



Next Week at Hill West

Week Commencing: Monday 8th May 2023

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

RECEPTION

Key Question Week 4: What will I see in London?

Key Text for Linked Learning: My First Book of London by Ingela P. Arrhenius

Rhyme of the Week: London Bridge

Next week the children will be learning about our capital city, London. The children will be looking at a non-fiction text which explores the famous landmarks; Big Ben, Westminster, London Eye and Buckingham Palace. The children will be using the book to learn about two landmarks in detail: Big Ben and Buckingham Palace. Using the key text children will also be exploring some of the features of a non-fiction text; contents page and glossary. In Literacy, children will be learning what a speech bubble is and how it is used within a text. Children will also be exposed to another text called Paddington goes to London to broaden their knowledge. This week's dictated sentence will be written in a Speech bubble to explain what Paddington is up to in London. To link with last week's learning about the Royal family, children will be researching King Charles III views about the environment. Using this as a discussion children will think of things we can do to help our environment at school; litter picking, turning switches off etc.

PSED:

To show sensitivity when others may not share the same interests or beliefs.

Communication and Language:

To engage in non-fiction books listening and talking about new knowledge and vocabulary.

Physical Development:

To combine different movements with fluency.

Writing:

To apply my GPC knowledge to write a dictated sentence.

To spell the tricky words **they** and **sure** correctly.

Phonics:

To recognise Phase 4 long words; tantrum, chimpanzee and handstand.

To begin to recognise the tricky words: **there, when, what, one.**

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 know number pairs to 10.

To automatically recall number pairs 5.

Understanding of the World:

To identify some key landmarks within the Capital City (London).

To locate London on a map of the United Kingdom.

To talk about at least 2 landmarks in details.

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Expressive Arts and Design:

To tap a steady beat with an instrument.

Vocabulary:

Big Ben Westminster Buckingham Palace Thames London Eye

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

Friday 5th May: To create a map of London with some famous landmarks. This can be displayed however you wish; poster, 3D model, PowerPoint, publisher.

Monday 8th May: Little Wandle Home Learning Page.

Wednesday 10th May: Halving to 10 or Halving to 20.



YEAR ONE

Key Question Week 4: What will we find on Sudden Hill?

Key Text for Linked Learning: On Sudden Hill by Linda Sarah and Benji Davies

Linked Learning: English and PDW

This week the children will be continuing to develop their understanding of, 'On Sudden Hill' by Linda Sarah and Benji Davies. The children will start the week by making inferences about how the characters are feeling. They will be using emotion cards and ambitious vocabulary to present their inferences. They will be creating a story map using their own drawings and will retell the story using the pictures from their map. They will be then be sequencing pictures from the story in the right order. Towards the end of the week, the children will be completing a quiz about the story and answering multiple choice questions about the text. Each day the children will be writing sentences that are dictated to them. They will need to apply their phonics knowledge, capital letters, finger spaces and full stops when writing these sentences. The children will also then be writing their own sentence where they can use some of their own exciting adjectives and vocabulary.

In PDW the children will be continuing to use the conflict within the story to explore conflict within friendships. This week they will acting out different scenarios that can happen within friendships and work out the best ways to resolve these.

Phonics: This week the children will be growing the code for the following graphemes: ea (e), ir (ur), ou (ow) and oy (oi).

They will also be learning the following tricky words: any, many, who, whole and two. Children will be applying their secure phonics knowledge in their daily reading practice sessions. These sessions will consist of revisiting grapheme cards, decodable words, tricky 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 be revisiting their number bonds to 10. They will use pairs to 10 to find the complement to the next multiple of 10 using a number grid such as $45 + \underline{\quad} = 50$. The children will then be bridging 10 with bead strings and number lines e.g. $8 = +5$.

Science: This week the children will be continuing with our new unit all about plants. This week they will be focusing on trees, looking at ever green and deciduous trees and the main features of them. They will also be tasked with identify the trees we have on a school site.

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History: This week the children are continuing the topic of Castles. They will be looking at what life would have been like living in medieval castles, including some of the people it took to keep a castle running.

Computing: The children will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. They will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will then explore the different fonts available to them and change the font for their lost toy poster.

Geography- This week the children will be creating their own map of the KS1 area of school. They will think about drawing it from a birds eye view including key geographical features such as hills, buildings, flowerbeds and trees.

Music: This week the children will learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

Art /DT: This week the children will be inspired continuing their artwork based on birds. The focus this week will be to create some of their own sketches of feathers. They will begin by doing their own blind drawings then moving on to using a variety of mediums to create their final piece.

RE/PDW: See above

P.E: The children will be continuing with their rugby coaching from Veseyans. They will also be practicing throwing techniques to be used in Rugby and other sports. They will also be focusing on the accuracy of throws as well as power

Vocabulary: astronauts valley rhythm courage slayer dweller avoids daring attached hauled

Homework:

Every day – share a book / story

Half Termly Spellings: once, our, full, one, push, pull, ask, like.

Friday 5th May – Over the coming weeks, we will be selecting some children to become ACE champions to represent Hill West. ACE champions are children that uphold our ambitious, curious and ever-respectful values to the highest degree. They will attend regular meetings with Mr Horne and be role models in our school community. For your homework this week, we would like you to apply for the role of an ACE champion. This should include an explanation about why you think you would be a great ACE champion for Hill West and anything in particular that you feel passionate about that will enhance our school community. We look forward to receiving your applications!

Monday 8th May - Please complete your Little Wandle Phonics home learning sheet. Also, complete one lesson of Reading Eggs. Sheets will be going out on Tuesday.

Wednesday 10th May – Please access your child's abacus account to complete the tasks that have been assigned. Please practise reading the eBooks your child has been assigned on Big Cat Collins.

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Year Two

Key Question Week 4: Who's afraid of the Big Bad Wolf?

Key Text for Linked Learning: The Three Little pigs, Traditional Tale

Linked Learning:

In English this week, the children will begin exploring traditional tales and their features. They will then be writing their own narrative versions of these classic texts. The children will begin by analysing The Three Little Pigs. This will include exploring the story structure, identifying the features within the text, third person, past tense and repeated language. The children will write their own narrative version of this story and then edit and improve, focusing on expanded noun phrases, punctuation and co-ordination.

Maths: In Maths this week, the children will begin by solving problems involving addition and subtraction of pence (<£1). The children will then move on to a consolidation week revisiting addition, subtraction, multiplication, fractions and time.

Science: In Science this week, the children will be using their knowledge about planting beans to create work for the display.

History: Bank Holiday

Geography: In Geography this week, the children will be completing a quiz to revisit their previous learning.

Computing: In computing this week, the children will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch and duration of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.

Music: In Music this week, the children will listen to and appraise— Count On Me by Bruno Mars. The children will continue to practice the song for their assembly.

Art: In Art this week, the children will design their “Y” shaped twigs to create their own worry dolls. They will adapt their designs and then wrap wool to create patterns around the sculptures they have created.

PDW: Assembly Practice

P.E: This week in P.E, the children will repeat simple sequences of movement and mimic movements of others.

Vocabulary: traditional, constructed, assemble, frame, structure, concealed, deceive, mislead, materials, secure

Homework:

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

Half Termly Spellings: because, child, children, eye, money, most, only, fast, past, last, pretty

Friday 5th May: Would you like to be an ACE champion? This is an exciting opportunity for your child to become an ACE champion, represent their class, peers and attend important meetings where they will make decisions, discuss how we will uphold our values and support other children to demonstrate these values daily. Please address a letter to Dr Clarke expressing your interest and explaining how you currently demonstrate our values. Are you Ambitious, Curious and Ever-respectful? Then this job is for you.

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Monday 8th May: Complete one Reading Eggs Lesson
Spellings: Practice your spellings and then test yourself.

Wednesday 10th May: 5 minutes a day on the Garage section and complete the maths game set on Active Learn. [ActiveLearn: Login \(activelearnprimary.co.uk\)](https://activelearnprimary.co.uk) Practice your x2 x5 x10 tables.

YEAR THREE

Key Question Week 4: Could you handle the pressure of the summit?

Key Text for Linked Learning: Everest- The Remarkable Story of Edmund Hillary and Tenzing Norgay.

Linked Learning: English

In English this week children will begin to read the inspiring story of Edmund Hillary and Tenzing Norgay's journey to summit Everest. They will enjoy this non-fiction text, presented in a unique way, with its beautiful storytelling to fact find and live through their journey. They will spend time learning about the two explorer's lives, using their summarising skills to write their own paragraphs about them. They will read extracts of the text and will identify where they have any meaning breakdowns. They will then spend time looking at new vocabulary, to see how their vocabulary knowledge helps repair some of those breakdowns.

Maths: The children will start the week by looking at sequences, counting in equal steps. They will then revise multiplication and division facts previously taught.

Science: The children will recap all the information they have learnt about plants. Can they recall the lifestyle of a flowering plant? Do they remember the role of the root, stem, leaves and flowers?

History: No history lesson this week due to the Bank Holiday

Geography: Children will explore some of the European flags and will learn about some similarities and differences between some of the countries.

Computing: This lesson will build on the previous lesson, in which we looked at images and text to communicate a message effectively. In this lesson we will look at desktop publishing. The children will think about how to make careful choices regarding font size, colour, and type in an invitation. The use of the Return, Backspace, and Shift keys will be explored, and learners will be taught how to type age-appropriate punctuation marks.

Music: In music this week, we are going to recap the notes we have learned so far on the recorder. We will be really focusing on the correct finger placement and reading the music correctly.

Art: This week children will use their imagination to create their own vision of what a Creaker might look like. They will then create their own moving puppet of their creation. They will then use their puppet in a larger project to be continued next week.

Design Technology: No D&T lesson this week due to the Bank Holiday.

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PDW/R.E.: In PDW this week the children will be increasing their awareness of how external factors may impact what Zone they experience.

P.E: The children will be taking part in some team games over the next few weeks, starting with football. The children will be concentrating on passing and receiving the ball with accuracy.

MFL: The children will continue to learn the days of the week. They will then be working on their pronunciation, ensuring they say each word correctly.

Vocabulary: From Everest- The Remarkable Story of Edmund Hillary and Tenzing Norgay: weary, painstaking, ambition, perilous, intense, unlikely, modesty, conquering, triumphed, remarkable

Homework:

Daily: 5 minutes of TT Rockstars and at least 10 minutes reading.

Half-Termly Spellings: library, build, ordinary, natural, guard, surprise, island, answer, guide, increase.

Friday 5th May: Use some persuasive writing techniques to write a paragraph about a topic of your choosing.

Monday 8th May: Practice set 5 spellings and complete one lesson of Reading Eggs / Eggspress.

Wednesday 10th May: Log in to our maths homework website ([activelearnmaths](http://activelearnmaths.com)) and complete the task allocated.

YEAR FOUR

Key Question Week 4: Was that tremor an Earthquake?

Key Text for Linked Learning: Earthshattering Earthquakes: How to survive an Earthquake.

Author: Anita Ganeri

Linked Learning: Geography: The Earth and Disasters

English: This week the children will be recapping and identifying the features of a non-fiction texts, we will be considering how language, structure and presentation contribute to meaning and identifying the themes and conventions within the text.

Maths: In Maths this week, the children will be revising everything we have learnt so far when adding and subtracting. We will be applying this learning to a range of problem-solving questions. For the rest of the week the children will be learning about measurement and conversion (Meters, Centimetres and Millimetres)

Science: This week the children are continuing learning about sound. We will be looking in depth about how vibrations are made and the breakdown of how we recognise something is vibrating. How do our ears detect the vibrations are being made?

Geography: This week the children are learning about tsunamis. How and why, they happen? What is the impact of a tsunami? What do people do during a tsunami? The children will then be sorting through which statements are facts and which are fiction.

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History: This week the children are considering what sport and entertainment the Romans brought to Britain. Were there any British style Colosseum's built in Britain? What was sport and entertainment in Britain? Who were gladiators and why were they important in society?

Computing: This week we are thinking about reviewing what we have learnt so far about photo editing and the impact it has on the media. We will also be using our computing practice to continue our practice of times tables in preparation for our times tables test in June.

Music: This week the children are practicing their newly learnt D note. We will be practicing playing all the notes learnt so far all together.

Art and Design: Children will be reviewing their art so far, considering the features of a birds nest and identifying the best artistic methods to create our own bird nests. We will be thinking of our nests as a series of sculptures.

PDW / R.E: This week in PDW the children will continue their learning about the Zones of Regulation. This week we will be looking at different scenarios and situations we may come across to consider how people might react. We will be thinking about the reactions the people are having, identifying the emotions being shown and deciding if the behaviour is helpful or unhelpful.

P.E: This week we will be continuing our learning about cricket. This week we will recap our learning so far, how we should catch the ball safely, how we should hold the bat, what should fielders be doing and why are they important. We will now be putting our energy into setting up a basic game of cricket.

MFL: This week the children will be spending another week learning different phonemes and graphemes in French. We will now be recapping where we have heard these sounds previously.

Vocabulary: aftershock, brittle, duration, epicentre, thrust, braced, velocity, displacement, magnitude, rift.

Homework:

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

Half termly Spellings: separate, suppose, therefore, knowledge, position, mention, important, possible, island, extreme.

Friday 5th May: Write a summary on "What I thought of the King's Coronation".

Monday 8th May: One lesson of Reading Eggs

Wednesday 10th May: Abacus set lesson

YEAR FIVE

Key Question Week 4: Does this biography tell of a wild life?

Key Text for Linked Learning: A Life Story: Scholastic

Linked Learning: English, Geography

In English, the children will be exploring a biography of an influential person from the modern day. They will immerse themselves in his story using their reading skills to obtain understanding and enjoyment from the real-life stories. Gradually building a picture of the featured person, they will explore the structure of the way his story is told in this biography. How is it different from others? How does it meet the expectations of a biographical text?

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Maths: Children will multiply and divide numbers mentally, drawing on known facts. The children will then solve word problems using mental multiplication or division. Then the children will solve single- and multi-step problems, working out which calculation(s) are necessary. Children will then begin to revisit factors and multiples.

Science: Children will continue their exploration of forces, specifically focusing on how the force of water resistance keeps a Longship afloat. Using a piece of plasticene they will investigate which boat shape is most effectively supported due to water resistance, before considering how to refine a boat shape to allow it to move through the water with greater speed.

History: In History, children will explore the many battles during the Viking age i.e. The Battle of York, The Battle of Edington and the Battle of Englefield. They will discuss how this resulted in the Vikings' attempts to occupy Britain.

Geography: Bank Holiday

Computing: The children will continue to increase the complexity of their vector drawings by using the zoom tool to help them add detail. They will begin to understand how grids and resize handles can be used to improve consistency in their drawings and use tools to modify objects.

Music: This half term, children will be listening and exploring the song 'Dancing In The Street' by Martha and the Vandellas. They will then appraise 'Ain't No Mountain High Enough' by Marvin Gaye.

Art: Bank Holiday

Design Technology: The children will be drawing up their final design for their marble run. They will make their final decisions on materials and shapes. They will start to construct it.

PDW/R.E: The children will continue in their learning about the Zones of Regulation. They will consider expected and unexpected behaviours. They will discuss and record the different types of body language we might associate with each Zone and how to address them.

P.E: The children will be learning the basic rules and terminology of tennis. They will practise racket skills to develop their hand-eye coordination.

MFL: The children will be able to say 7 French phonemes correctly [SFC] [SFE] [er,ai] [on] [un] and [c+e] + [eau] [ien] [u] and be able to apply their understanding to a French poem to show their appreciation for someone in their family.

Vocabulary: hover, forbidden, stifling, gestured, desolate, expanse, excavated, deftly, scarcity, preposterous

Homework:

Daily: 5 minutes of Garage mode on TT Rockstars and at least 15 minutes of quiet reading

Half-termly Spellings: Sincere(ly), interfere, amateur, criticise, bargain, muscle, queue, recognise, cereal, serial

Friday 5th May: Listen to your favourite song. Appraise it (what do you like about it? Why? What instruments can you hear?). Then compare it to our current focus, 'Dancing in the Street' by Martha and the Vandellas. Which one is better and why?

Monday 8th May: Complete your next reading egg – ensure you are moving up a level.

Wednesday 10th May: At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Smack the Shack'.

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YEAR SIX

Key Question Week 4: Are immigrants treated as equals?

Key Text for Linked Learning: The Arrival by Shaun Tan

Linked Learning: English, PDW, History

English: In English, children will explore chapter 3 and 4 of *The Arrival* by Shaun Tan. They will continue to explore how the father feels as he progresses in the story. Using the detailed illustrations as a guide, the children will use their observation and inference skills to discern the thoughts and feelings of the father in his new environment. Using what they learnt and explored last week, they will further examine the father's character and explore his continuing development as the story progresses – making constant references to how the journey has affected him so far, his thoughts about the new world and the life he left behind. They will explore how the motifs unfold and examine how the symbolism behind these motifs' links to real-world events from the past and present. They will then continue their journal entries, building on from what they have written in previous weeks, expand on the emotive language used and consider how they can describe, using figurative language, the wondrous sights and sounds the father is exposed to on his journey.

Maths: In Maths, children will be revising their learning from throughout Year 6.

Science: In Science, children will describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences, including microorganisms, plants, and animals. Also, creating their own systems and reasons for classifying plants and animals based on specific characteristics.

History: In History this week, children will find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.

Geography: In Geography, children will identify the physical geography of Japan. Discuss the four islands of Japan and their physical geography. They will discuss why Hokkaido is the only island without a subtropical climate and compare the physical features of Japan to the UK.

Computing: In Computing, children will be introduced to the dimensions of shapes in Tinkercad which will enable them to accurately resize and move shapes. Children will then be introduced to placeholders which can be used to create holes in objects. Finally, children will duplicate, then resize multiple objects to create a meaningful 3D object.

Music: In Music, children will Appraise – *Shades of Blue* by Eska and will review a timeline of popular female composers and their contributions to the music world

Art: In Art, children will continue to explore how they can use creative thinking to enable an exploration of material and intention. Can they look at an image and visualise how to recreate it?

French: In French, children will revisit greetings in French and recap vocabulary specific of where they live and put these into conversation.

PDW/RE: This week, children will review the Zones of Regulation and how these zones apply to their own such as stress and anxiety.

PE: In PE, children will be continuing their hockey and tennis lessons. They will be learning how to control the ball so that they can score a point against an opponent. In tennis, they will be perfecting how to volley their ball past their opponent so that they can score a point.

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Vocabulary: euphoric, aglow, genial, despondent, downcast, morose, apprehensive, disquieted, ambivalent, ostracised.

Homework:

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

Half termly Spellings: sufficient, determined, explanation, pronunciation, programme, shoulder, sweltering, sauntered, equipped, identity

Friday 5th May: Research Britain in the 1970's. Create a presentation of the significant inventions of that decade and their impact on everyday life

Monday 8th May: Reading – On Monster-learning, complete **Grammar Test 1: Paper 4**.

Complete one lesson on Reading Eggs.

Wednesday 10th May: Maths – Complete **Maths Paper2: Test 4** on Monster Learning.

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