



## Next Week at Hill West

Week Commencing: Monday 13<sup>th</sup> November

**Do you know what your child will be doing at school on their first week back?**

### RECEPTION

**Key Question Week 9:** Where was Little Red Riding Hood going?

**Key Text for Linked Learning:** Little Red Riding Hood – Mandy Ross

**Nursery Rhyme of the Week:** Hickory Dickory Dock

This week the children be listening to the traditional tale; Little Red Riding Hood. Through regular reading, the children will learn to recite the repeated refrains in the story and work rewords taking on the role of Little Red Riding Hood or the Wolf to role play a part of the story. In Writing, the children will continue applying their phonic knowledge to read and spell CVC words e.g., sock, box, hill. The children will be using the iPads to record themselves as Little Red Riding Hood through an app called Chatterpix. We will be talking about 'stranger danger' with the children and reminding them of the importance of this. We will be talking about members in the community that can help, such as a police officer or shop assistant. Children will be drawing Little Red Riding Hood and considering how to show her different emotions throughout the story, by the way that facial features are drawn.

**PSED:**

To take on different roles in role play.

**Communication and Language:**

To answer who, when and where questions.

To use exact repeated refrains from a story.

**Physical Development:**

To form the letters e, k, w, v with increasing accuracy.

To identify healthy and unhealthy food choices.

To balance a beanbag on a body part with increasing control.

**Literacy:**

To write a CVC word with increasing independence.

To use segmenting fingers to help me to spell.

**Phonics:**

To recognise and write the graphemes z, qu and ch.

To read words ending with -s – sits, cats, naps.

To read the tricky words go, no, to and into.

**Mathematics:**

To count objects onto a number track.

To compare lengths, using the vocabulary 'longer than' and 'shorter than'.

**Understanding of the World:**

To compare and contrast characters.

To talk about members of their community.

**Expressive Arts and Design**

To draw a face including all main features.

To begin to show different emotions in their drawings e.g., happy, sad, fear etc.

**Vocabulary**

bunch    cottage    grumble    dashed    stranger

**Homework:** Share a story everyday/Access your Collins Ebook throughout the week (New book assigned every Wednesday)

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**Friday 10<sup>th</sup> November:** Draw a picture of your favourite nursery rhyme to present to the class as part of National Nursery Rhyme Week.

**Monday 13<sup>th</sup> November:** Little Wandle Phonics Home Learning Page

**Wednesday 15<sup>th</sup> November:** Work alongside your child to complete one or more Maths Seeds lessons. We would like all children to complete a minimum of 50 lessons by the end of this academic year, so please feel free to work at your own pace.

### YEAR ONE

**Key Question Week 9:** What makes the ugly duckling and you unique?

**Key Text for Linked Learning:** The Ugly Duckling – Hans Christian Anderson

**Linked Learning:** English and PDW

This week the children will be continuing to read our exciting text, 'The Ugly Duckling'. They will begin the week looking at what the purpose and form of the text is; narrative and to entertain. The children will then create their own story maps of the key text, before then sequencing key events and role-playing these in small groups to retell the story. Towards the end of the week, to show their understanding of the text, children will answer a range of questions about the text by developing their retrieval and inference skills. Finally, to conclude our two weeks on The Ugly Duckling, the children will give their personal opinions on the text; what they liked about it and why and draw their favourite part. In PDW, the children will be thinking about some of the themes and feelings in our key text The Ugly Duckling; unkind or unfriendly, respect etc. The children will be thinking of ways that we are all equal but not the same and we will be discussing and exploring what makes each of us unique.

**Phonics:** This week the children will be learning the phase 5 graphemes **a-e, i-e, o-e, u-e**. They will be reading words containing these graphemes such as **made, ripe, woke, tube**. Children will also learn to read and spell the tricky words **could, would, should, our**.

**Reading:** 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 in maths the children will continue to focus on looking at numbers up to 100. They will begin the week by counting both forwards and backwards from any given number to another given number. Then, the children will be comparing two given numbers and discussing which one is more and which one is less and how they can prove this: by looking at the tens and ones. To consolidate the children's understanding of number up to 100, they will then be ordering numbers from smallest to greatest or greatest to smallest.

**Science:** This week in science, the children will be exploring animals in more details by looking at their diet. The children will learn that animals need to consume food for energy and survival unlike plants that make their own food. The children will begin to understand the terms, carnivore, herbivore and omnivore. The children will then start to sort animals into their groups using their prior knowledge on the different animals groups.

**History:** Children will be sharing what they have learned about the toys their family members played with when they were younger. They will discuss similarities and differences between past and modern toys.

**Geography:** The children will be continuing their topic of exploring the Arctic. This week the children will be looking at the climate of the Arctic, first they will look at the meaning of the word climate, before then moving on to looking at seasonal and weather changes that occur there.

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**Computing:** This week children will be using the Sketch app on the iPad to create a picture in the style of Henri Matisse. They will learn how to use the tools on the Sketch app to create appropriate shapes and designs.

**Music:** This week the children will be appraising the song, 'Walking from the air', by Aled Jones. They will be focusing on finding the pulse and learning the song to perform as a class.

**Art /DT:** This week the children will be introduced to creating their own rubbings using a variety of materials. They will be understanding that different textures help create the patterns they see when completing their rubbings art. They will be cutting out their rubbings to create a final piece of artwork made up of the different objects and materials they have used.

**RE/PDW:** see above

**P.E:** This week the children will be taught to see spatial awareness and movement to lead or copy a sequence of moments, they will be aware of the body and how to control it.

**Vocabulary:** eagerly, content, bitterly, majestically, moat, climate, carnivore, herbivore, omnivore, spacial awareness spatial awareness

**Homework:** Share a book / story every day. Please practise reading the eBook your child has been assigned on Big Cat Collins at least 3 times a week.

**Friday 10<sup>th</sup> November** – In History we are looking at toys, we would like the children to ask a member of the family about the toys they used to play with when they were younger. This can be recorded in their homework books in sentences, photos etc.

**Monday 13<sup>th</sup> November** – Please complete your Little Wandle Phonics home learning sheet. This will go home on Monday.

**Wednesday 15<sup>th</sup> November** – Please access your child's Math Seeds account to complete your next lesson. We would like all children to have completed lesson 100 by the end of this academic year.

### YEAR 2

**Key Question Week 2:** What would you like to teach yourself?

**Key Text for Linked Learning:** The Bear and the Piano by David Litchfield

**Linked Learning:** English

This week in English, the children will be planning to write their letter from the Bear to his friends. The children will begin by identifying an audience and purpose for the letter. The children will be encouraged to see things from the bear's perspective and carefully consider what he would like to say to his friends. The children will then focus on using emotive language in their sentences, orally composing each one before writing them using Year 2 spelling, punctuation, and grammar.

**Maths:** This week in Maths, children will recall subtraction facts of 2-digit numbers (20 or less). They will then subtract a single digit bridging 10. They will then use subtraction facts of 10 to subtract multiples of ten from 100.

**Science:** This week in Science, children will discuss the basic need of animals including humans and what they need to survive. They will use their research to write about the needs of their chosen animal.

**History:** This week in History, children will be finding out about bonfire night and why it is celebrated in the United Kingdom.

**Geography:** The children will be investigating Kenya further, this week looking at the weather. How does it differ to the weather in England?

**Computing:** This week there will be no computing due to the children practising their nativity.

**Music:** This week in Music, the children will continue to learn their Nativity songs.

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**Art:** This week in Art, children will be continuing to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.

**PDW:** The children will be discussing the concept of 'family' further this week, discussing the idea that all families do not look the same.

**P.E:** This week in PE, the children will develop the agility and co-ordination when moving around enclosed spaces.

**Key vocabulary:** cub, strange, eventually, grizzly, wonderful, passion, performed, dreamed, gathered, theatres, melodies, explore.

**Homework:** 5 minutes of TT Rockstars and at least 5 minutes of reading every day. EBooks are assigned on a **Wednesday**. Please access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book.

**Half Termly Spellings:** again, both, Christmas, cold, gold, hold, old, told, water, whole, while.

**Friday 10<sup>th</sup> November:** Write an autumnal poem. Think about nature and how it changes through the Autumn.

**Monday 13<sup>th</sup> November:** Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself. (again, both, Christmas, cold, gold, hold, old, told, water, whole, while.)

**Wednesday 15<sup>th</sup> November:** TT Rockstars, 5 minutes a day on the Garage section to practice your x2 x5 x10 tables. When you are ready begin to learn your 3, 4 and 6's. Please access your Maths Seeds account to complete your next lesson. We would like all children to have completed all lessons by the end of this academic year.

### YEAR THREE

**Key Question Week 2:** Was it a dream?

**Key Text for Linked Learning:** Stone Age Boy by Satoshi Kitamura

**Linked Learning:** English and History

In English, the children will delve even deeper into our key text, 'Stone Age Boy,' starting the week discussing how the words and phrases used help the reader sequence the story. The children will use these key words and phrases to create a story map, ensuring they use relevant images that will help them re-tell the story. Then they will begin to gather ideas and plan their own historical narrative, using our key text for inspiration. The children will decide on a setting, characters and plot for their narrative and will be encouraged to think carefully about how the author developed the character and settings in 'Stone Age Boy'. By the end of the week the children will begin writing their narrative, using ambitious vocabulary and a range of sentence structures.

In History, children will develop their understanding of chronology by looking at world history vs British history. They will look at timelines and will be extracting information using subject specific terminology such as BC, AD, decade and era.

**Maths:** This week, the children will continue to work on the multiplication and division unit. Having already looked at the 3x table and the 4x table, the children will begin the week by focusing on division facts for the 4x table, considering the link between multiplication and division. Following this, they will then move on to the 8x table. This will begin with building the 8x table, and understanding the ways that this multiplication can be remembered easily. The children will then really focus on remembering 8x table facts,

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with an emphasis on the fact that all numbers within the 8x table are even numbers. Division facts for the 8x table will then be the focus, followed by problem solving activities to end the week.

**Science:** The children will this week be looking at the different food groups, and that it is important to have a balanced diet to be healthy. When looking at the food groups, the children will be establishing which of the groups it is important to consume the most of, and which groups it is important to eat carefully in moderation. The children will then create Eatwell plates, working to put different foods into the correct food groups, and to recommend which foods should be eaten the most of.

**History:** See above

**Geography:** Children will be using online sources to find out the locations of the world's largest volcanoes to record their own maps.

**Computing:** Last week, the children created their own flip book-style animation. This week, they will develop this knowledge, and apply it to make a stop-frame animation using a tablet.

**Music:** The children will continue to focus on the notes they have been learning on the recorder. They will practise how to transition between different notes smoothly, including from 'b' to 'a'.

**Art:** Children will look at the work of Matisse and Romare Bearden, comparing their style and techniques before exploring their collage style technique themselves.

**Design Technology:** N/A

**PDW/R.E.** The children will be discussing how the concept of sharing is taught and learnt by the followers of Sikhism.

**P.E:** Building on from last week children will watch videos of different Hakas before starting to learn one of their own, step by step.

**MFL:** Children will this week continue to work on becoming confident in greeting each other in French.

**Vocabulary:** From Stone Age Boy: stumbled, strange, trimmed, scrapers, antlers, skinning, crept, antelope, knapping, dreamt

**Spellings:** continue, arrive, women/woman, describe, height, appear, often, breathe, breath, though.

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

**Half Termly Spellings:** continue, arrive, women/woman, describe, height, appear, often, breathe, breath, though.

**Friday 10th November:** Using your iPads, research 5 famous volcanoes, their locations, and a fact for each. Complete this in your homework books.

**Monday 13th November:** Practice set 2 spellings and complete one lesson of Reading Eggs / Eggspress.

**Wednesday 15th November:**

**Activity 1:**

Find 100 less than each number:

308

107

606

701

**Activity 2:**

Insert a < or > (less than or greater than respectively) to make these statements true:

798 \_\_\_\_\_ 802

654 \_\_\_\_\_ 448

308

107

606

701

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448 \_\_\_\_\_ 534

405 \_\_\_\_\_ 450

A Maths worksheet will be coming home on Monday with the above.

### YEAR FOUR

**Key Question Week 2** Where can I find a magic pencil?

**Key Text for Linked Learning:** Malala's Magic Pencil by Malala Yousafzai

**Linked Learning:** PDW

**English:** This week the children will be continuing their learning on Malala's Magic Pencil. This week we will be considering the authors features and language choices to see what makes a persuasive speech. We will then be having a go at planning our own speech using the features found.

**Maths:** in Maths this week the children will be continuing to learn about keyways and methods to learn and remember their times tables. We will be seeing what we can notice about our three times tables and 6 times tables, are there any patterns we notice? We will continue to learn our 6-, 7- and 9-times tables as we progress through the week.

**Science:** in science this week, the children will be continuing our learning on electricity. We will be considering the dangers of electricity and how we can keep ourselves and others safe when coming into contact with electrical equipment. We will be designing information leaflets to instruct people on how to keep themselves safe.

**Geography:** in Geography, this week the children will be looking at timeline cards describing the history of Bristol from prehistoric times to the present day. Children will work in groups to put the cards into chronological order along a timeline, adding illustrations to show how the settlement has grown.

**History:** In History this week, the children are looking at identifying what we can learn about the different Mayan artefacts presented to us. We will be thinking about what this artefact is? Why might it have been important to people? And do we notice anything about artefacts over time.

**Computing:** in Computing this week, the children will be continuing their learning on the internet. This term the children will be looking at features that control audio and how we could learn and record podcasts.

**Music:** in Music this week the children are continuing to practice their tenor horns and clarinets. This week the children are continuing to consolidate their notes and short melodies already learnt.

**Art and Design:** In Art the children will be Begin the lesson by considering rules and how these lead to Resolutions. They will then be introduced to new techniques and media, ranging from constructional media- tape, wire, string, to watery or linear materials- watercolour, markers, powdered pigments.

**PDW / R.E:** in PDW: This week the children will be considering how they can manage conflict by discussing the issue and working out how to compromise or reach a conclusion that is mutually beneficial.

**P.E:** in P.E children are beginning their new topic of dodgeball and tag rugby. This week the children will be recapping their field positions and basic rules for tag rugby and seeing what we can remember about the rules of dodgeball, how it different to other ball games we have studied?

**MFL:** in French the children will be continuing to practice their numbers, we will be recapping their numbers 1 – 10 as retrieval practice, we will then be moving onto our numbers from 11 – 20.

**Vocabulary:** protecting, support, returned, poverty, erase, equals, powerful, dangerous, weapons, founded

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**Homework:** 10 minutes of TT Rocks Stars every evening and 15 minutes of quiet reading  
**Half termly Spellings** though, although, thought, length, experiment, favourite, strength, imagine, difficult, calendar.

**Friday 10<sup>th</sup> November:** Continue to learn your lines and songs for our class assembly.

**Monday 13<sup>th</sup> November:** One lesson of Reading Eggs

**Wednesday 15<sup>th</sup> November:** Complete the calculations on the Maths worksheet provided.

### YEAR FIVE

**Key Question Week 2:** Did Tim the Ostler regret his actions?

**Key Text for Linked Learning:** The Highwayman by Alfred Noyes

**Linked Learning:** English

**English:** Children will read the narrative poem 'The Highway Man', by Alfred Noyes (illustrated by Charles Keeping). They will explore the ambitious vocabulary used with the poem and organise them into different word type groups. They will consider differing character perspectives and justify their ideas with evidence from the poem. They will study the effectiveness of the range of vocabulary used in the poem and explore how it adds to the meaning. They will start to gather their ideas for a first-person narrative and create a first draft.

**Maths:** In Maths next week, we will explore how different 3D shapes can be made from nets and we will be discussing the components needed for making shapes such as prisms and pyramids. We will be using this new knowledge to complete different questions for our activity. In the second half of the week, we will be exploring how to add and subtract numbers with five digits, using both mental and written methods. The children will also be re-visiting previous skills that they have learned during their time in Year 4, such as efficient methods of addition and subtractions, as well as column subtraction with exchanging.

**Science:** In Science next week, we will be exploring the moon that orbits the Earth. We will then be completing our own research and locate different features of the moon on an image, including seas, mountains and craters.

**History:** Children will be using different sources to discover information about daily life in Ancient Greece. They will focus on four key areas: Home and Family, Food and drink, Leisure and Entertainment, and clothes and fashion.

**Geography:** This week in Geography, the children will be exploring the difference between mountains and hills. We will be looking at the numerous ways that mountains can be formed and researching different mountains in the UK. The children will be completing a table of their results and will use this to help them draw their own bar chart.

**Computing:** In Computing, we will continue to improve our understanding and use of Showbie to assist with our learning in various areas of the curriculum.

**Music:** In Music, we will continue exploring different genres of music and the customs that are associated with each type of music. This week, we will be exploring 'Classroom Jazz' by Ian Gray, where we will look at the rhythm, the instruments that are played and our own opinions of the song.

**Art:** The children will continue their introduction into Monotype printing. The children will explore how to make different types of marks on paper using different types of styles such as, a paint brush, pencil and charcoal sticks.

**Design Technology:** N/A

**PDW / R.E:** The children will study a famous non-violence story from the Jainist religion and create a storyboard to illustrate its key story points and the moral lesson.

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**P.E:** Children will develop and improve their ability to perform a chest pass in Netball. They will also be working on their footwork and gaining an understanding that you can only move one foot when you are holding the ball – pivoting. We will also be exploring putting a sequence of passes together to form attacking moves.

**MFL:** In French next week, the children will be exploring different sounds in the French language, including silent letters, letters with accents, and words with 'er' at the end. We will then use these new skills and apply them to conversations.

**Vocabulary:** inscrutable, assigned, expanse, hillocks, deigned, constrict, quip, pompous, panning, livestream

**Homework:** Every day: 10 minutes of TT Rockstars and at least 15 minutes of quiet reading

### Half-termly Spellings:

Stomach, recommend, equipment, environment, government, parliament, frequently, vegetable, wide-eyed, co-operate

**Friday 10<sup>th</sup> October:** Pick any British politician, past or present, and complete a fact file about them.

**Monday 13 November:** Complete your next Reading Egg – Lesson 148.

**Wednesday 15<sup>th</sup> November:** Complete your homework on column subtraction using decimal numbers on the worksheet provided.



Calculate:

Do It 3

5	2	1	8		
-	2	3	4	3	
<hr/>					
<hr/>					

6	1	9	3		
-	0	8	4	5	
<hr/>					
<hr/>					

6	3	0	5		
-	5	5	7	4	
<hr/>					
<hr/>					

9	9	0	3		
-	0	8	5	9	
<hr/>					
<hr/>					

4	0	2	8		
-	2	3	9		
<hr/>					
<hr/>					

9	6	4	3		
-	0	8	7		
<hr/>					
<hr/>					

5	6	4	3		
-	3	8			
<hr/>					
<hr/>					

9	1	0	6		
-	0	7			
<hr/>					
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4.075 - 2.18 =

5.425 - 3.55 =

### YEAR SIX

**Key Question Week 9:** What is the weapon of the SLEER?

**Key Text for Linked Learning:** The Graveyard Book by Neil Gaiman

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

Following on from last week, the children will continue to dismantle and analyse the incredible techniques of master storyteller, Neil Gaiman. They will continue to explore descriptive and figurative devices and the tier 2 and 3 vocabularies used to enhance their gothic horror writing. Children will discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and make inferences about the author devised these to guide the reader. They will compare characters, settings, themes, and other aspects of what they read to help develop their own narrative. They will examine how most Gothic Literature would have an antagonist (Bod) and a Protagonist (Jack). They will explore Bod's (the antagonist's) journey and development throughout this book – and answer questions that help us relate to Bod. Why do we want to continue to read as the book progresses? How does the author keep us invested in Bod? How is he so likeable? Is he relatable? The children will be focusing on creating an atmospheric setting description using the five senses and



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character description that brings their protagonist and antagonist to life. They will aim to interweave literary techniques such as allusion, suspense and build tension through the language they use.

**Maths:** In Maths, children will use the formal written method to divide a four-digit number by two-digit number. The calculations will progress in difficulty from having no remainder to expressing the remainder as a decimal.

**Science:** In Science, children will learn what the function of blood vessels are and explain that the blood is pumped round the body through blood vessels: arteries (carry blood away from the heart); veins (carry blood back towards the heart); and capillaries (tiny blood vessels that carry blood to the individual cells - they join the arteries to the veins).

**History:** In History this week, children will investigate the development of crime and punishment throughout the years by exploring crime and punishment during the Roman period. How that, by the time the Romans got to Britain, they had already developed a very detailed legal process. They will learn about the process of catching and trying a criminal and some of the main punishments.

**Geography:** In Geography, children will learn what field work is and why it is important. They will look at examples of fieldwork geographers do and locate these on a map. They will finish by sketching a small map of their street and label it appropriately.

**Computing:** In Computing, children will look at the different layout features available in Google Sites and plan their own web page on paper.

**Music:** In Music, children will listen and appraise Take The 'A' Train by Duke Ellington. They will listen and identify the traits of jazz and communicate these aloud.

**Art:** In Art, children will be thinking about how artists express their ideas and opinions. They will be studying the artist and activist, Faith Ringgold. They will appreciate how she uses thread and fabric to create her quilts.

**PE:** In PE, children will continue their gymnastics lessons. They will learn how to perform different balances and feedback to their partners.

**French:** In French, children will continue their conversational skills by learning places in town, with a view to being able to ask for directions.

**PDW:** In PDW, children will continue to explore the British Values. This week they will consider democracy, where it originated and how it affects us today.

**Key Vocabulary:** tousle, mausoleum, skirmish, guttural, ululation, lichen, reproachful, glower, impervious, tenacity.

**Homework:** Daily: 10 minutes of **TTRockstars** and 20 minutes of **reading**.

**Half termly Spellings:** convenience, mischievous, committee, interrupt, interfere, attached, available, average, competition, conscience.

**Friday 10<sup>th</sup> November:** For your homework, write a gothic horror setting description in the style of The Graveyard Book using what you have learnt so far include figurative devices. Extra House Points will be awarded for the use of the Key Vocabulary (highlight these in your writing).

**Monday 13<sup>th</sup> November: Reading** – Complete lesson 188 on Reading Eggs.

**Wednesday 15<sup>th</sup> November: Maths** – Log on to Monster SATS (Green group <https://monster-learning-green.com/login/>) and complete 'KS2 Maths Revision Topics - Number and Place Value (KS2) - Order and Compare Numbers