



Next Week at Hill West

Week Commencing: Monday 20th March.

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

RECEPTION

Key Question Spring 2 Week 4: What changes occur in Spring?

Key Text for Linked Learning: Scarecrows' Wedding by Julia Donaldson

Rhyme of the Week: Dingle Dangle Scarecrow

This week the children will be diving into another wonderful text written by our focus author Julia Donaldson. They will be listening to 'The Scarecrows' Wedding'- identifying the main characters and the setting of the story. Children will be encouraged to discuss the key events in the text. The children will become wedding planners for a special event. They will be reading invitations and menus and using their phonic and tricky word knowledge to prepare plans and invitations for the day. Wedding traditions will be discussed with children and their own experiences will be drawn upon, looking at photos of familiar people on their special day. The children will look at different family structures using the PSED text The Family Book. They will discuss the different types of marriages that there can be such as same-sex marriages etc. In Understanding the World, the children will be exploring the seasonal changes that occur in Spring. They will be completing a Spring walk and using their new knowledge of the season to identify changes. The children will continue their Artwork on our focus artist, Vincent Van Gogh. The children will make observations of his famous 'Sunflowers' painting and use good brushstroke control to paint their own version.

PSED:

To talk about a past event or experience with their family (linked to weddings).

Communication and Language:

To ask questions to find out more.

Physical Development:

To combine different movements with ease.

To use the formation phrases to help me to form the lower-case letters; p, g, q, y.

Literacy:

To spell the tricky words; her, of, was, you.

To identify the main characters and the story setting.

To write a simple sentence; containing tricky words; the, has, is.

Phonics:

To recognise most of the Phase 3 tricky words.

To sound talk and blend words ending in -ing e.g., marching, looking, zooming.

To use the chunking method to read longer words with increasing independence.

To understand what a compound word is star+fish- starfish, lip+stick, lipstick.

Reading:

To apply their phonic knowledge in daily reading sessions.

We will be 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 use directional language; forward, backwards, sideways, left and right.

To begin to recognise key times of the day; yesterday, today, and tomorrow.

To begin to recognise key times of the day; to 'o'clock' times; when school starts and when lunch time is.

To name the days of the week.

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Understanding of the World:

To observe and identify the seasonal changes in Spring.

Expressive Arts and Design:

To use increasing detail when completing an observational drawing (Daffodils, Tulips, Vincent Van Gogh-Sunflowers).

Vocabulary:

marriage wedding invitation observation Spring

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

Friday 17th March: Make an Easter poster to explain what Easter means to you and your family; what are some of the traditions you do? This can be displayed however you wish; painting, collage, colouring etc.

Monday 20th March: Little Wandle Home Learning Page.

Wednesday 22nd March: To consolidate your child's recognition of numbers to 20 and using mathematical vocabulary biggest, smallest, largest. Please could you support your child in ordering the numbers to 20 with this fun interactive game.



YEAR ONE

Key Question Week 4: What can you spot in the clouds?

Key Text for Linked Learning: *The Cloudspotter* by Tom McLaughlin

Linked Learning: English and PDW

This week the children will begin to explore their new text 'The Cloudspotter'. They will start the week by listening to the text and writing their own personal response about what they liked and why. They will think about which part of the story they most enjoyed and what happened to the characters. They will then move on to create their own story map to retell the story in the correct order using images. The children will then spend some time looking at the key vocabulary that has been used in the text, understanding their meanings, and using them in their own sentences. In the final part of the week, the children will be starting to plan their own descriptive writing based on our book. They will gather imagery ideas and adjectives to use in their own sentences.

In PDW this week the children will be exploring loneliness, linked to the emotions of Franklin, the little boy in the story. We will explore reasons why different people experience the emotion of loneliness and what methods we can use to help to ease this emotion. The children will use their real-life experiences as well as the experiences of others to discuss this emotion and give examples of times when it has been felt. They will then move on to look at other emotions and the coping strategies we have in place to help us deal with these in everyday life; eg anger, sadness and frustration.

Phonics: This week the children be learning these new phase 5 phonemes ear (ur), wr (r) and grow the code with the s sound.

They will also be revisiting the tricky words many, any, friend, through, two and your.

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 the children will be estimating and measuring length using a uniform non-standard unit such as cubes. They will then measure and estimate by comparing with a metre stick. The children will also be comparing weight using vocabulary such as heavier and lighter.

Science: This week the children will be comparing and grouping together a variety of everyday materials on the basis of their simple physical properties by sorting objects. As they now have a good understanding of what the property of materials are and can identify them using a wide range of vocab. This will be applied during this lesson when they are sorting materials according to their properties.

History: This week the children will continue our new topic, 'Homes in the past'. Children will be exploring further into Victorian homes, exploring what the inside of a Victorian house looks like and comparing this to how modern houses look.

Computing: This week the children will begin to understand that objects have many different labels that can be used to organise them into groups. They will name different objects and begin to experiment with placing them into different groups. The children will also label a group of objects and begin to understand that an object can fit into more than one group depending on the context.

Geography- This week in Geography the children will learn about the equator. They will identify its position on the world map and discuss the proximity to the sun and the impact this has upon the weather in the countries where the equator falls. The children will talk about the countries that are hot and cold in relation to the equator and demonstrate their understanding during independent challenges.

Music: In music this week the children will begin to explore Samba and African drumming. They will listen to examples of samba and drumming music, identify the instruments used, the tempo and the rhythms. The children will begin to clap different rhythms and have a go at recording these rhythms using pictorial scores

Art /DT: The children will continue to use watercolours to create their own pieces of artwork. This week they will use their dry work from last week to begin to use other media to add more depth and detail to their work. They will use materials such as pencils, felts, pastels, chalk and pens.

RE/PDW: During the run up to the Easter holidays the children in Year 1 will be exploring the Christian festival of Easter and how it is depicted through stories in the Christian bible. The children will look at the first part of the Easter story, when Jesus arrives in Jerusalem and he holds the last supper with his disciples.

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:

bothersome, scruffy, cloudspotter, pleased, especially, adventures, wouldn't, pretend, wasn't, didn't.

Homework: Every day – share a book / story

Half Termly Spellings: by, my, here, there, where, love, come, some

Friday 17th March; Using your knowledge from our 'Home in the past' topic. We would like you to draw a picture of your house and write facts to describe how it looks using language such as detached, semi-detached, terraced, flat etc.

Monday 20^h March - Please complete your Little Wandle Phonics home learning sheet. Also, complete one lesson of Reading Eggs.

Wednesday 22nd 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.

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Year Two

Key Question Week 4: If you had the opportunity to build someone who would it be?

Key Text for Linked Learning: The Building Boy, By Ross Montgomery

Linked Learning:

English: In English this week, the children will begin the week by planning their own narrative based on the story 'The Building Boy'. They will change the main character and what he builds using their own ideas, the children will write their own narrative. They will use learnt vocabulary, sentence openers and the Year 2, word list. Following this, the children will edit each section as they write it.

Maths: In Maths this week, the children will be revisiting multiplication, division, and fractions. They will be applying their existing knowledge to solve a range of word problems. Each day they will focus on a specific strategy to solve the challenge. In addition to this, using a mastery approach, the children will be identifying a variety of methods they know to solve each word problem.

Science: In Science this week, the children will learn that some materials need to be able to 'give' a little and not break (for bridges carrying heavy traffic, for example). They will then further investigate a selection of materials and discuss how they might be tested for their rigidity (identical lengths of wood, plastic, metal, card). Finally, they will devise and carry out an investigation to test how much they will bend and discuss the results.

History: In History this week, the children will find out how their local area changed over time.

Geography: In Geography this week, the children will be exploring the question 'Is China a country or a continent? They will discuss what they already know about China and then share ideas. Finally, they will find out about the currency, landmarks, capital city, traditional cuisines, and animals.

Computing: In Computing this week, children will learn to select objects by attribute and make comparisons.

Music: In Music this week, children will listen and appraise (begin to recognise the basic style indicators of Reggae music) I.G.Y. by Donald Fagen. They will use their body to find the pulse. After listening, talk about the song and answer the questions together using correct musical language.

Art: In Art this week, children will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition.

PDW: In PDW this week, children will be revisiting and investigating the differences between good and bad secrets.

PE: Rugby with an outside provider. In PE this week, children will learn to be able to catch in different scenarios: (two-handed, one-handed, one-legged, etc)

Key vocabulary: finished, whispered, half, built, until, beneath, flew, flung, waves, bound

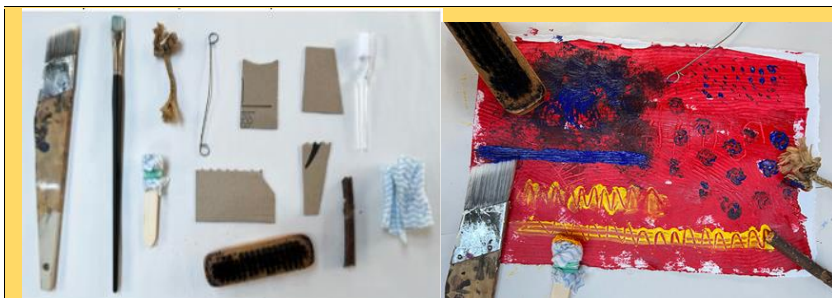
Homework: Every day: 5 minutes of TT Rockstars and at least 5 minutes of reading

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

Friday 17th March: Create and or find at least 4 different tools to use, to detail your artwork next week in school. Please bring them into school with your name on. Find examples below: Use cardboard, old brushes, lollypop sticks etc.

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Monday 20th 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 22nd 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 4: Who took the first selfie?

Key Text for Linked Learning: Flotsam by David Weisner & a selection of play script examples.

Linked Learning: English & Art

Children will be working hard to prepare for their class assembly, practising lines and singing songs. In their English lessons they will be starting to think about how play scripts differ from other texts they have explored. They will read a range of examples and by the end of the week will confidently be able to identify the typical features of a play script and will be able to explain their purpose. They will understand how punctuation is used and the purpose of brackets for directions. They will work in groups to perform using an existing play script with expression showing consideration for the stage directions as they act. On Friday they will activate their imaginations and will begin to think of ideas for their own play script. In Art, children will be completing their coastal inspired work by using simple stitching to combine fabrics and add layers to their work.

Maths: This week in Maths we will be finding fractions of amounts. We will learn to find quarters of amounts and then use this skill to help us to find eighths of amounts by halving quarters. We will then move on to finding thirds of amounts and use this to help us find sixths of amounts and reflect on what we have learnt about fractions using these methods. Later in the week, children will use their knowledge of division to help them find unit fractions of amounts using the denominator to inform them of which division facts they need to use. They will then find non-unit fraction of amounts by dividing by the denominator and multiplying by the numerator.

Science: This week the children will be exploring the functions associated with different parts of flowering plants. They will learn in detail the role of the roots, stem, leaves and flowers

History: Children will learn about the discovery of the Rosetta Stone and will begin to understand its value as one of the most important historical discoveries.

Geography: No Geography this week.

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Computing: Children will begin their branching data base topic. During this lesson, the children will start to explore questions with yes or no answers, and how these can be used to identify and compare objects. They will create their own yes or no questions before using these to split a collection of objects into groups.

Music: Children will be spending time over the week practising their songs for their class assembly.

Art: See above.

Design Technology: Children will be recapping the meanings of key subject specific vocabulary including product and consumer. They will then conduct some 'market research' by listening to feedback from their peers to see which of their 4 designs were preferred and why. They will make notes based on feedback given to support any changes to their final design next lesson.

PDW/R.E.: The children will be asked to discuss how they can learn from a mistake they might have made.

P.E: This week in netball, the children continue to practise their footwork when they have possession of the ball. They will then begin to practice their passing, using chest passes, overhead passes and bounce passes.

MFL: In French, children will be learning about the Euro as the currency of France. They will learn the history behind the Euro, where it is used and how it compares to the British pound.

Vocabulary: Inspired by Flotsam: azure, buoyant, erode, bob, abandoned, obscure, perplexing, heave, depth, plummet

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.

Friday 17th March: *Please practise any lines sent home for the class assembly.* Using all of the skills taught during this topic, using Scratch online create your most complex project yet. Try to sequence movements and actions from multiple sprites. To evidence your project, you could send a screen shot to your class teacher's email or print your code or draw a sequence of blocks used in your homework book. <https://scratch.mit.edu/projects/editor/?tutorial=getStarted> .

Monday 20th March: Practice set 4 spellings and complete one lesson of Reading Eggs / Eggspress.

Wednesday 22nd March: Log in to our maths homework website (activelearnmaths) and complete the task allocated.

YEAR FOUR

Key Question Week 4 Spring Term 2.

Key Text for Linked Learning: What would you teach your dragon?
How to Train Your Dragon: Cressida Cowell

Linked Learning: Art: Still life painting scenes and backgrounds

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English: This week the children will be looking at a model playscript from the beginning of our new story. We will be considering the authors choices in language features, characters, and themes to consider how we can use this model to plan and write our own How to Train Your Dragan playscripts.

Maths: This week we will be moving onto division and multiplication. This week we are thinking about how we can use the inverse to help us with our calculations. Towards the end of the week, we will be thinking about how we can use grid multiplication as a technique to work out multiplication questions.

Science: This week we will be considering the different living organisms around us. We will be creating our own scientific observational drawings of different creatures we can find within our school grounds. The children will be thinking about how we can classify the creatures we have seen and how can we describe them using our scientific terminology.

Geography: In Geography, this week the children will be thinking about the meaning of the fairtrade. What is fairtrade? How do we know if an item represents a fairtrade market? And what does this mean to the different items we buy.

History: This week the children will be exploring the uses of RADAR during World War Two and considering why it was vital to the Battle of Britain. We will consider the developments of technology and think about people such as Alan Turing who helped technological advancements in secret.

Computing: This week the children will be thinking about the process we go through when we download data. We will be practicing logging data and ensuring we can use the logged data to create our own representations of data.

Music: In Music this week the children are using the E and D notes to play short melodies. This week we are experimenting with the different tempo of music, considering the differences in tempo within different songs.

Art and Design: This week the children will be photographing still life scenes that they have set up themselves. They will consider composition, shadows, colour and form.

PDW / R.E: In PDW/R.E this week the children will consider what it means to be kind. They will consider different scenarios and decide whether the intentions were genuinely of kindness or manipulation.

P.E: In P.E the children will be using a stimulus to help coordinate our movement and ideas. We will be considering what made us move in the ways that we did? A key focus for this lesson will be experimenting with Canon and thinking about how we can perform in turn and displays a new movement.

MFL: This week the children will be continuing for their third week on describing themselves in French. We will be recapping our French Phonic sounds, considering what we have already learnt and how we can pronounce the different adjectives. This week we will be constructing our own sentences about ourselves using our adjectives and opinions.

Vocabulary: Tribe, initiation, operation, sneered, bulging, solemnly, scenic, swarmed, vibrations, concerned.

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 17th March: On Monday bring in items/objects to create a still life. This could be fruit, flowers, toys, shapes etc.

Monday 20th March: One lesson of Reading Eggs

Wednesday 22nd March: Abacus set lesson

YEAR FIVE

Key Question Week 11: Who is in line for the English throne?

Key Text for Linked Learning: Anglo-Saxons and Vikings (Usborne History of Britain)

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Linked Learning: English, History

In English the children will create a timeline of the events leading up to the Battle of Hastings (1066) so they can comprehend why 3 different individuals thought they were the rightful king of England after Edward the Confessor died without an heir. The children will participate in a Conscience Alley, where the children will have to think of reasons why Harald Hardrada, William of Normandy and Harold Godwinson should or should not be King of England. In preparation for their own speech writing experience, the children will read and analyse examples of persuasive speeches such as Martin Luther King and decide why these speakers were successful.

Maths: This week, children will investigate short division of 3 and 4-digit numbers. They will review the chunking method, specifically what happens to the digits when you divide a number. They will then apply this into a shorter method; grouping the divisor and moving any remainders to the next column. They will review remainders and consolidate how to place remainders at the end of the answer. In addition to this, they will then further their mathematical thinking by converting the remainders from their divisions into fractions. At the end of the week, children will turn their remainders into a fraction by placing the remaining digit above the divisor to make a fraction. Children will complete the week by drawing and measuring angles using a protractor.

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: Children will continue to explore the Staffordshire Hoard. Children should compare and contrast the items found at the Sutton Hoo with the items at the Staffordshire Hoard. What do they notice, what can we learn from these primary sources about life during Anglo-Saxon times.

Geography: The children learn where orangutans live in the wild and discover more about the countries of Borneo and Sumatra.

Computing: The children will develop their search techniques to answer questions about the data. They use advanced techniques to search for more than one field, and practise doing this through both unplugged methods (without using computers) and using a computer database.

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 'Me, myself and I' by De La Soul, discussing its structure and learn about its history.

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Art: The children will be introduced to the work of Kittie Jones and discover how she uses colour and texture in her paintings of birds. They will annotate examples of Kittie's work and explore painting in her style.

Design Technology: Following on from their Science Week experiments on strong shapes for structures, the children will look at marble runs and begin to explore the sections that could be included in a successful run. They will consider how to achieve different effects, such as speed, drops and catches.

PDW /R.E: Children will explore the 4 noble truths and how they relate to the life of Buddhists and how they fit into the path to Enlightenment.

P.E: The children will continue to learn the skills of dodgeball. They will practise their dodging skills through paired and group drills. They will incorporate plyometric exercises into their warm-up to train their muscles for jumping and dodging.

MFL: The children will say the names of people in their family e.g. My dad is called They will correctly pronounce the French words s'appelle and s'appellent and create a simple sentence in French giving a family member or family members' name(s).

Vocabulary: aristocracy, hostile, priory, barbarian, rebellion, migration, legion, lyre, tapestry, rune

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 17th March: Draw your house in the style of the Shoreditch Sketcher. Use ink pen and loose sketching techniques to capture your home. Colour with watercolours too if you have them.

Monday 20th March: Complete your next reading egg – ensure you are moving up a level.

Wednesday 22nd March: At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Balloon Pop'.

YEAR SIX

Key Question Week 5: Who are the pioneers of the theory of Evolution?

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

Linked Learning: English, Science

English: This week, children will continue learning about the British naturalist Charles Darwin, and his co-pioneers, such as Alfred Russel Wallace and Mary Anning. They will explore the evidence for evolution by examining how fossils show brief glimpses into the past and slight changes have unfolded over the millennia. Using their key text, *Amazing Evolution*, the children will learn about genes and how characteristics can be inherited from parents through DNA. They will retrieve and record information from non-fiction and identify how language, structure and presentation contribute to meaning. They will then use their research to write and present an informative non-chronological report. They will incorporate structural choices, such as titles, headings, and sub-headings to guide the reader through their information-rich texts; diagrams and captions will be used to inform and engage the reader; and use of formal language devices,

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such as the passive voice and the subjunctive form, will ensure their writing is fit for purpose. As they create their final published piece, they will work on their reviewing, editing, and improving to ensure the final piece is free of errors and created to a high standard.

Maths: In maths, children will learn to draw 2-D shapes, using given dimensions and angles; understand terms parallel and perpendicular; find unknown angles in triangles, quadrilaterals and regular polygons; find missing angles at a point, vertically opposite or on a straight line; and recognise, describe and build 3-D simple shapes, including making nets.

Science: In Science, children will use their understanding of circuits and electricity to build their WWI tanks. They will aim to include the relevant components and motors to add sound, light and movement to their tanks.

History: In History this week, children will reason and present arguments as to whether the old canal tow paths should be used as footpaths and cycle lanes. What the advantages or disadvantages are and how they could be utilised to bring life back to some of the old routes.

Geography: In Geography, children will answer the question, 'What challenges can an ageing population present?' They will learn about what an ageing population is, how an ageing population develops and the challenges that an ageing population presents.

Computing: In Computing, children will plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event and use their spreadsheet to answer questions on the data they have selected. Children will be reminded of the importance of organising data and will then create a spreadsheet using formulas to work out costs for their event.

Music: In Music, children will appraise the song 'Will You Still Love Me Tomorrow?'. They will discuss what they like about and explore its musical elements. They will revisit 'You've Got a Friend' by Carole King and continue to learn to sing the song.

Art: In Art, children will continue looking at building an artwork with a subtle narrative based around a portrait illustration, where the whole process starts with a drawing.

French: In French, children will recall the French words for numbers and learn to understand simple sentences in French. E.g. Le sandwich c'est cinq euros.

RE: In RE, children will learn how Sikhs show bravery at the first Baisakhi festival and how they might show courage today.

PE: In PE, children will revisit the hockey skills they have been taught so far and apply these to competitive games.

Key Vocabulary: Ecosystems, archipelago, landmass, genome, selective breeding, mutation, DNA (Deoxyribonucleic acid), proteins, camouflage, convergent

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 24th March: For your homework this week, linked to our work in English and art, create a one-page biography of Charles Darwin. On the page, there must be a hand drawn portrait of Charles Darwin that fills at least a quarter of A4. Use video tutorials to help with your proportions if you are unsure.

Monday 27th March: Reading – On Monster-learning, complete **Grammar Test 1: Paper 4**. Complete one lesson on Reading Eggs.

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Wednesday 29th March: Maths – Complete **Maths Paper2: Test 4** on Monster Learning.
<https://monster-learning-red.com/login/>