



Next Week at Hill West

Week Commencing: Monday 17th January 2022

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

RECEPTION

Key Question Week 3: Who has crash landed at Hill West?

Key Text for Linked Learning: Smeds and Smoos – Julia Donaldson

Rhyme of the Week: Five Little Men in a flying saucer.

What has happened in our playground? Has a spaceship landed? Who could it be? Dr Clarke spotted something running across the playground it had 3 eyes, was bright blue with yellow furry stripes. What might it be? After heading to the moon last week, we will be back down on planet Earth but somebody has followed us! The children will be helping our new little friends to get home this week by building them a new spaceship. They will be learning about planet Earth to share with our new little space aliens. The children will read clues about the alien's planet. Can they guess what planet it is? Last week, the children looked at Neil Armstrong, the first man on the moon, and this week, children will be looking at the astronaut Tim Peakes; where did he go, how did he get into space, how did he become an astronaut, did he see any aliens?

PSED:

To consistently respect property or equipment not belonging to them.

Communication and Language:

To learn new vocabulary.

To ask questions to find out more.

Physical Development:

To form the capital letters **I J K** and **L** with increasing accuracy.

To kick and pass a ball to a small group.

Writing:

To write words containing the digraphs **ai**, **ee**, **igh** and **oa**.

To begin to write a short sentence/caption, eg. He is on the moon.

Phonics:

To pronounce the digraphs correctly: **oo**, **oo**, **ar**, **or**.

To sound talk and blend words containing the graphemes **oo**, **oo**, **ar**, **or**.

To read and spot the tricky words; **was**, **they**, **you**.

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 follow and give simple instructions/directions; forwards, backwards, side.

Understanding of the World:

To talk about a person, Tim Peake, and their roles.

Expressive Arts and Design:

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To begin to draw a person with recognisable body and limbs.

Revisit and Review

The children will be revisiting the Nativity story; Who are the key people, where did they go, who came to visit Jesus. They will also review their understanding of vocabulary previous taught this academic year; **two-dimensional, subitise, investigate, generous and leapt.**

Vocabulary:

nibbled grandparents clambered lured suspicious

Homework:

Friday 14th January: To continue to create a 3D model of a planet of their choice from last week. This will be displayed in the class.

Monday 17th January: Big Cat Collins Ebook (accessible throughout the week)

Wednesday 19th January: Weekly GPC recognition and words.

YEAR ONE

Key Question Week 3: Is it good to mix?

Key Text for Linked Learning: Mixed by Arree Chung

Linked Learning: English, Art and PDW

This week the children will be looking at the text, Mixed by Arree Chung, an inspiring story about colour and our feelings. The children will begin by making their own predictions about what might happen based on what they have read so far. They will then move on to sequencing the main events of the text after exploring it together in detail. They will be looking closely at the language the author uses and will be deconstructing the tier 2 word harmony. The children will then be demonstrating their inference skills through role play, considering how the characters are feeling at different points of the story. By the end of the week, they will be showing confidence when performing and taking part in role play.

In PDW, the children will be shown different illustrations of the characters from the story Mixed. They will then label the emotion the character is showing. They will need to look at facial expressions and actions to help decide which the most appropriate emotion is. Additionally, the children will be encouraged to use a wide range of emotions such as excited, frustrated, nervous instead of happy and sad to extend their vocabulary.

In Art, the children will continue to study the De Stijl art movement. They will be focusing on the artwork of Piet Mondrian, a prominent artist from the movement. They will be thinking about the style in which he paints and the materials he uses to create his pieces. They will then create their own replica of one of his pieces using software on iPads.

Phonics: This week the children will be learning these new phase 5 phonemes y (igh), ow (oa), g (j) and ph (f). They will also be taught the following tricky words, who, whole, where and two.

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

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words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

Maths: This week in maths the children are learning about money. They will be finding ways to pay amounts up to 20p, they will be finding totals of single-digit prices using known facts or counting on and adding 10p and 20p to 2-digit amounts of money. The children will then move on to finding change from 10p and finding the difference between amounts of money.

Science: This week the children will be playing with magnets and exploring their properties. They will be discovering what's attracted to them and why. The children will then be creating games using the magnets and metal objects in the classroom.

History: This week the children will be locating RNLI lifeboat stations that are situated around the UK and they will be locating the nearest station to Hill West.

Geography: This week the children will be learning facts about each country of the UK.

Computing: This week the children will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear, fixed command in a precise and repeatable way.

Music: This week the children will continue to listen to the song, 'In the Groove', by Joanna Mangona which is a blues based piece of music. As part of this the children will begin to study some of the main instruments that are used to create this genre of music. This week they will focus on the brass wind instruments.

Art: see above

DT: This week the children will be looking at the design features of a boat and investigating the materials they are made from. Why do they sink or float?

RE/PDW: see above

P.E: This week the children will be introduced to balances and will be focusing on understanding what a 3-point balance is and modelling this in different ways.

Vocabulary:

harmony vibrant separate inseparable fascinated magnetic poles change difference programming

Homework:

Friday 14th January - For your homework this week, we would like you to take part in your own Maths investigation. Can you find different ways of representing the following numbers: 24, 55, 78, 32, partitioning them into their tens and ones. You could use straws, pictures, beads, cubes, food etc. Please present this however you wish in your homework books.

Monday 17th January- Access Big Cat Collins E-Books (throughout the week)

Wednesday 19th January - Spellings (Spring 1 words – be, he, she, me, we, no, go, so)

YEAR TWO

Key Question Week 3: What would you build?

Key Text for Linked Learning: The Building Boy – Ross Montgomery and David Litchfield

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Linked Learning: English, History, Science

In English this week, children will explore the text *The Building Boy*. Children will read the text and make inferences about the main character in order to understand him as much as possible. Using the inferences they have made, children will then generate vocabulary to describe both his appearance and personality. They will then add these adjectives to expanded noun phrases within sentences. When writing these, children will focus on the correct uses of capital letters and full stops to mark the beginnings and ends of sentences. In Science, children will consider what buildings are made of and why. In addition, they will generate questions about the absorbency of building materials. This will lead to them devising an investigation to test a variety of materials for their absorbent properties, make predictions and to observe and record results.

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.

Maths: In Maths, the focus will be on number and place value. Children will use ordinal numbers in context up to 10th and beyond, before comparing numbers using the symbols < and >. They will then apply their knowledge of place value to round 2-digit numbers to the nearest multiple of 10. The week will finish with children identifying odd and even numbers.

Science: See above

History: In History this week, the children will be studying key events from the life of Neil Armstrong and placing them in chronological order.

Geography: In Geography this week, the children will learn about the seas that surround the UK. They will identify the North Sea, the English Channel, the Celtic Sea, the Bristol Channel, the Irish Sea and the Atlantic on a map and recognise where one ends, and another begins.

Computing: This week's lesson focuses on sequences, and guides pupils to consider the importance of the order of instructions within a sequence. Pupils will create several short sequences using the same commands in different orders. They will then test these sequences to see how the different orders affect the outcome. In this lesson, pupils will also use logical reasoning to make predictions. They will follow a program step by step and identify what the outcome will be.

Music: Children will listen and appraise 'The Click Song' sung by Miriam Makeba. They will sing the song Hands, Feet, Heart and then be introduced to the instrumental parts.

Art: Children will revisit how Jackson Pollock used colours to express emotions. They will then experiment with the splatting technique used by the artist using different surfaces.

RE: In RE this week, the children will find out about the Jewish festival of Sukkot. They will find out when and how it is celebrated before creating their very own 'Sukkahs'.

P.E: Gymnastics- Children will practise rolling using different methods, e.g. log roll, teddy roll, et. They will then sequence a body shape and a shape jump followed by a roll.

Key vocabulary:

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architect, skyscrapers, horizon, bound, throbbed, Sukkot, sukkah, Torah, Hoshanah Rabah, Rabbi.

Homework: Everyday: 5 minutes of TT Rockstars and 10 minutes of reading

Friday: 14/01/22 Have a material hunt around your house, can you find any absorbent materials?

Monday: 17/01/22 Complete one Reading Eggs Lesson

Wednesday: 19/01/22 What 3D shapes can you find around your house?

YEAR THREE

Key Question Week 3: How do you defeat a crocodile?

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

Linked Learning: English, History, RE and Geography

This week in English, we will be applying all our knowledge from the last two weeks to plan and write our own myth based narrative. We will start by doing a shared write together to share ideas and to model how to develop those ideas into a narrative. Then children will have the opportunity to plan, draft and edit their own narrative and then write it up neatly to be published on the wall. In RE this week, we will be exploring the concept of faith and religion and thinking about what the difference is between the two terms. Children will understand that religion is an external construct whereas faith is an internal emotion. We will examine the relationship between faith and religion and discuss our own faiths and religions, this will also be linked to the Egyptians, thinking about their faiths and religions. In Geography Children will look at maps and digital resources, such as Google Earth, to explore and learn about some of the famous Egyptian landmarks. They will then link this knowledge to their History research about the Nile, and why these landmarks were positioned where they are. In History, children will learn about the Ancient Egyptian social triangle and how people's lives differed based on their position. They will also look at different homes, poor and wealthy, and compare the two.

Maths: Putting their place value knowledge to practice, children will add pairs of 2 digit numbers and 3 digit numbers. They will then move on to adding three 3 digit numbers too. They will use a range of strategies to support, such as number bonds, partitioning and near multiples. They will then learn how to add using the expanded column method, answering a range of questions including 3 digit numbers.

Science: Children will set up their own investigation to explore how surfaces can effect motion. They will measure the distance a toy car travels across different surfaces, record their own results and analyse them to state their findings. In a separate lesson they will then begin explore magnetism. They will look at a magnets magnetic field and will be using scientific vocabulary such as pole, attract, repel field and north and south during discussion.

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They will then use magnets to sort materials, to see how magnets can be used in real life such as in a scrap yard.

History: See above

Geography: See above

Computing: Working with Scratch again children will programme 3 sprites to all move in a different way simultaneously, debugging their own code as they work.

Music: This week we will be introducing the children to the note e. We will practice this note on its own and then we will learn a new song that uses all the notes we have learned so far.

Art/ Design Technology: Children will use a new medium, chalk pastels, to sketch, draw and add tone to their drawings, drawing on knowledge from their practise with pencil in weeks prior.

PDW/RE: see above

P.E: Children will play handball. They will take part in a series of drill designed to encourage team work and communication. Children will also take shots at a defended goal.

MFL: This week in French we will be learning some French food names which are cognates with the English language. We will learn to pronounce these correctly using our current French phonics knowledge, as well as learning some of the phonemes we do not yet know for these words.

Vocabulary: From Marcy and the Riddle of the Sphinx:

throne, underestimated, helm, intrigued, plotting, plunge, conquer, vaulted, descended, anchor.

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

Friday 14/01/22: Consolidate your geography learning about the seas which border the UK. Complete a small project to teach an alien everything they would need to know about the countries, oceans and seas surrounding the UK. Add as much detail as you like.

Monday 17 /01/22: Reading - Complete one Reading Eggs Lesson, Practise spellings.

Wednesday 19 /01/22: Play the 'Nasty Game'. Teach your parents how! (Google *nasty game maths* to find variations of the place value game if you need to)

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YEAR FOUR

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

Key Text for Linked Learning: FARThER (week 3)

Linked Learning: English

In English this week, the children will be immersed in good quality examples of short stories- they will begin by thinking about stories they have read and the characteristics that makes the book interesting enough for them to want to continue reading – They will work towards writing a sequel to FARThER where the grandchild of the original father in the story takes on the dream of flight and (maybe) engineers the world's first flying car.

Maths: In maths, children will begin the week by using a compass to draw circles to given radii, then , draw different polygons ,identifying their properties as they draw , then move on to Describe, name and sort triangles, again, identifying their properties.

Science: In science this week, children will learn the different functions and properties of the composite parts of the human gut from mouth to anus and everything in-between.

History / Geography: In Geography, children will begin to understand how engineering can be used to limit the damage caused by earthquakes.

In History this week, children will create a timeline of key events of WW2 in order to understand the key theatres and the length of the war.

Computing: In computing this week, children will plan their own podcast and begin recording it. They will also discuss the importance of saving their work, and save their recordings as a file.

Music: In music this week, children will continue to learn Clarinet/Tenor Horn: Sing and Play in a group with more than one part. In the process, they will follow complex melodic notation and simple rhythmic notation.

Art / Design Technology: In art, children will begin to learn about Rembrandt and the Baroque style by examining shading techniques to create light and dark elements in a still-life picture.

PDW / R.E: In PDW this week, children will continue to learn about cyberbullying, empathise with victims of cyberbullying and have ideas how to stop it happening. In RE, children will examine the values which underpin the beliefs and practices of the religious and non-religious groups represented in the UK today.

P.E. In P.E, children will again watch and copy step by step a WW11 dance. In gymnastics they will work on three and four point balances.

MFL: In French, children will hold a conversation in French to introduce themselves to a stranger

Vocabulary:

Allies, allotment, blackout, Blitz, commonwealth, evacuee, holocaust, liberate, propaganda, refugee

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

Friday 14th January: This week your main homework is to research an event of cyberbullying that as actually happened and present your finding on one page of A4.

Monday 17th January: One lesson on Reading eggs.

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Wednesday 19th January : maths – children will answer problem solving and reasoning questions around multiplication

YEAR FIVE

Key Question Week 3: What happened between Beowulf and Grendel?

Key Text for Linked Learning: Beowulf by Michael Morpurgo

Linked Learning: English

In English, children will examine the battle between Beowulf and Grendel. They will focus on using vocabulary that creates an atmosphere and sets a mood. Children will begin by recalling the key events of the battle and placing them in chronological order. They will then have to think of details behind each event and how it affects the characters in the setting. Children must examine how characters are feeling throughout this scene and will make sure to include these details when recalling each event in the battle scene. Children will then recount the battle in 1-2 paragraphs using the events, details, thoughts and feelings that we will have discussed. They will then have an opportunity to peer assess each other's work for improvements.

Maths: Children use mental subtraction strategies, place value knowledge and counting on (Frog) or counting back on a number line to explore subtraction of decimal numbers. They use counting up (Frog) to find change from £100, and explore the differences between amounts of money. Children revisit how the place value of digits change when multiplying or dividing by 10 and 100 and 1000.

Science: Children will plan and conduct their own experiment to test the durability and strength of different types of paper. They will write an equipment list and a method for how to conduct the experiment. This will also include a hypothesis for which paper they think will be the strongest.

History: Children will look at how the Anglo-Saxons ruled England. The children will be creating a pyramid to depict the hierarchy of the Anglo-Saxons.

Geography: This week, children will locate and name countries and cities that the Anglo-Saxons came from. They will examine their maps from the previous week to identify key locations for the Anglo Saxons and compare them to the geography of modern Britain.

Computing: Children will connect a Sparkle and a motor to the Crumble controller. Learners will design sequences of actions for these components. They will then apply their understanding of repetition by using count-controlled loops when implementing their design as a program.

Music: Children will listen to the work of Tchaikovsky and in particular woodwind instruments. They will examine the oboe, the clarinet and the bassoon. They will listen for these instruments within the 1812 Overture piece.

Art: Children will be creating George Seurat's colour wheel. This will involve the children using the 3 primary colours (red, blue and yellow) to create sections of a wheel. This will be created using the pointillist technique. The children will be exploring how **contrasting colours next to each other, in small amounts, made the colours seem more vibrant.**

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Design Technology: Children will begin to design their own rain gauges. They will have to select appropriate materials that are fit for purpose. Their designs will include the following aspects: a funnel, a receiver, a base, a body and a measuring scale in ml.

PDW / R.E: Children will examine the Anglo-Saxon gods and the roles they played in Anglo-Saxon life. They will investigate Woden, Frige, Thunor, Tiw and Eostre and draw comparison to other polytheistic religions they have learned about.

P.E: Children will be introduced and will develop the following passes in Netball: chest pass, overhead pass and a bounce pass. The children will then have the opportunity to work collaboratively with their teammates in matches whereby they can practice the highlighted passes.

MFL: Children will be forming simple opinions based on their hobbies. They will be able to express their likes and dislike and using *parce que*.

Vocabulary:

durability, fibres, hypothesis, hierarchy, moorland, tyrant, wracked, gluttonous, gnashing, callous

Homework: Every day: 5 minutes of TT Rockstars and 15 minutes of Quiet reading

Friday 14.01.22: Choose an Anglo-Saxon Kingdom and identify its capital. You may present this as a poster or presentation.

Monday 17.01.22: Complete your next reading egg

Wednesday 19.01.22: Packets of pens cost £3.99. How many packets can I buy with £50?

YEAR SIX

Key Question Week 3: What is evolution?

Key Text for Linked Learning: *Amazing Evolution – The Journey of Life*

Linked Learning: English, Science

This week, children will be learning about the British naturalist Charles Darwin, who is famous for his book 'On the Origin of Species'. In which, he laid out his theory of evolution. Using their key text, *Amazing Evolution*, the children will learn about the events that led up to his discoveries and key terms such as genetic inheritance, adaptation, natural selection and variation. They will retrieve, record and information from non-fiction and identify how language, structure and presentation contribute to meaning. And examine how the structural choices help to guide the reader through more information-rich texts. They will use a range of sources to gather and summarise key information, which they will use to craft their own paragraphs about evolution and inheritance. To ensure their writing is fit for purpose they will revisit formal writing styles, such as active and passive voice, and structural choices such as headings, subheadings, and bullet points. They will also be learning about how to use colons and semicolons in lists.

Maths: In Maths, children will use negative numbers in the context of temperature; calculate differences across 0; add and subtract near multiples of powers of 10, including decimals; and solve addition and subtraction multi-step word problems.

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Science: In Science, children will be able to explain that living things produce offspring of the same kind, but these vary and are not identical to their parents. Children will understand how variations can make an animal more or less able to survive in a particular environment and therefore produce better adapted offspring.

History: In History, children will continue learning about life in the trenches of the Western Front and the events during the Battle of the Somme.

Computing: In Computing, children will be working at the algorithmic level of abstraction. Pupils will first design the sprites and backgrounds for their game project, then they will design their algorithms to create their program flow.

Religious Education: In RE, children will be learning about the 5Ks of Sikhism.

Music: Children will be continuing their learning about music theory and notation used to represent rhythm and pitch.

French: In French, children will revisit their learning about numbers and use this to have conversations about the price of items in a shop.

Art: In art, children will be drawing side profiles of people, taking care to sketch the face and body accurately and in proportion. Children will develop their observation skills in order to add details to their sketches.

Key Vocabulary:

adaptation, variation, inheritance, species, genes, characteristics, organism, fossilisation, descent, naturalist

Homework: Daily: 5 minutes of TT Rockstars and 15 minutes of quiet reading.

Friday 14.01.22: Linking to our work in Science, research the famous naturalist, Charles Darwin. Create a short biography using the presentation medium of your choice. Keep same?

Monday 17.01.22 - At least one lesson on Reading Eggs.

Wednesday 19.01.22: Maths – On Monster SATS complete: **Reasoning: Paper 2 Test 2**