



## Next Week at Hill West

Week Commencing: Monday 6<sup>th</sup> March.

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

### RECEPTION

**Key Question Spring 2 Week 2: Who helps to keep our bodies healthy?**

**Key Text for Linked Learning: We're going to the Dentist by Campbell Books**

**Rhyme of the Week: This is the way.**

Over the last few weeks children have been exploring who helps us in the wider community, police, fire men and women etc. This week the children will be focusing on Dentists and the ambulance service. The children will be looking at the importance of having good oral hygiene. Within the setting, children will get to role play the different roles within a Dentists surgery: dentist, dental nurse, receptionist, hygienist, nurse, doctor etc.

In Literacy, the children will be developing their caption/sentence writing skills, applying their known phonemes and tricky words to label and write about different role within the wider community. The children will be listening to the key text 'We're going to the Dentist' and think of ways that they keep their teeth healthy. Children will learn about the importance of good oral hygiene by knowing how long to brush their teeth for, what they should use and look at food which might affect their teeth.

**PSED:**

To understand the importance of good oral hygiene.

**Communication and Language:**

To describe events in some detail; how to brush your teeth.

**Physical Development:**

To develop control when moving.

To combine different movements with ease.

**Writing:**

To independently write words containing phase 3 graphemes: using grapheme mat.

To write a simple sentence using tricky words; he, has, she, is, his.

**Phonics:**

To recognise and pronounce the graphemes er, air, double letters correctly.

To sound talk and blend longer words into chunks.

To revisit the tricky words; **and, no, go, of.**

**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 begin to understand the value of different coins by recognising and naming the coins; 1p, 2p, 5p, 10p, 20p.

To make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.)

To make small amounts of money using 10p plus one or two small coins (10p + 2p = 12p etc.)

**Understanding of the World:** To name and describe the role of a Dentist and ambulance service in supporting the wider community.

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### Expressive Arts and Design:

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

### Vocabulary:

**appointment**   **rinse**   **polish**   **scrub**   **hygiene**

**Homework:** Please support your child in accessing the Collins Ebook throughout the week. This should be accessed at least 3 times.

**Friday 17th February:** To decorate a WOODEN SPOON with your favourite book character.

**Monday 27<sup>th</sup> February:** Little Wandle Home Learning Page.

**Wednesday 1<sup>st</sup> March:** To consolidate your child's understanding of ordering numbers to 10 from smallest to largest. Please access the 'Caterpillar ordering' game by scanning the QR code. For an extra challenge, why not try ordering numbers to 20.



## YEAR ONE

**Key Question Week 2:** What does the sea see?

**Key Text for Linked Learning:** The Sea Saw by Thomas Percival

**Linked Learning:** English and Geography

This week the children continue to explore the key text Sea Saw by Thomas Percival. This week the children will be completing their retelling of this story. They will begin by gathering and drafting ideas, they will identify the purpose and form of this text and then start to plan key vocabulary they will include in their writing. They will then spend the rest of the week writing up each section of the story, thinking about using their exciting language and correct sentence composition.

In Geography, the children will be continuing to spot weather patterns from the key text. They will be using the vocabulary that we have previously learnt so far to discuss the weather throughout the story in particular when at the seaside. They will then complete a weather forecast chart considering what clothes to wear for different weather types, activities, and dangers.

**Phonics:** This week the will children be learning these new phase 5 phonemes tch (ch), ture (ch), al (ar) and a (ar).

They will also be taught the tricky words **because** and **eye** as well as reviewing previous phase 5 tricky words.

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:** This week the children will continue to explore place value, using base 10 to explore the concept of tens and ones. Children will be finding larger numbers as well as problem solving to create various different 2-digit numbers using a set of 3 numbers. Children will be looking at number facts and investigating them to identify if they are true or false.

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**Science:** This week in science the children will continue to learn about the seasons. This week they will focus on the key features of Spring. The children will make their own observations on the changes they can see in our school grounds, thinking about new growth and the weather.

**History:** This week the children will continue our new topic, 'Homes in the past'. They will be comparing similarities and differences between homes. They will then think about the materials that have been used to build the houses, which links to our science topic this half term. The children will then look at a variety of images and make comparisons between their similarities and differences.

**Geography:** See above.

**Computing:** This week the children will begin to think about grouping objects based on what the objects are. They will demonstrate the ability to count a small number of objects before they group them and will then begin to show that they can count groups of objects with the same label. Learners will also begin to learn that computers are not intelligent and require input from humans to perform tasks.

**Music:** This week the children will be introduced to the song, 'Round and Round' by Joanna Mangona which has been adapted into a variety of different styles of music. This week the children will be focusing on Latin music. Think about the instruments that have been used the style of this genre of music.

**Art /DT:** This week the children will be continuing to explore water colours. They will be studying the artist Paul Klee, who used water colours in work. They children will be answering questions about Klee's artwork such as, 'what can you see? How does it make you feel? Tell me about the colours that have been used? Why have these colours been used?'

**RE/PDW:** This week the children will continue to explore how we can stay safe outside of our homes.

**P.E:** This week the children will be learning how to pass a ball between several players. They must keep control of the ball and pass with precision.

**Vocabulary:** curiously, battered, shoal, hitched, towering, shimmering, incredibly, replace, tatty, terribly

### Homework:

Every day – share a book / story.

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

**Friday 3<sup>rd</sup> March:** As we are celebrating World Book Day on Thursday this week, we would like everyone in school to make their own book character wooden spoon. Here are some images for inspiration-

Homework-To create a book character wooden spoon.



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**Monday 6<sup>th</sup> March** - Please complete your Little Wandle Phonics home learning sheet. This will go home on Tuesday as the children are not in school on Monday. Also, complete one lesson of Reading Eggs.

**Wednesday 8<sup>th</sup> March** – 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 2: Can you describe the man on the moon?**

**Key Text for Linked Learning: Man on the moon by Simon Bartram**

**Linked Learning:**

**English:** In English this week the children will be continuing their exploration of the text Man on the Moon by Simon Bartram. The children will revisit their character profiles, key vocabulary and year 2 spelling words from last week and organise their ideas into a planning template. This planning template will help them to identify the four paragraphs that we will be using to organise our character description of Bob. The children will then write each paragraph, using the model I do, we do, you do. ON completion the children will use their purple editing pens to identify spelling errors, sentence structures that need work, as well as upleveling by using higher level vocabulary or adventurous tier 2 words.

**Maths:** In Maths this week, the children will continue working with money. They will learn to subtract 2-digit amounts of money by counting -up using a number line. They will then subtract amounts thinking about finding the difference. Towards the end of the week the children will use both counting- up and counting back to solve calculations. In addition, children will be introduced to new vocabulary including; less, difference, subtract, subtraction, minus, fewer and decrease.

**Science:** In Science this week, children will explore the properties of a variety of balls and predict which is the bounciest. They will consider that the materials from which the balls are made and the effect on their bounciness. Finally, they will conduct an investigation to test which ball is the bounciest.

**History:** In History this week, children will find out what people used to wear. They will explore images and say what changes they notice and give their opinions on the different eras. Finally, they will pick one era and then create a pitch to say why that fashion style should be brought back.

**Geography:** In Geography this week, children will revisit what they know about our Earth and look at a world map. They will know that the Earth is split into continents and that each continent (apart from Antarctica) is separated into different countries. They will be focusing on France, learning that each country has its own laws, customs, and traditions.

**Computing:** In Computing this week, children will recognise that objects can be represented as pictures.

**Music:** In Music this week, children will listen and appraise (begin to recognise the basic style indicators of Reggae music) Kingston Town by UB40. They will use their body to find the pulse.

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After listening, talk about the song and answer the questions together using correct musical language.

**Art:** In Art this week, children will use various home-made tools to apply paint in abstract patterns whilst developing their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture.

**PDW:** In PDW this week, children will be focusing on what makes a good friend.

**PE:** In PE this week, children will suggest how to make improvements to the technique of peers when passing.

**Key vocabulary:** entertain, somersaults, patiently, souvenir, craters, equipment, wits, grubby, bathed, moonbeams

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

**Half Termly Spellings:** bath, busy, clothes, every, everybody, half, move, should, could, would, good

**Friday 3<sup>rd</sup> March:** As it was World Book Day this week, the children are being asked to produce a wooden spoon character or finger/hand puppet creation, from their favourite book. Be as creative as you like. We can't wait to see them and use them to retell our favourite stories!

**Monday 6<sup>th</sup> March:** Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself. (bath, busy, clothes, every, everybody, half, move, should, could, would, good)

**Wednesday 8<sup>th</sup> March:** 5 minutes a day on the Garage section and complete the maths game set on Active Learn. [ActiveLearn: Login \(activelearnprimary.co.uk\)](https://www.activelearnprimary.co.uk) Practice your x2 x5 x10 tables.

### YEAR THREE

**Key Question Week 2:** Can you convince me to visit Paris?

**Key Text for Linked Learning:** Kid's Travel Guide France & Paris

**Linked Learning:** English, Geography & French

Continuing their work from last week, children will draw upon their knowledge of Paris and France to begin drafting some persuasive sentences designed to entice tourists to visit Paris. They will be carefully considering their vocabulary, choosing words which will have the optimal effect on the reader. They will ensure they use subject specific vocabulary, spelt correctly, as well as a range of tier 2 and 3 words. They will write their own persuasive paragraphs and then edit them before publishing their work at the end of the week. In Geography this week children will locate some human features on a map of Paris and will then learn a little bit each one. Their fact finding this lesson will support their writing later on this week. In French this week, children will continue to learn about French foods, focusing on French specialities such as bouillabaisse, escargots, crème brulee, fois gras and croque-monsieur.

**Maths:** Children will be deepening their understanding of addition and subtraction this week. They will subtract 2-digit numbers from a 3 digit number using a number line before moving on to find the difference between a pair of numbers from within the same century. They will

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look at some word problems involving these skills and they will also use the inverse to check some of their work.

**Science:** The children will be exploring plants this term. They will begin the topic by conducting a seed experiment. The children will predict which environment will help their seed to grow. Once the children have planted their seeds, they will begin to make observations and record their findings over the term. They will also complete their short pre unit assessment test.

**History:** Children will learn about another Pharaoh, Hatshepsut, who is considered as a great leader. What was her lasting legacy? Was the treatment of her memory fair?

**Geography:** See above

**Computing:** In this lesson, learners will create a musical instrument in Scratch. They will apply the concept of design to help develop programs and use programming blocks — which they have been introduced to throughout the unit. They will learn that code can be copied from one sprite to another, and that projects should be tested to see if they perform as expected

**Music:** Children will be practising songs for their class assembly.

**Art:** Children will look at a range of artworks such as Two Maraboos by Samuel Jessurun de Mesquita. They will be looking very closely at how the artist made marks on the paper to create their work. Children will then use view finders to replicate sections from different artworks.

**Design Technology:** Children will learn about a typical design process and some subject specific vocabulary such as: product, consumer, design brief, evaluate. They will look at existing lighting products that are linked to a theme – Ancient Egypt. They will then critically evaluate these products, highlighting popular features with annotations.

**PDW/R.E.:** The children will be learning about the UK Parliament and Government this week. They will be asked to think about the following question, ‘What is Democracy?’

**P.E:** In PE this week the children will be revising the basic rules of netball. They will be practising their throwing and catching skills with a professional coach.

**MFL:** See above

**Vocabulary:** Taken from Kids Travel Guide: billboards, convenient, tourists, disadvantage, attractions, avenue, impression, commemorate, imposed, structure

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

**Half Termly Spellings:** address, busy, business, heart, fruit, strange, complete, extreme, forwards and know.



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**Friday 3rd March:** In celebration of world book day, decorate a wooden spoon and transform it into a book character.



**Monday 6<sup>th</sup> March:** Practice set 4 spellings and complete one lesson of Reading Eggs / Eggspress.

**Wednesday 8<sup>th</sup> March:** Log in to our maths homework website (activelearnmaths) and complete the task allocated.

### YEAR FOUR

**Key Question Week 2** How can we reduce waste and rubbish?

**Key Text for Linked Learning:** What a waste, rubbish, recycling and protecting our planet.

**Linked Learning:** Geography – Topography, trade links and pollution.

**English:** This week the children will be looking at the different language and structure choices of the author. We will be replicating the different writing techniques used by the author to plan our explanation writing based around plastic, pollution, and the world around us.

**Maths:** This week we will be building on our knowledge of compact and column addition methods to become fluent in our practice and to ensure we can apply this to word problems. The children will be thinking about which strategy they find the most efficient to add two- and three-digit numbers together.

**Science:** This term we will be thinking about what is a living thing. This week the theme is finding different habitats, what makes a natural and man-made habitat? We will be thinking about the different animals that live in the habitats and how can we classify them as living things?

**Geography:** In Geography, this week the children will be reviewing what we have learnt about the global supply chain. We will be recapping how trade works and how products are shipped around the world. The children will consider how Covid 19 has impacted global trade and what issues occurred with the supply chain once Covid hit!

**History:** This week the children will be focusing on Operation Dynamo and Dunkirk, we will be thinking about the key events at Dunkirk, how everyday people became heroes and considering how this event impacted our timeline of the War and how did Britain respond to the event?

**Computing:** This week the children will be looking at how we can collect data, then how we can organise data, and what systems we can use to present data in the most effective way.

**Music:** In Music this week the children are recapping their favourite jazz musicians. We are reviewing all our learning so far and discussing what trends and patterns we can see from artists Ella Fitzgerald, Glenn Miller, and many others.

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**Art and Design:** This week the children will be looking at 19<sup>th</sup> century still life artist Paul Cezanne, a French Post-Impressionist painter. We will be looking at a range of his work and how he decided to put together his art to create a still life painting.

**PDW / R.E:** In PDW/ R.E This week the children will be considering how we can be inclusive, find our own identity and feeling loved and belong. This term we will be considering how we can draw on our religious stories we have learnt about in our previous term, and how some people like to use religion to feel belonged and part of a group which can help form an identify.

**P.E:** In P.E the children will be moving onto our new topic of dance, this week we will be thinking about the different ways we can move our bodies to music, constructing routines based off a stimulus.

**MFL:** This week the children will be practicing introducing and speaking about themselves. We will be learning different adjectives to describe ourselves and thinking about how we can begin to construct sentences about our personalities.

**Vocabulary:** biodiversity, E – Waste, Eco – friendly, energy, fossil fuels, glacier, global warming, greenhouse gas, groundwater, incineration

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

**Half termly Spellings:** experience, sentence, medicine, exercise, special, heart, minute, height, library, potatoes.

**Friday 3<sup>rd</sup> March:** Decorate a wooden spoon as your favourite book character.

**Monday 6<sup>th</sup> March:** One lesson of Reading Eggs

**Wednesday 8<sup>th</sup> March:** Abacus set lesson

### YEAR FIVE

**Key Question Week 9: Will Michael ever see home again?**

**Key Text for Linked Learning:** Kensuke's Kingdom by Michael Morpurgo

**Linked Learning:** English, Geography

In English the children will be analysing the language and structure of Kensuke's Kingdom. They will reflect on the different uses of both, and how it affects both the reading and the writing style of the text. They will explore the actions of the main characters of Michael and Kensuke and infer their feelings from what they read. They will use quotations from the text to provide evidence for their ideas and arguments. They will consider the different perspectives of the characters and how they react to each other – slowly gaining trust in each other and building a close friendship.

In Geography, the children will be finding out information about orangutans, which they will present the form of an informative booklet. They will research about mothers and babies, habitat and food.

**Maths:** Children build on their work from last week, using unit fractions of amounts to calculate non-unit fractions of amounts (e.g. 5/6 of 132). Children consolidate their understanding of finding unit and non-unit fractions of amounts by solving word problems and creating their own. Children review their understanding that 1 square in a 100 square is 1/100, and that this is



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equivalent to 0.01. They find that 10 squares =  $1/10 = 0.1$ . They find other decimal and fraction equivalences and place these on a number line to order them. Using a number line, children then multiply fractions by whole numbers, using repeated addition (e.g.  $9 \times \frac{1}{4}$ ). The children consolidate their understanding of multiplying non-unit fractions using models and images by carrying out a problem-solving investigation.

**Science:** Children will predict whether any more stones will fit into a glass container full of stones. They will develop understanding that there are gaps between objects, as sand, and then water, can be added and fill gaps. Children will use a sieve to separate stones from the sand and water, and then filter paper to separate the sand and water and understand that this is due to the sizes of the gaps in the sieve and the fibres in the paper. Children will then explore a solution of salt water and sugar water – and will attempt to separate these using filter paper. They will develop understanding that some solids (solutes) can dissolve in some liquids (known as solvents) and that this means the solute has moved into spaces between the molecules of the solvent. They will explore whether this change is reversible (the salt/sugar and water can be separated). They will observe that heat can be used to evaporate the water and leave the salt or sugar behind. Children will experiment with solubility, by testing how much solute they can dissolve into a solvent. Children could notice that continuing to heat sugar leads to an irreversible change, as it undergoes a chemical reaction, and becomes treacle/toffee-like, a process that cannot be reversed, because the sugar has been irreversibly changed by the heat.

**History:** The children will be finding out about the Staffordshire Hoard. They will discover its history, contents and reflect on reasons why the hoard was deposited near Lichfield all those years ago.

**Geography:** See above

**Computing:** The children will use a computer-based database to examine how data can be recorded and viewed. They learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created last week.

**Music:** This half term, children will be exploring the old school Hip Hop through the Will Smith rap 'The Fresh Prince of Bel Air'. This week they will appraise the rap and discuss its structure and learn about its history.

**Art:** The children will be introduced to the work of Vanessa Gardiner and discover how she uses a linear style, limited palette and texture to create her landscapes. They will annotate examples of her work and attempt to recreate her style using the landscape of Aberdovey.

**Design Technology:** The children will complete their film sets and evaluate each other's creations. They will then annotate their designs with the feedback and their reactions to it.

**PDW /R.E:** Children will continue to explore the Eightfold path of Buddhism and relate it to experiences in their own lives.

**P.E:** The children will begin their Dodgeball journey with throwing skills. They will practise accuracy – throwing the ball at defined targets. They will incorporate plyometric exercises into their warm-up to train their muscles for jumping and dodging.

**MFL:** The children will be able to remember and use the words for mum, dad, step-mum, step-dad, grandma and grandpa. They will use the words for sister, brother, step/half-sister/brother

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and the sentence I don't have a sister/brother. They will respond to the question 'As-tu des frères ou des soeurs?'

**Vocabulary:** talisman, adamant, manky, exiled, reckon, veered, buoyancy, plaintive, crescendo, inferno

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

**Half-termly Spellings:**

Forty, category, according, opportunity, achieve, communicate, leisure, available, soldier, ancient.

**Friday 3<sup>rd</sup> March:** Create a wooden spoon character from their favourite book.

**Monday 6<sup>th</sup> March:** Complete your next reading egg – ensure you are moving up a level.

**Wednesday 8<sup>th</sup> March:** At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Robot Revenge'.

### YEAR SIX

**Key Question Week 2:** Are we lucky to have something that makes saying goodbye so hard?

**Key Text for Linked Learning:** Visual Literacy – The Piano

**Linked Learning:** English, History, PDW

**English:** This week, in English, children will continue looking at the animation 'The Piano.' By using the outline of the story, children will use their learning about character, setting and storyline to develop their narrative plans. They will focus on the fluctuations in the emotions of the character when he reminisces about his life and the people he once knew, which they will explore further in PDW. Using the video as a discussion stimulus, children will learn about loss and grief, how this affects us, and ways we can support ourselves or others to cope.

Using their inferences from last week, they will use their understanding of emotive language to engage the reader and help them empathise with the character. They will aim to incorporate a range of grammar on punctuation taught throughout Year 6: ensuring they can distinguish between homophones and other words which are often confused; including a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns) within and across paragraphs; ensuring consistent and correct use of tense and correct subject and verb agreement; and interweaving settings, characters, atmosphere and dialogue to create imagery and advance the action.

**Maths:** In maths, children will learn to use common multiples to generate equivalent fractions; use knowledge of equivalence to compare/order fractions; associate a fraction with division; calculate decimal fraction equivalents; and calculate simple percentages of whole numbers and solve problems involving use of percentages for comparisons.

**Science:** In Science, children will learn about how batteries give electric power to flashlights, radios, cell phones, handheld games, and many other types of equipment. They will learn that a battery is a sort of container that stores energy until it is needed, and that chemicals inside the battery store the energy.

**History:** In History this week, children will learn that transport methods changed over time to meet demand, primarily in industry (first canal age) and then leisure (second canal age). They will discuss what the advantages were of using canals over early roads.

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**Geography:** In Geography, children will answer the question, 'Why does population change?' They will learn about why populations grow, reasons why death rates and birth rates change and how the UK's population has changed.

**Computing:** In Computing, children will develop their understanding of the structure of a spreadsheet. They will be introduced to cell references, data items and the concept of formatting cells. Children will see data items formatted in different ways; they will then choose formats for data items before applying formats in their own spreadsheet

**Music:** In Music, children will appraise 'The Loco-Motion' sung by Little Eva. They will discuss what they like about the song and explore its musical elements. They will revisit 'You've Got a Friend' by Carole King and learn to sing the song.

**Art:** In Art, children will be looking at portraiture in a light-hearted and flexible way. They will be encouraged to be open and intuitive about observational drawings.

**French:** In French, children will Recall the phonemes for 12 French graphemes; they will learn the words for sweet and savoury and recall the English meanings of 12 French words linked to food.

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

**PE:** In PE, children will learn to pass and move with the ball to avoid defenders.

**Key Vocabulary:** cautiously, tenderly, longingly, joyously, soothingly, mysteriously, solemnly, romantically, thoughtfully, empathetically.

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

**Half termly Spellings:** prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language.

**Friday 3<sup>rd</sup> March:** To coincide with world book day, children are being asked to produce a wooden spoon character from their favourite book, these will be collected in; there will be a prize for the top six spoons across school.

**Monday 6<sup>th</sup> March: Reading** – On Monster-learning, complete **Grammar Test 1: Paper 3**. Complete one lesson on Reading Eggs.

**Wednesday 8<sup>th</sup> March: Maths** – Complete **Maths Paper2: Test 3** on Monster Learning.

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