



## This week at Hill West

Week Commencing: Monday 3<sup>rd</sup> January 2022

### Do you know what your child will be doing at school after the Christmas break?

#### RECEPTION

**Key Question Spring 1 Week 1:** What are your toys made from and why?

**Key Text for Linked Learning:** Lost in the Toy Museum by David Lucas

**Rhyme of the Week:** Humpty Dumpty

Welcome to the Reception Toyshop! Mrs Pardo, Miss Roberts and Miss Beardmore need the children's help in finding some of the toys that have gone missing over Christmas (We think they might be playing a game of hide and seek); Humpty Dumpty, Dinosaur and the Big Bad Wolf to name a few.

After sharing the story 'Lost in the Toy Museum', the children will be discussing who the main character is, where the book is set and what the main plot of the story is. Children will be talking about their past experiences of playing with their favourite toy/ present which they received from Santa Claus. In Literacy the children will be reading captions and then begin to attempt to write their own captions for pictures using their GPCs knowledge.

Having discussed toys the children have received from Santa Claus, children will be looking at the difference between toys they have received compared to toys that were made in the past; how are they different, what materials they are made from, how would we describe them. Children will revisit vocabulary soft, rough, shiny, bumpy and smooth, and be exposed to new vocabulary rigid and flexible.

**PSED:**

To talk about a past event or experience with their family.

**Communication and Language:**

To talk about a story I have listened to, show an understanding.

**Physical Development:**

To kick a ball at a target.

To demonstrate developing control when cutting irregular shapes, e.g. curves

**Literacy:**

To read words containing some letter GCP's taught, eg. hill.

To independently read a caption e.g. cat in a hat.

To begin to write tricky words: *I, is, the* and *as*.

**Phonics:**

To revisit and review grapheme digraphs taught from the previous half term.

To revisit and review tricky words taught.

**Reading:**

To apply their phonics knowledge in their daily reading practise session.

This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

**Mathematics:**

To subitise up to at least 4.

To count to at least 10 from different points.

To order numbers to at least 5.

**Understanding of the World:**

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To talk about toys, items and life in the past.

## **Expressive Arts and Design:**

To know the materials that are soft/rough/shiny/bumpy/ smooth.

To improve vocabulary - rigid, flexible.

## **Revisit and Review**

The children will be revisiting their knowledge of numbers to 10 and 2D shapes; naming, corners and sides. The children will also be recapping their knowledge and understanding of Diwali; Diya lamps, Rangoli patterns, festival of light, temple. In addition, children will look back on the story of Goldilocks and the Three Bears; who the characters are, setting and what happened.

## **Vocabulary:**

**stretched   rigid   flexible   investigate   subitise**

**Homework:** Homework is given out on a Friday and can be brought in throughout the following week.

**Friday 7<sup>th</sup> January:** Bring in a photograph or a drawing (this Friday) of your favourite toy from Christmas you received to be put in books.

**Monday:** Reread book assigned on Big Cat Collins Ebook (accessible throughout the week)

**Wednesday:** Recap formation of previous taught 'Weekly GPC recognition and words'.

## **YEAR ONE**

**Key Question Week 1:** Why would you travel to England?

**Key Text for Linked Learning:** Coming to England: Floella Benjamin

**Linked Learning:** English, PDW, Geography

This week the children will be starting to explore the text 'Coming to England' by Floella Benjamin, which is an inspiring true story celebrating the Windrush generation. During this week the children will be focusing on the definitions of some tier 2 vocabulary from the text. They will also be using their inference skills to visualise events through the use of vocabulary and description deepening their understanding of how the characters were feeling.

Linked to our key text this week, the children will be naming and recognising some of the key emotions felt by the characters throughout the text. This will include thinking about how others can make you feel and what consequences your actions can have on other people's feelings.

This week the children will be locating the UK on a variety of maps and globes of the world. We will be discussing how the Earth is spherical in shape and why it is depicted in maps of different shapes and sizes. This will be linked to our key text by showing where our main character is from and where this is located on a map compared to the UK.

**Phonics:** This week the children will revisiting phase 5 phonemes a\_e, u\_e and o\_e.

They will also revisit these tricky words: house, mouse, water and want.

Children will be applying their secure phonics knowledge in their daily reading practice sessions.

These sessions will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and

comprehension skills. By the end of the week, children will be reading their books with fluency.

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**Maths:** The children will be finding 1 more and 1 less than any 2 digit number using 100 grids, bead strings and number lines. The children will also begin to count in 10's from 10 using a 100 square and completing missing number sequences.

**Science:** This week the children will be starting their new topic all about everyday materials. The focus this week will be on distinguishing between an object and the materials from which it is made, children will be naming and identifying everyday materials including wood, plastic, glass and metal.

**History:** This week the children are starting an exciting new topic all about the RNLI, (Royal National Lifeboat Institution). They will be looking at what a lifeboat is and why we use boats in our everyday lives. They will also be looking at examples of lifeboats both old and new.

**Geography:** See above

**Computing:** The children will be introduced to floor robots. The children will talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Learners will consider the direction command buttons, as well as clear memory and run program buttons.

**Music:** Pantomime

**Art/DT:** Pantomime

**RE/PDW:** See above

**P.E:** Pantomime

**Vocabulary:** island, marmie, dardie, Empire, skyscraper, cabin, mischief, dock, material, properties.

**Homework:**

**Friday 7<sup>th</sup> January** - This week we would like you to find out about the island of Trinidad, as this is where our main character is from in our key text. You can present this in any way you like, you could investigate the culture, food, music, sports, history etc.

**Monday 10<sup>th</sup> January** - Access Big Cat Collins E-Books (throughout the week)

**Wednesday 12<sup>th</sup> January**- Spellings (Autumn 2 words – they, are, is, his, has, I, you and your)

### YEAR TWO

**Key Question Week 1: What secrets are hiding on the Moon?**

**Key Text for Linked Learning:** Man on the Moon (A Day in the Life of Bob) - Simon Bartram

**Linked Learning:** English, History

English learning of the Spring term will begin with *Man on the Moon (A Day in the Life of Bob)*. Children will begin by making predictions about the text and justifying these using A.P.E. - answer it, prove it and explain it. After reading the text, children will ask and answer questions to develop their understanding further. They will also identify patterns throughout the book, before sequencing the events to consolidate their knowledge of the text in readiness to write a description next week. History learning this week will explore the history of all vehicles - including the history of flight and how the Wright brothers enabled this.

**Phonics:** In phonics, the children will revisit phase 5 GPCS. Children will be applying their secure phonics knowledge in their daily reading practice sessions. These sessions will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

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**Maths:** The focus of Maths this week will be time, focusing on the use of analogue clocks. Children will order times on analogue clocks to the nearest half hour, before reading the time to the nearest quarter hour.

**Science:** There will be no Science lesson this week due to school being closed for Bank Holiday.

**History:** See above

**Geography:** In Geography this week, children will revisit the seven continents and the five oceans of the world.

**Computing:** Pantomime

**Music:** Pantomime

**Art:** Children will revisit their learning of Jackson Pollock, exploring more of his artwork and creating questions they want to investigate.

**DT:** Children will develop a clear understanding of what a lever is and how it can be used to facilitate movement.

**RE:** Revising their knowledge of Judaism from the Autumn Term, children will participate in a quiz about aspects of the religion previously taught.

**P.E:** There will be no PE lesson this week due to school being closed for Bank Holiday.

**Key vocabulary:** Analogue, launch pad, boards, souvenirs, tourist, astronauts, Mars, Saturn, algorithm, quarter.

**Homework:** Every day 5 minutes of TT Rockstars

**Wednesday 5<sup>th</sup> January:** Write a short piece of writing about what you have been up to in the Christmas Holiday.

**Tuesday 11<sup>th</sup> January:** Complete one Reading Eggs Lesson

**Wednesday 12<sup>th</sup> January:** Time yourself getting ready, how many minutes does it take you to: clean your teeth, brush your hair, get dressed or eat your breakfast?

### YEAR THREE

**Key Question Week 1: What is bright when it's dark, and dark when it's bright?**

**Key Text for Linked Learning:** Marcy and The Riddle of The Sphinx

**Linked Learning:** History & English

Over the next few weeks children will carefully analyse the story and become inspired by the text called "Marcy and The Riddle of The Sphinx". During this short week, they will become immersed in Marcy's world, what is like to have a family like Marcy's? How would you feel in Marcy's shoes? What sort of character is she? Children will also identify the RAFT (Reason, audience, features & tone) of the text as a starting block for their upcoming narrative planning. As Marcy travels to explore Egypt, we will explore Egypt too. We will share what we already know about this ancient civilisation and think about what we would like to find out too. In small groups, children will analyse photographs of artefacts, drawing their own assumptions and conclusions about Egyptian civilisation before finding out all about them.

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**Maths:** Children will put their knowledge of place value to 1000 to the test, making sure they can recall the value of any digit in a 3 digit number. They will round numbers to the nearest 10 as well as placing them on a variety of number lines from landmarked to blank.

**Science:** Children will be introduced to their new topic of Forces and Magnets. They will complete a short pre-unit assessment before revising their learning from previous years to be able to use some scientific vocabulary when describing forces in action around them.

**History:** See above

**Geography:** Pantomime visit.

**Computing:** Pantomime visit

**Music:** No Music this week due to short week and Pantomime visit

**Art/ Design Technology:** The children will revisit the work of Van Gogh and will practise their sketching skills applying varied pressure to create tone within their drawing. Children will study his famous 'Sunflowers' painting and will use it as inspiration.

**PDW/ R.E:** Pantomime visit

**P.E:** They will begin a their new topic, handball, by learning about the basic rules and watching some short clips of professionals in action before taking part in some throwing and catching drills. They will be encouraged to pass between their own team and work together.

**MFL:** Children will compare what happens over Christmas time in France to the UK, what is the same or different? Children will revise all phonemes taught last half term.

**Vocabulary:** From Marcy and The Riddle of The Sphinx : Mythical , riddle, survey , ancestor , artefact, portly, ventured, horizon, tomb

**Homework:** 5 minutes of TT Rockstars every day

**Friday 7<sup>th</sup> January:** Computing homework: Use a computer to type up a short review of your Panto visit – if you didn't attend review the last movie you saw. Include punctuation in your typed sentences too.

**Monday 10<sup>th</sup> January:** Reading - Complete one Reading Eggs Lesson, Practise spellings.

**Wednesday 12<sup>th</sup> January:** Use greater than and less than symbols to compare 3 digit numbers.

### YEAR FOUR

**Key Question Week 1:** Will you go Farther than your forefathers?

**Key Text for Linked Learning:** FAR<sup>T</sup>HER

**Linked Learning:** English

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In English this week, the children will watch a narrated version of the key text – They will work towards writing character descriptions of the Father and son featured in the book initially by immersing themselves in the key text, enjoying, exploring and responding by making predictions, inferring meaning and retrieving information. They will also determine purpose, audience and form by familiarising themselves with language features and the author himself.

**Maths:** In maths, children will learn to count in  $\frac{1}{4}$ s,  $\frac{1}{3}$ s,  $\frac{1}{8}$ s and  $\frac{1}{10}$ s saying equivalent fractions, then will find unit and non-unit fractions of amounts.

**Science:** No science this week

**Geography:** Pantomime

**History:** Children will share their knowledge of the second world war then listen to recounts of contemporary memories of the times. <https://www.youtube.com/watch?v=xcEI0SIij7g>

**Computing:** In computing this week, children will identify digital devices that can play audio, record sound, or do both, then identify the important inputs and outputs of digital devices that can play audio, record sound, or do both

**Music:** No music this week

**Art / Design Technology:** In art, children will begin to learn about Rembrandt and the Baroque style by researching his life and paintings.

**PDW /** No PDW this week

**R.E:** In RE, children will learn about the Marshmallow test and how it relates to ideas of self-discipline.

**P.E:** children will watch and copy step to learn, two WWII dances (linked Youtube videos)

**MFL: In French, children will learn vocabulary associated with the seasons**

**Vocabulary:** complete, disappear, experiment, increase, learn, often, promise, regular, thought, different

**Homework:** 10 minutes of TT Rock Stars every evening 10 minutes of Quiet reading.

**Friday 7<sup>th</sup> January:** This week your main homework is to Look around your home for digital devices that can record sound and record the details on the sheet provided.

**Monday 10<sup>th</sup> January:** One lesson on Reading eggs.

**Wednesday 12<sup>th</sup> January:** maths – Place Value Unit 5 Problem solving and reasoning questions.

### YEAR FIVE

**Key Question Week 1:** Who were the Anglo Saxons?

**Key Text for Linked Learning:** Beowulf by Michael Morpurgo

**Linked Learning:** English

In English, the children will begin 'Beowulf' by Michael Morpurgo. They will learn about the background of the story and its role in Anglo-Saxon history. They will read about the character Grendel and his role in the story. The children will then explore Grendel's description: his appearance, his personality, his movements and his effect on other people. They will work together to decide a variety of words and phrases that describe him and share their ideas with the class. Children will explore synonyms of words, focusing on the pronouns that could be used to describe

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Grendel. Using the words and phrases they have explored, children will plan a descriptive sentence about Grendel using a variety of pronouns for the character.

**Maths:** Children will be finding the perimeter of shapes, specifically rectangles and composite shapes. This will include finding the lengths of shapes that have missing sides. The children will use their knowledge of squares and rectangles to help them determine the missing sides to composite rectilinear shapes.

**Science:** Children will investigate groups of materials. They will determine which material is best for a cooking surface. The factors they will be considering when conducting the experiment will be: absorbency, strength, ease of cleaning and texture. They will start by identifying different materials and their properties. This will lead onto them grouping and ordering the properties into groups. Then the children will be given examples of materials for example a 'chocolate handle.' It will be their job to determine whether or not the material is fit for purpose. Then the children will begin their 'surfaces' experiment. They will be exploring the following materials to determine which one is the best for a cooking surface: plastic bags, wooden logs, aluminium foil, sponge, wire wool, tin, metal spoons, sandpaper, bubble wrap.

**History:** Children will be exploring the timeline of the Anglo-Saxons in England. They will be exploring the major events that occurred during the time the Anglo-Saxons ruled in England and placing these in context amongst the major events in history that they have studied in the past, including both BC and AD.

**Geography:** Children will identify the countries in Europe that the Anglo-Saxons originated from. They will also locate these within Europe. Then the children will map the invasion of the Angles, Jutes and Saxons onto a map of Britain.

**Computing:** Pantomime

**Music:** Children will learn about the composer, Tchaikovsky, including details about his life.

**Art:** Pantomime

**Design Technology:** The children will learn about the function and purpose of a rain gauge.

**PDW /R.E:** Pantomime

**P.E:** Pantomime

**MFL:** Pantomime

**Vocabulary:** ancestors, Norse, allies, hearth, prosperity, enthralled, bloodlust, fiend, aluminium, properties

**Homework:** to be completed next; Every day: 5 minutes of TT Rockstars and 15 minutes of Quiet reading

**Friday:** What is the oldest area settled in England? Using your research, identify what made this area appealing to settle.

**Monday:** Complete your next reading egg

**Wednesday:** A rectangle has sides measuring: 7cm and 10cm. Calculate the perimeter.

### YEAR SIX

**Key Question Week 1:** What were the causes of the first world war?

**Key Text for Linked Learning:** Mortal Engines – Philip Reeve

**Linked Learning:** English

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This week, children will be exploring the dystopian novel 'Mortal Engines' by Philip Reeve. The novel will immerse the children into 'a dangerous future where huge, motorised cities hunt, attack and fight each other for survival.' The children will identify the descriptive language used in the text and how the author is able to effectively create a picture in the readers' mind. Children will visualise what they are reading and create an image of what they picture with annotations from the text. Children will also use their inference skills to answer questions from the text in order to better understand the action within the novel. Finally, children will explore subordinating and coordinating conjunctions and will create their own based on the text.

**Maths:** In Maths, children will look back at the place value of digits up to 10 million, they will compare and order numbers up to 10 million, they will also add and subtract powers of 10 from these numbers (10,100,1000 etc). Children will use their knowledge of rounding to round numbers to the nearest million and 100,000 using number lines.

**Science:** In Science, children will explain how living things have changed over time. They will look at how inheritance and variation play a part in evolution, particularly in the example of the peppered moth.

**History:** In History, children will identify and discuss the key events which led to the start of World War 1, the Great War. They will identify the various factors which contributed to the outbreak of war in August 1914.

**Computing:** In Computing, children will look at variables within programmes, they will identify examples of information that is 'variable'. They will also explain how variable changes are defined and can hold numbers and letters.

**PDW:** In PDW, children will debate the causes of World War 1, considering others' points of view and creating carefully considered arguments about whether it was caused by **Militarisation, Alliances, Imperialism or Nationalism**.

**Music/Art:** Children will be attending the Birmingham Hippodrome to watch Goldilocks and the Three Bears pantomime.

**Key Vocabulary:** Blustery Feeble Skulking District Static Gnawing Lumbering Pursuit Wreathed Mediterranean

**Homework:** to be completed next week (TTRS every night)

**Friday 12<sup>th</sup> January:** To create an A4 poster about either the 'Triple alliance' (Germany, Austria-Hungary and Italy) or the 'Triple Entente' (Great Britain, France and Russia) before the outbreak of World War 1.

- Why did they form this alliance?
- What did they want?
- How did they contribute to the start of the war?

**Monday 10<sup>th</sup> January** - At least one lesson on Reading Eggs.

**Wednesday 12<sup>th</sup> January:** Maths – On Monster SATS complete: **Arithmetic Paper 1 Test 8**