characters, settings, and events created in the previous lesson.

**Music:**

The children will be recapping their notes on the recorder.

**Art:**

Children will continue to explore paper cut style art and will continue to create an original art piece around a set theme. We will then be preparing our collages by creating stencils ready for press printing.

**Design Technology: N/A**

**PDW:**

Children will be discussing the behaviours that makes someone feel like an outsider and how to make someone feel welcome.

**P.E:**

Children will revisit the haka this week. They will perform the routine learnt at the start of term. Can they still find the 'heart' of the song?

**MFL:**

This week, the children will focus on French pronunciation as well as working on being able to say how old they are in French.

**Homework:**

**Every weekday: 5 minutes of TT Rockstars every day and at least 10 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 20th November.**

**Task 1:** Practice half termly spellings, complete lesson 74 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Autumn 2 -> Week 7.

Please continue to practice your half termly spelling by pyramid words e.g.: continue.



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**Task 2:** Complete this week's maths homework on Showbie. Homework -> Maths homework -> Autumn 2 -> Week 7

**Task 3:** This week in science, we have been learning about vertebrates (animals with backbones) and invertebrates (animals without backbones). For homework, we would like the children to create a simple fact file about these two groups of animals. Please encourage your child to make their fact file neat, colourful, and fun.

## YEAR FOUR

<b>Key Question:</b>	<b>Can I use my Cloud Busting skills to create a poem?</b>
<b>Key Text for Linked Learning:</b>	<b>Cloud Busting – Malorie Blackman</b>
<b>Key Vocabulary:</b>	<b>raved, ranted, escorted, dork, stunned, roared, frayed uncertain, anxious, Gameboy.</b>

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

In the final week of the Autumn term, the children will be exploring the story of Cloud Busting, by Malorie Blackman. This is a story told through poetry, making it different to any other key text studied or class novel read so far. To begin the week, children will be immersed into the book and will understand its poetic form, comparing it to a wide range of poetry. This supports the national curriculum aim of children listening to and discussing a wide range of poetry. They will recognise that poetry comes in a wide variety of forms. Following this, the children will work to prepare their own poem, taking inspiration from Cloud Busting. Through guided discussion, the children will understand the structure needed to complete their poem, as well as the poetic devices that support producing

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quality poetry. The national curriculum states that children should prepare their own poetry to read aloud and perform. The production of their own poetry will support the children in being able to think of their own ideas in order to perform. Following revising and editing and publishing their poem, the children will enjoy performing their own poems to their peers, working to show intonation, tone, volume and action in their performances.

### **Maths:**

In Maths this week the children will consolidating their learning on subtraction and our methods used so far. The children will be applying their knowledge to subtracting three and four-digit numbers, looking at using detailed methods such as rounding and compensating as a key strategy.

### **Science:**

In Science this week, the children will be rounding off their knowledge on electricity by reviewing everything we have learnt about the topic so far. The children will be discussing what properties do and do not conduct electricity and why this is the case. We will also review how we can keep safe around electrical items.

### **History:**

This week the children will be reviewing what we know about the Mayans with a themed quiz, the children will be relating their Historical learning to their Geography by considering why the Mayans built their structure and society in a different way to other Ancient Civilisations.

### **Geography:**

This week, the children will be exploring grid references and learning how they can be used to support in finding different locations and services on Ordnance Survey maps.

### **Computing:**

This week, the children will be further building their knowledge of online safety, looking at a number of different ways in which they can keep safe online.

### **Music:**

In Music this week the children are continuing to practise their fifes and clarinets. This week the children are continuing to consolidate their notes and short melodies already learnt.

### **Art / DT:**

This week, the children will be exploring the artistic form of tessellation, learning all about it and beginning to practise how to complete artwork using tessellation.

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### R.E. /PDW:

In PDW this week the children will be considering what it is to be a good friend. The children will link this learning to what we have covered this term about feeling like people belong. We will be considering what to do if we are friendship problems and having an open discussion about resolving conflict in a calm and sensible way.

### P.E:

In P.E, the children will be concluding learning linked to basketball. They will consider their learning on creating space away from an opponent and using this to create shooting opportunities.

### French:

In French the children will continue to learn about the months of the year.

### 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 20<sup>th</sup> December.**

**Task 1:** Complete one Reading Eggspress Lesson. You should be on or beyond lesson 113.

**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:** Create in a poster including the months of the year in French. Underneath each month, please include a drawing or photograph of what you think may happen in this month. (e.g Novembre could be Bonfire night).

## YEAR FIVE

**Key Questions:**

**What are the main features of a narrative?**

**Key Text for Linked Learning:**

**The Astronomer's Sun – Visual Story**

**Key Vocabulary:**

**Astronomer, philosophy, orbit, nation, ideology, stability, efficient, orrery, influenced, legacy**



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### Linked Learning: English and Science

Next week, in Year 5, we will be diving into the fascinating story of *The Astronomer's Sun*. The children will explore the main themes of the story, focusing on the journey of the characters and the challenges they face. We will start the week by recapping and summarising the key events of the story, helping the children to understand the plot and character development. After that, they will plan and write their own version of the story, making subtle improvements to make it even more engaging and exciting for the reader. As part of this, we will teach the children how to use direct speech effectively, helping them to bring their characters to life and enhance their storytelling. This lesson will link perfectly with our science topic on stars and space, as we continue to explore the wonders of the universe. It's going to be an exciting week of learning, where creativity and science come together!

### Maths:

This week in maths, we will begin by multiplying a decimal by 100, followed by multiplying a decimal by 1000. Next, we'll focus on division, starting with dividing a whole number by 10, then by 100, and finally by 1000. These activities will deepen our understanding of how multiplication and division affect place value.

**Science:** See above.

### History:

This week in History, we'll explore how modern-day life has been influenced by the ancient Greeks. We'll look at their contributions to areas like philosophy, democracy, art, and science, and discuss how these ideas and practices continue to shape our society today. By examining these connections, we'll gain a deeper understanding of the lasting impact the ancient Greeks have had on our daily lives.

### Geography:

In Geography next week, the children will be continuing their learning about the European region of Scandinavia and will be researching the average temperature of the capital cities of the region. The children will compare the results to the average temperature of where they live and will be recording their results in a variety of ways, including in a table and a line graph.

### Computing:

In this lesson, the children will revisit previous learning on 'selection' and identify how 'conditions' are used to control the flow of actions in a program. They will be introduced to the blocks for using



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conditions in programs using the Scratch programming environment. They will modify the conditions in an existing program and identify the impact this has.

### Music:

In Music, we are continuing learning about different genres of music and giving our opinion about them.

### Art / DT:

In this lesson, the children will be making decorations to take home, inspired by their work on nature and typography. They will use their creativity to design and craft unique pieces that reflect their learning and artistic expression.

### R.E. /PDW:

In PDW this week, the children will be exploring different scenarios and exploring possible the solutions to help others in a productive and positive way. The children will have the opportunity to give their ideas and be respectful to other children's thoughts.

### P.E:

The children be having their final dodgeball lesson where they will have the opportunity to put all of the skills they have learned this term into practise. The children will get to work together in teams and will even take part in a mini tournament where each team will play matches.

### MFL:

In French, the children will be learning to say different activities that do not include sport. The children will practise saying what they enjoy doing in their spare time (such as reading or listening to music) and will use the new vocabulary they learn to create their own sentences. The children will also have the opportunity to practise their pronunciation by recording themselves saying the sentences and phrases on Showbie.

### 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 20<sup>th</sup> December.**

**Task 1:** Complete your next Reading Egg – Lesson 152

**Task 2: Maths** – Complete your activity on Showbie about using column subtraction and regrouping when necessary. This work must be completed neatly.

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**Task 3: Geography** – Pick one of the 3 countries of Scandinavia and create your own presentation about it. This can be completed digitally or on paper. Ideas for this task could include:

- Where is the country located?
- What are the main facts about the country? (Population, capital city, notable landmarks, language).
- What is the history of the country?
- Who is famous from the country of your choice?
- What does the flag look like?

## YEAR SIX

<b>Key Question:</b>	<b>What secrets about Bod's past will finally be revealed?</b>
<b>Key Text for Linked Learning:</b>	<b>The Graveyard Book by Neil Gaiman</b>
<b>Key Vocabulary:</b>	<b>Oblivious, resonated, vengeful, deftly, melancholy, imposing, falter, forlorn, futile, ethereal</b>

### **Linked Learning: English and Geography**

Next week in English, the children will focus on editing and revising their gothic settings, where they have been exploring the atmospheric elements that define the genre. They will be ensuring clarity, depth, and the desired atmosphere through rigorous revising techniques. They will examine their use of figurative language techniques such as similes, metaphors, and personification to ensure it builds their descriptions and adds suspense. They will work on further crafting detailed descriptions of their settings, using sensory language to evoke an atmosphere of tension and unease. Their writing aligns with the Year 6 National Curriculum objectives, focusing on writing for different purposes, planning and developing ideas, and evaluating their work. They will also apply their understanding of complex sentence structures and accurate punctuation for effect, helping to create vivid and atmospheric narratives. Once completed, they will read their polished pieces aloud to the class, sharing their gothic worlds and gaining valuable feedback from their peers. All work will be published in their most careful handwriting.

Additionally, this writing activity continues to tie into their learning in geography, as they explore the relationship between physical features and human settlements in their gothic world. By considering



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Week commencing: Monday 16<sup>th</sup> December



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how the geography of their setting influences the mood and events, students will apply their knowledge of both physical and human geography to enhance their writing.

As they reach the end of *The Graveyard Book*, they will also connect this project to their learning in My Happy Mind, thinking about character strengths. They will reflect on Bod's growth and development, using his journey to explore themes of resilience, courage, and emotional well-being.

### **Maths:**

The children will be exploring angles in triangles. They will be finding unknown angles. In isosceles triangles, they will be finding angles when only one angle is known. They will then explore angles in quadrilaterals and regular polygons.

### **Science:**

In Science, children will consolidate their knowledge of the human body; heart, circulatory system and digestive system to discuss the importance of living a healthy lifestyle. They will also present their pulse rate findings from last lesson in an appropriate graph form.

### **History:**

In History this week, children will review crime and punishment in the modern period. They will review what they know about crime and punishment methods in other time periods and compare this to the modern period.

### **Geography:**

In Geography, children will create a quiz about Japan to test their learning of the country and share with the class.

### **Computing:**

The children will produce their own 3D model based on their planning during the previous lesson. They will evaluate their work and make improvements based on feedback from their peers.

### **Music:**

In Music, children will review their knowledge of jazz and popular artists in the genre. They will discuss instruments and how they are played in the genre.

### **Art / DT:**

In Art, children will be working on their Christmas cards, calendars and decorations.

### **PDW:**

The children will discuss and ponder what rules are and why they are important to follow.

### **P.E.:**



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In Cricket, the children will apply skills and knowledge to compete in a mini tournament.

### **MFL:**

In French, the children will take part in a short conversation in a souvenir shop, speaking confidently, using correct pronunciation and intonation.

### **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 20<sup>th</sup> December.**

**Task 1:** Complete a level of Reading Eggspress. Most children should be on or beyond level 194.

**Task 2:** Monster Learning – KS2 Revision – Number and Place Value – Finish all this section's assessments from 'Value of a Digit' to end.

**Task 3:** Write a recommendation for a good book to read this winter. It must be 60 words minimum. Think carefully about why you are recommending the book. Mention all the great aspects of the book, without revealing any spoilers.



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