



Next Week at Hill West

Week Commencing: Monday 16th January

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

RECEPTION

Key Question Week 3: Which bears porridge would you chose?

Key Text for Linked Learning: Goldilocks and the Three Bears by Nicola Baxter

Nursery Rhyme of the Week: When Goldilocks went to the house of the bears.

We are off into the woods this week to hear a story all about a little girl who went into a house that belonged to 3 porridge-loving bears! Do you know which 3 bears we are talking about?

The children will arrive into class to a crime scene. What has happened here? An empty porridge bowl, A broken chair and is that somebody asleep in the baby bed. Children will get to work investigating what has happened. They will be applying their phonics skills to write what they can see. Children will be talking about whether Goldilocks did the right thing. Should we go into people's houses? What should we do if we break someone's belongings? The children will be learning the rhyme 'When Goldilocks went to the house of the bears' by heart this week and will be coming up with their own actions to accompany it. In Maths, the will explore and identify patterns, including line symmetry in images and simple shapes. They will create and extend repeating patterns involving two, three and four items, including images and objects. Children will begin to recognise and identify odd and even numbers and count in 2s from an even number. The children will also be spending some time exploring what it means to be healthy and identifying healthy breakfast options. They will be working together to make their own batch of porridge. Will it be too hot? Too lumpy? Or just right?

PSED:

To explore and identify the feelings of the Three Bears and Goldilocks.

Communication and Language:

To use exact repetition to retell the story of 'Goldilocks and the Three bears'.

Physical Development:

To identify healthy choices for breakfast.

To form the capital letters **E F G** and **H** with increasing accuracy.

To develop control when moving.

To negotiate space and obstacles effectively when playing with themselves and others.

Literacy:

To independently use my segmenting fingers to help me spell.

To construct a sentence using the tricky words 'she' and 'has'.

Phonics:

To recognise and write the graphemes **oo, oo, ar** and **or**.

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

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

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 recognise and complete a repeating pattern using objects, sounds, actions and colours.

To recognise a line of symmetry in images and simple patterns.

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To begin to count in 2's.

To begin to recognise even and odd numbers in a practical context.

Understanding of the World:

To compare and contrast the characters from Goldilocks and the Three Bears to Little Red Riding Hood.

Expressive Arts and Design

To draw a person with a body, including detailed arms and legs.

Vocabulary

Peckish

Sobbed

Grunted

Leapt

compare

Homework: Please support your child in accessing the Collins Ebook throughout the week.

Friday 13th January: To spend time with your child reviewing their Learning Profile. Please complete the 'At home' section and return to school.

Monday 16th January: Little Wandle Home Learning Page.

Wednesday 18th January: To consolidate your child's on symmetry, please access the 'Symmetry matching' game by scanning the QR code. For an extra challenge, have a go at the 'Symmetry sorting' game too.



YEAR ONE

Key Question Week 3: Where would you prefer to live Trinidad or England?

Key Text for Linked Learning: Coming to England

Linked Learning: English, PDW and Geography

This week the children will continue their learning of the key text 'Coming to England'. This week the children will use their inference skills to think about what Floella might write in a postcard back home. They will be thinking about what Floella has experienced since coming to England and how this would make her feel. They will also be using their editing and revising skills to make improvements to their own writing and by the end of the week they will read their own work aloud to a small group of their peers.

Linked to our key text this week, the children will be understanding and discussing different religious and cultural traditions. They will think about where Floella is from and how this differed to her new life in England. We will also be investigating what life would have been like for Floella when she lived in Trinidad.

In Geography, the children will be labelling on a map the four countries that make up the United Kingdom. They will be looking at how England, Scotland and Wales are all connected and then ensure they can identify Northern Ireland. They will also learn about where London is on a map and that it is the capital city of England.

Phonics: This week the children will be learning these phase 5 graphemes- y (igh), ow (oa), g (j), ph (f). They will also be learning these phase 5 tricky words- who, whole, where, 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 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: This week in maths the children will be finding ways to pay amounts up to 20p. They will also be finding totals of single-digit prices using known facts or counting on and we will be adding 10p and 20p to 2-digit amounts of money. Towards the end of the week, the children will begin to find change from 10p.

Science: This week the children will be starting their exciting new topic of everyday materials! They will be shown a variety of objects which they will touch. They will be discussing what they think these objects are made of using their prior knowledge to help them. They will then learn the names of common materials and will identify the materials objects are made from using images and objects in the classroom.

History: This week the children will continue to learn about Grace Darling. This week we will be thinking about when Grace Darling was alive, was this before or after our great grandparents? The children will be using the vocabulary A long time ago, before and now to create their own timeline of when Grace Darling, their Great grandparents and they were alive?

Geography: see above

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 / Design Technology: This week the children will be introduced to sculptures and what a sculpture is. They will look at different videos and images of sculptures and will be giving a personal response to the sculptures by answering a variety of questions.

PDW / R.E: 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:

Trinidad, skyscraper, mischief, dock, cardigan, Marmie, Dardie, saxophone, newspaper, empire.

Homework: Everyday – share a book / story

Half Termly Spellings: be, he, she, me, we, no, go and so.

Friday 13th January – This week we would like you to complete the learning profile that has been sent home with your child. Please return to your class teacher.

Monday 16th January – Please complete your Little Wandle Phonics home learning sheet. This will go home on Monday. Also, complete one lesson of Reading Eggs.

Wednesday 18th January – Please access your child's abacus account to complete the tasks that have been assigned.

Please practise reading the eBook your child has been assigned on Big Cat Collins.

Year Two

Key Question Week 3: Who would you write a letter to?

Key Text for Linked Learning: The Bear and the Piano.

Linked Learning: English / PDW

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In English this week, the children will complete their writing of a letter in character as the bear. They will consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. As they are writing they will check that sentences make sense and include a range of Y2 spelling, punctuation and grammar. Following on from this, the children will proofread their letter, making sure they have applied the range of conventions appropriate for the text type. Editing by making simple additions, revisions and corrections to their writing by: -evaluating their writing with the teacher and other pupils -re-reading to check that it makes sense and that the verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Finally, they will publish their work and then share it with the rest of the class.

Maths: In Maths this week, the children will begin by using their knowledge of number bonds to 20 to solve subtraction problems. The children will then use reasoning skills to attempt to subtract larger numbers using their number bond knowledge e.g. $20 - 2 = 18$ therefore $20 - 12 = 8$. Moving on from this the children will continue to think about number patterns for addition. The children will be solving addition problems involving two 2 digit numbers by adding multiples of 10 first then adding the ones. Eg $22 + 12 = (22 + 10 + 2)$ or $36 + 33 = (36 + 10 + 10 + 10 + 3)$

Science: In Science this week, the children will be investigating the question, can a material have more than one property? The children will be working scientifically to identify the objects, their materials and the different properties to compare the similarities and differences between the objects around them.

History: In History this week, the children will make links to Columbus and his expeditions in relation to Neil Armstrong. They will use a timeline and look at significant events. The children will be introduced to Neil Armstrong and look at his life and the events that took place. The children will learn about the Space Race and why it is important. They will then share what they would take to space with them.

Geography: In Geography this week, the children will continue looking at Tanzania. They will compare Birmingham and Tanzania and identify physical features on both maps.

Computing: In Computing this week, the children will use logical reasoning to predict the outcome of a program (series of commands). They will follow a sequence, predict the outcome of a sequence and compare their prediction to the program outcome.

Music: In Music this week, the children will continue to listen and Appraise - I Wanna Play In A Band by Joanna Mangona. They will discuss temp and pulse before they learn and preform the song as a whole class accompanied by instruments.

Art: In Art this week, the children will begin to build their structure. They will begin by simply cutting out some rectangle and squares from cardboard or foam board. These will be their building bricks. They will explore the rectangles by placing them together before deciding on what they are going to build.

P.D.W: In P.D.W this week, the children will explore the word 'Diversity'. They will discuss the meaning of the word and then explore diversity in our class, school and wider community.

P.E: This week in PE, the children will continue gymnastics. They will begin by developing a good knowledge of balances from 1- point to 5 point. They will perform these remembering to hold them for up to 10 seconds.

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Key vocabulary: giant, stumbled, theatre, beyond, cleaning, familiar, concert, audience, bounded, tugged

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

Half Termly Spellings: any, break, climb, even, grass, great, many, pass, steak, wild, who

Friday: 13th January: To complete Learning Profiles.

Monday: 16th January: Complete one Reading Eggs Lesson

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

Wednesday: 18th January: Practice your x2 and x5 tables. Order numbers 1 to 50 from smallest to largest. Practice counting up to 100 from a given number. For example: count to 100 from 87, 75, 68 etc.

YEAR THREE

Key Question Week 3: Can bravery be found inside a cave?

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

Linked Learning: English, History & Art

In English this week, children will bring their own mythical monsters to life. They will use their planning ideas from last week to write their own short story, following a similar plot to Marcy and The Riddle of The Sphinx. They will write in paragraphs ensuring they use capital letters for any proper nouns. Children will also have the added challenge to include a range of punctuation including inverted commas to punctuate direct speech. During their writing process, they will have opportunities to edit and improve their work and to support their peers in making improvements and corrections. If needed, they will rewrite sections of their work to ensure their story is exciting for the reader. In History, children will deepen their understanding of how vital the river Nile was to the thriving success of Ancient Egypt. They will learn the many uses it had and all the way that this ancient civilisation utilised its most precious resource. In Art this week, children will again explore colour and mix their own colour palette inspired by the illustrations of Joe Todd-Stanton.

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 complete the investigation they planned last week, exploring how surfaces can affect motion. They will measure the distance a toy car travels across different surfaces, record their own results and analyse them to state their findings.

History: See above

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Geography: Children will continue to learn about our world with a focus this week on where they live. Children will learn some facts about our world and country and will then write some comparative statements about the UK using some subject specific vocabulary.

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: In music, we will recap the notes we have learnt so far and we will practice a song we have already learnt. Then we will continue practicing 'Let Your Spirit Fly', ensuring children are using the performance techniques we have learnt. We may also make some actions to go with the song too.

Art: See above

Design Technology: Children will consolidate their learning from last week about the simple machine, the lever. They will draw diagrams and explain how levers work as well as learning about gears and how they can work together with levers.

PDW/R.E.: In PDW this week the children will be discussing how they can express their own views articulately and with confidence.

P.E: This week, the children will create a routine using the balances learnt in the previous weeks. They must concentrate on controlling and extending their bodies and be able to move from each balance seamlessly.

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:

conquer, harmless, trembled, descended, reveal, anchor, riddle, intrigued, rigging and horizon.

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

Half Termly Spellings: probably, actual, occasion, occasionally, opposite, group, bicycle, February, pressure, which.

Friday 13th January: Please complete and return your child's learning profile.

Monday 16th January: Practice set 3 spellings and complete one lesson of Reading Eggs / Eggspress.

Wednesday 18th January: Log in to our new maths homework website (activelearnmaths) and complete the task allocated.

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YEAR FOUR

Key Question Week 2 Spring Term 2. What would you do if the dream came to you?

Key Text for Linked Learning: FArTHER by Grahame Baker – Smith

Linked Learning: History – World War Two

English: This week the children will be using their planning skills to draft a recount of the story FArTHER from a characters perspective. The children will consider the different language features the author uses to replicate these within their writing, and will use their emotive language skills to retell this emotional story about the bond between a Father and his son.

Maths: In Maths this week the children will be mastering their learning on fractions, we will be thinking about adding and subtracting fractions with the same denominator, how we can simplify fractions, and what mixed numbers are and why are they important. Towards the end of the week, we will be moving through to multiplication and division facts, beginning with times table facts, and ensuring they are fluent.

Science: In science the children will be continuing with their topic on animals, including humans and this week the focus will be on the digestive system, the children will be learning about the different terminology associated with digestion and will consider the process step by step practically.

Geography: in Geography, this week the children will be considering where our food comes from. Which foods are imported from other countries? Which food do we sell to other countries? The children will then discuss the process of trade and how trade has been working for thousands of years.

History: In History this week, the children will be continuing to focus on the Blitz during WW2, we will be thinking about the timeline of events during the blitz and will consider what life would have been like for a child living in an area like London and what measures were put in place to keep them safe.

Computing: In computing this week, children will be considering how patterns are made on computers and recapping how computer algorithms work. The children will experiment practically using the iPads how to create different patterns and sequences using a range of platforms.

Music: In Music this week the children are continuing to practice their tenor horns and clarinets. The children are beginning to learn new chords on their instruments and are now playing short melodies.

Art and Design: In Art this week children will be using their knowledge from last lesson to model plinths from clay. The children will be considering the artists choices on how they choose to sculpt their plints to show off design and meaning.

PDW / R.E: In PDW/ R.E This week the children will be drawing on their religious knowledge to consider the different traditions to explore the concept of how prayer can be important to certain people, how it can provide strength an comfort to lots of communities.

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P.E: In P.E the children will be carrying on with the gymnastics sessions. This week the children will be using the different apparatus to create their own movement routines. The children will be considering their balance skills and will be recapping on the different ways they can travel around using the equipment.

MFL: In French the children will be re capping their French phonics to become confident in learning the months and seasons of the year. They will then use this knowledge to describe their birthday. They will include the date of their birthday, the month it is in and the season it belongs to.

Vocabulary:

dozen, tumbling, chemicals, custom, victim, rickshaw, billboard, mournfully, bankrupt, repellent.

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

Half termly Spellings: material, promise, centre, century, increase, certain, recent, notice, believe, decided.

Friday 13th January: To complete your learning profiles/ pupil passports. To bring in a cardboard toilet roll ready for Monday.

Monday 16th January: One lesson of Reading Eggs

Wednesday 18th January: Abacus set lesson

YEAR FIVE

Key Question Week 2: Sutton Hoo – who?

Key Text for Linked Learning: Beowulf by Michael Morpurgo

Linked Learning: English / History

In English, the children will be immersing themselves more deeply in the text of Beowulf and deconstructing the rich and varied key vocabulary from extracts. Additionally they will explore the creative use of punctuation and metalanguage – How does Morpurgo carefully craft language to have the maximum effect on the reader? They will then begin to plot their own narrative from the point of view of Grendel. Planning will carefully consider inclusion of a good variety of punctuations, metalanguage and appropriate vocabulary as well as the storyline itself.

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.

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History: Children will be exploring the timeline of the Anglo-Saxons in England. They will be exploring who the Angles, Jutes and Saxons were. Then the children will discover where the Anglo-Saxons came from and why.

Geography: Children will explore the geographical areas of England and how they break down into counties. They will begin to learn which counties lie in which direction from each other, where they are in England and what landmarks can be found in each.

Computing: The children will connect a Sparkle and a motor to the Crumble controller. They 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: This half term, children will be exploring the pop ballad musical ballad genre, starting with Adele's 'To Make You Feel My Love'. The children will appraise this song and compare it to 'So Amazing' by Luther Vandross.

Art: The children will be exploring the use of set designs in theatre and begin to consider backdrops for their Highwayman set.

Design Technology: The children will learn how simple levers and joints can create moving parts and adapt them to a part of the Highwayman poem.

PDW /R.E: In RE, children will review Buddhism; specifically, the concept of Nirvana. They will learn how being silent and attentive can help to cultivate a sense for the sacred and transcendent

P.E: The children will continue their gymnastic journey this half term, with developing and practising their knowledge of gymnastic balances for individuals. This week they will be developing their abilities with 2-point balances.

MFL: The children will continue to develop an understanding of the different sports and sportspeople that are famous in France. They will say and recognise the French words for cycling, skiing, handball and boules. They will say short sentence in French saying which sport they would like to do in the future.

Vocabulary:

Ordeal, callous, gnashing, surge, resounding, brooding, trappings, hindrance, grappled, attendant

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

Half-termly Spellings:

bruise, yacht, guarantee, immediately, restaurant, privilege, neighbour, community, curiosity, vehicle

Friday 13th January: Complete your learning profiles.

Monday 16th January: Complete your next reading egg – ensure you are moving up a level.

Wednesday 18th January: At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Reel it in'.

YEAR SIX

Key Question Week 3: What was life like on the Western Front?

Key Text for Linked Learning: Mortal Engines by Philip Reeve

Linked Learning: English, History, PDW

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English: In English, children will continue their reading and writing unit based on the text *Mortal Engines* by Philip Reeve. They will revisit how to identify how language contributes to meaning with a focus on vocabulary. Children will deconstruct key vocabulary from the text and applying this within their sentences. They will also revisit their understanding of figurative devices, pupils will be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. Using the text as a model children will map out the structure of the story – this structure will support children with writing their own narrative third person narrative. Using other similar models, they will note and develop their initial ideas - considering how the characters have been developed in *Mortal Engines*. This will aid them in planning the structure and story arc of their narrative. Using what they have learnt, they will then plan the grammatical features and key vocabulary to include – aiming to create a dystopian atmosphere by thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Progressively, they will build and add to a varied and rich vocabulary bank and feed these into a range of sentence structures.

Maths: In Maths, children will begin to look at measurements. They will convert between grams and kilograms, millilitres and litres; convert between metres and kilometres; know the approximate conversion between miles and km; draw a line graph and read intermediate points; know regularly-used imperial units and approximate metric equivalents; draw a conversion graph of imperial to metric units and use it to read equivalent measures; and calculate time intervals using the 24-hour clock and add lengths of time.

Science: In Science, children will continue their learning about evolution and inheritance. They will learn about and Mary Anning, an English fossil collector, who discovered several dinosaur specimens that were important in the early development of palaeontology, and how these fossils helped to prove the theory of evolution.

History: In History this week, the children will investigate what life was like on the Western Front. They will discuss how the poppy fields where the trenches and no man's land used to be became a symbol of remembrance for all soldiers who have fought and/or lost their lives in wars.

Geography: In Geography, children will learn about several different factors that can affect an ecosystem; these include temperature and precipitation, elevation, ocean currents and latitude. All of these factors are a result of climate which is why the issue of climate change is so important.

Computing: In Computing, children will understand that variables are used in programs, and that they can only hold a single value at a time. Children will then explore why it is important to name variables and apply their learning in a Scratch project in which they make, name, and update variables.

Music: In Music, children will listen and appraise *A New Year Carol* by Benjamin Britten: Revisiting the song. They will then listen and appraise *A New Year Carol* (Urban Gospel version). After listening, they will talk about the song and answer the questions together using correct musical language. Exploring how this version is different from Britten's version?

Art: In Art, children will learn how artists can be inspired by colour. They will learn about Olafur Eliasson's interest in light. Growing up in Iceland, where for half of the year the country is in

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darkness, Olafur is known for sculpture and large-scale installation art employing elemental materials such as light, water, and air temperature to enhance the viewer's experience.

French: In French, children will use their understanding of numbers in French to ask how much an item in a shop is and work out the change they will need.

PDW: In PDW, children will learn about how statues perpetuate the stories that Christians and Sikhs think are important to retell.

PE: In PE, children will continue to learn about the Lindy Hop. They will then revisit their routines and begin to rehearse the key elements of the Lindy Hop.

Key Vocabulary:

fragment, furnaces, scavengers, clustering, haphazardly, pneumatic, engineer, swished, disobedience, guild

Homework: Daily: 5 minutes of **TTRockstars** on Garage mode and 20 minutes of **reading**.

Half termly Spellings: controversy, correspond, embarrass, especially, exaggerate, cemetery, necessary, sacrifice, hindrance, nuisance

Friday 13th January: For your homework this week, please complete your Learning Profiles with an adult. Hand them in to your teacher once completed.

Monday 16th January: Reading – Complete one lesson on Reading Eggs. Use Monster Learning activities to revise three punctuation and grammar topics.

Wednesday 18th January: Maths – Complete arithmetic test 6 on Monster Learning.

<https://monster-learning-red.com/login/>