

## Next Week at Hill West

Kindness, Compassion, and Connection at the heart of 'Our School'

Week commencing: Monday 14<sup>th</sup> October



*ACE; Ambitious, Curious and Ever-respectful*

## LET'S CELEBRATE 'OUR' SCHOOL

THANK YOU!

We would like to thank our children and parents for their enthusiasms and creativity over recent weeks for their amazing creations (European Day of languages, Solar System, Habitats – the list goes on)!

THANK YOU!

## RECEPTION

**Key Question:**

**Who else lives in the deep dark wood?**

**Key Text for Linked Learning:**

**The Gruffalo by Julia Donaldson**

**Nursery Rhyme/Song of the Week:**

**It's raining, it's pouring**

**Key Vocabulary:**

**Hibernation, creature, respect, British, habitat**

**Linked Learning:**

This week, the children will be making links to the text 'The Gruffalo' to find about other animals that live in our British woodlands. They will learn about bats, hedgehogs, badgers, foxes, deer, rabbits and squirrels. Linking back to last week's learning about the season of Autumn, the children will be taught about hibernation and which animals may begin to hibernate at this time of the year. Our classrooms will transform into theatres this week as the children take on the role of a storyteller. They will be using their knowledge of the Gruffalo and masks and puppets to retell parts of the story.

**PSED:**

Through discussions, the children will be taught about one of our school ACE values – Ever-Respectful. The children will learn what respect is and this behaviour will be modelled to them. Throughout the week, they will discuss different scenarios to help understand respect and how to be respectful.

**Communication and Language:**

Our focus in storytelling in Literacy will develop the children's communication and language. They will be encouraged to use exact language from the story when retelling, with a focus on using puppets and masks to scaffold their retelling.



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### **Physical Development:**

This week in PE, the children will be learning to follow instructions and play safely as a group. They will take turns with their team to practise their under and over arm throws.

### **Literacy:**

In Literacy, the children will continue with their key text 'The Gruffalo', with a key focus on retelling parts of the story and sequencing the story with the use of illustrations. In Writing, the children will continue to practice the formation of the graphemes taught this term, as well as, identifying and recording the initial sound in a word.

### **Phonics:**

This week, the children will be consolidating all taught phonemes so far. Through shuffle time, they will be recalling these at speed. They will be also revisiting the tricky words *the*, *I* and *is*. The children will be reading CVC words e.g. cat, dog, man and using magnetic letters to build these words. There will be lots of opportunities throughout the week to practice their oral blending too.

### **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:**

This week the children are exploring comparison. They will look carefully to describe sets of objects that they can see. Children will learn the language of 'more than' and 'fewer than' to describe how many objects there are in each set. 'Fewer than' is used rather than 'less than' because the focus is on countable things.

### **Understanding of the World:**

In Understanding the World, the children will be learning about animals in our British woodlands/ They will be identifying the animals and naming them, as well as, learning about the animals habitats e.g. dens, burrows, setts.

### **Expressive Art and Design:**

There will be a focus on the work of Andy Goldsworthy this week. The children will learn about who the artist is and look in detail at some of his artwork using natural materials. Over the week, they will

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be creating representations of his artwork using natural autumnal materials and even using his ideas to inspire their own creation.

**Reception Homework:** Every week day: Share a story everyday / Access your Collins Ebook at least 3 times throughout the week (New book assigned every Thursday).

**This week's assigned homework should be completed and returned by Friday 18<sup>th</sup> October.**

**Task 1:** Little Wandle Phonics Home Learning Page – please ensure you review this with your child to help consolidate their new phonic knowledge.

**Task 2:** Work alongside your child to complete one or more Mathseeds lessons.

**Task 3:** Pick a British Woodland animal and create a representation of it. This could be a painting, drawing, 3D model etc.

## YEAR ONE

<b>Key Question:</b>	<b>Where does Max go on his private boat?</b>
<b>Key Text for Linked Learning:</b>	<b>Where the wild things are - Maurice Sendak</b>
<b>Key Vocabulary:</b>	<b>Mischief, wild, wolf, bullying, time capsule, landscape, landmark, physical features, tumbled, private</b>

### Linked Learning: English and Science

This week the children will be continuing to read our exciting text, 'Where the wild things are'. 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 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 Where the wild things are, the children will give their personal opinions on the text; what they liked about it and why and draw their favourite part.

This week in science, the children will be exploring mammals, looking at their physical features and whether they are most closely linked to amphibians or reptile. Children will be using key vocabulary about observable characteristics to explain how they know which animals are mammals.

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### Phonics:

This week the children will be recap their learning of the phase 5 graphemes ay, ou, oy, ea. They will also be reviewing all phase 2/3/4 tricky words.

### 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.

### Maths:

Children will be exploring the number 5; looking at all the ways it can be partitioned too through addition and subtraction facts. The children will then begin to explore the number 6 and how it can also be partitioned.

### Science:

See Above; Linked Learning

### History:

The children will be reviewing what they have learnt about timelines and chronology over the past term; time capsules, memory boxes etc.

### Geography:

The children will be exploring the differences between villages, towns and cities within the United Kingdom. The children will look at some of the major cities, before looking at the town we live in of Sutton Coldfield.

### Computing:

Children will be continuing to learn different skills on the iPad – this week they will be learning how to use the 'split screen' option.

### Music:

Children will be appraising the song, 'U Can't Touch This, by MC Hammer. They will be comparing this to the other Hip-Hop songs that we have previously appraised. Children will also be continuing to learn the song, 'Hey You' and practising their performance skills.

### Art / DT:

The children will be revisiting the artist Molly Huslund and using her method of art to create a piece of artwork adding their own unique twist on it.



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### RE /PDW:

The children are going to be continuing to be exploring how families can care and show love for each other.

### P.E:

This week the children will begin to develop agility and co-ordination when moving. They will be thinking about how they can move quickly and easily without bumping into other people.

**Homework:** Every weekday: Share a book / story. Books will be assigned on a Thursday. Please access your Collins Hub book online throughout the week at least 3 times.

**This week's assigned homework should be completed and returned by Friday 18<sup>th</sup> October.**

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Autumn 1 Week 4; these can be located in the Showbie > Phonics and Reading > Autumn > Little Wandle Home Learning Autumn 1 Week 5.

**Task 2:** Please access your child's Mathseeds lesson to complete the next lesson.

**Task 3:** In history, we have been looking at time capsules and memory boxes. We would like children to make something for a time capsule. They will look back at the time capsule when they are in year 6. It may include a picture of their family or an object which they love (and don't mind putting in the capsule). Please can this be completed in your homework books.

## YEAR TWO

Key Question:	What would your proudest colour be?
Key Text for Linked Learning:	The Proudest Blue by Ibtihaj Muhammd
Key Vocabulary:	Wave, ocean, understand, Island, queue, wonder, yelled, belong, strong, normal.

### Linked Learning: English

In English this week, the children will continue to work on the text The Proudest Blue. They will use images from the text to support them to compose sentences to create a short paragraph about the character's feelings and actions. The children will then work on editing and improving each sentence before publishing their work and reading it out aloud in class.

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### **Maths:**

In Maths this week, children will use addition facts to 10 to derive facts to 100, add ones to 2-digit numbers, using number facts where the tens don't change, add ones to 2-digit numbers using bridging, add ones to 2-digit numbers by rounding to ten then compensating and add multiples of ten to 2-digit numbers using number facts.

### **Science:**

This week the children will be learning about different habitats around the world and the animals that call these habitats home. The children will learn that different living things need different kinds of food, and these are found in their habitats. The children will look at examples of water habitats having salt water or fresh water and the differences this brings.

### **History:**

History this week, the children will continue to reflect upon their knowledge of the Great Fire of London by recalling the sequences of events from this tragedy. The children will complete writing their own diary entry, writing in 1st person, as though they were there during the great fire.

### **Geography:**

Geography this week, the children will explore Brazil, discussing the currency, language, landmarks, the rainforest and the Amazon.

### **Computing:**

Computing this week, the children will identify who they can turn to for help and support. They will learn why people sometimes don't ask for help when being bullied.

### **Music:**

In music this week, children will listen to and appraise 'Hilokoloza' by Arthur Mofokate. They will listen for similar stylings and qualities to South African music. After, children will attempt to compose a simple melody to accompany their focus piece; 'Hands, Feet, Heart.'

### **Art / DT:**

This week in Art, the children will bring their own work together to review their own and others progress. They will discuss what they have found enjoyable compared to what they have found more challenging. Finally, they will think about what they could change to improve in the future.

### **R.E:**

In R.E. this week, the children will be looking at the word 'equality' and what believers of Sikhism teach about getting along with others.

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### P.E.

In Gymnastics this week, children will learn to bend their knees when jumping and landing, keeping their head and chest up when jumping and use shapes to make their jumps more interesting. In Team building, children will consolidate their learning by participating in a range of activities designed to assess their communication and ability to work as a team.

**Homework:** Every weekday: 5 minutes of TT Rockstars and at least 5 minutes of reading. eBooks on Collins Hub Book will now be assigned on a Thursday. Please access your eBook online throughout the week at least 3 times. This will be checked weekly.

**Half Termly Spellings:** after, behind, class, door, find, floor, kind, mind, poor, sure, more.

**This week's assigned homework should be completed and returned by Friday 18<sup>th</sup> October.**

**Task 1:** Complete one Reading Eggs Lesson

**Spellings:** Practise your spellings and then test yourself.

**Task 2:** TT Rockstars, 5 minutes a day on the Garage and complete a lesson on Mathseeds. Practice your 2-, 5- and 10-times tables. When you are ready begin to learn your 3, 4 and 6's.

**Task 3:** Write a poem about animals and their habitats with an entertaining twist.

## YEAR THREE

**Key Question:**

**Would you like one salt or two?**

**Key Text for Linked Learning:**

**Crazy Mayonnaisy Mum, poems by Julia Donaldson**

**Key Vocabulary:**

**Peculiar, sprinkle, squelching, passengers, chant, strutting, scuffle, colossal, crescent, unravel.**

### Linked Learning: English

The children will spend the week examining a range of poetry by the same author. Their focus this week is based on reading and their speaking and listening. They will listen to different poems from the key text, discussing the main ideas from each poem and trying to recognise different forms of poetry such as free verse and narrative. The children will then compare poems, identifying the poetic devices within each poem. Finally, they will select a poem to read aloud and to perform with a focus on prosody. They will be encouraged to articulate their lines so that the listener can understand what



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they are saying and will be asked to add actions to help memorise the poem, which will additionally enhance the viewing for the audience.

### **Maths:**

Children will begin the week by continuing and completing our unit of place value. We will be learning all about tenths of whole numbers and how to write these as fractions and decimals. We will be using concrete materials to revisit previous learning to show the children the transition from 100, to 10 to 1. We will then introduce children to a tens frame, where they will see how tenths make up 1. Using this knowledge, we will then continue the week counting up and down in tenths and identifying its position on a number line. Children will then identify and draw horizontal lines in the new topic, Geometry.

### **Science:**

This week children will have an exciting lesson exploring different types of soil by using jars, soils and water and will be exploring the density of the different soils. Children will be using their scientific skills to test the permeability of these and will begin by learning how to conduct this experiment fairly. We will then be moving on to using observational skills to identify the effects taken place within the experiment.

### **History:**

Children will learn more facts about the Neolithic period. We will be exploring Stone Henge and will inquisitively think about, 'Who built Stone Henge?' and 'How was stone Henge built? We will then be using our ipads to research other sites within its vicinity and discover the uses of these sites.

### **Geography:**

The children will be researching famous mountain ranges of the world, finding out where they are located and how high some mountains within the ranges are in metres.

### **Computing:**

This week, the children will continue to explore inputs, processes and outputs on digital devices. The children will consider how a digital device links to both inputs and outputs. This includes an iPad, where the touchscreen feature acts as an input, with the output being how the screen changes as a result. The children will then work to design their own digital device, with a focus on what the input, process and output of their ideas will be.

### **Music:**

We will begin this lesson by introducing children to the note C and will recap on previous learning.



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### Art:

The children will be completing still life gestural drawings using charcoal this week. They will recap what a gestural drawing is, as well as discussing what the meaning of still life drawing is. The children will be drawing the still life objects in various levels of light. They will begin drawing by torch light, working to show appreciation for the shadows created by the torch shining on the object. The light level in the room will gradually begin to increase as the children develop their drawings.

### R.E. /PDW:

This week, the children will be re-introduced to the zones of regulation, and considering the four zones and the different emotions that fall within these zones. The children will listen to a story, and will think about the different emotions present, whilst thinking about times where they may have felt these emotions.

### P.E:

Over the past number of weeks, the children have focused on the skills of throwing and catching, passing, shooting and defending. This week, the children will begin to bring these skills together in to small game situations, working to play a game of handball, following the rules of the sport.

### MFL:

This week children will be recapping the graphemes and greetings previously learned. Children will then be learning how to introduce themselves to each other in French to their class partner.

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

**Half termly spellings:** eight/ eighth, disappear, straight, reign, weight, earth, early, learn, heard, when  
**This week's assigned homework should be completed and returned by Friday 18th October.**

**Task 1:** Practice half termly spellings, complete lesson 67 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Autumn 1 -> Week 7. Please practice your termly spellings by creating a pyramid for each word e.g:

e  
ei  
eig  
eigh  
eight

**Task 2:** Create a bar model showing the multiplication and division facts for each of the 3 times tables. An example has been shown on Showbie. Homework -> Maths homework -> Autumn 1 -> Week 7

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**Task 3:** Next week, we will be performing our class assembly. Use this week to ensure you have learned all of your lines and the words to our songs, off by heart. We would love the children to dress up in Stone Age themed clothing for the assembly. Children could be as creative as they would like. They could design their own t-shirt, create Stone Age tools from cardboard or make some Stone Age jewellery. Alternatively, children may wear Stone Age coloured clothing which could include animal print.

## YEAR FOUR

<b>Key Question:</b>	<b>Can I describe a river's journey?</b>
<b>Key Text for Linked Learning:</b>	<b>Song of the River by Joy Cowley and Kimberley Andrews</b>
<b>Key Vocabulary:</b>	<b>trickle, creek, chattered, banks, barked, deeper, engine, soaked, wharves, barges</b>

### Linked Learning: English and Geography

This week the children will be thinking about another picture book called Song of the River. They will be retrieving previously taught learning and using their geography knowledge to talk about the journey of a river. Their writing will be focused on using descriptive elements such as figurative language including metaphors, similes and personification to ensure their writing is detailed and expressive.

### Maths:

This week, the children will be continuing with the unit 'Geometry-Properties of shapes.' To begin the week, the children will build on their previous learning on triangles to help them be able to identify scalene triangles. Following this, they will learn how to identify and describe parallelograms, as well as being able to identify and describe a rhombus. As the week progresses, the children will be building familiarity with the properties of these shapes and will also be learning to identify and describe both a trapezium and a kite.

### Science:

In Science this week, the children will be beginning their experiment based on evaporation. The children will be considering which water evaporated from the towel the quickest and in which environment. We will also be re capping everything we have covered this half term thinking about the different states of matter and how can we describe solids, liquids and gases.

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### **History:**

In History this week, the children are continuing their learning on Ancient Civilisations. This week we will be looking at the most famous ancient monuments and asking key questions such as: When were they built? How were they built? Why did people feel the need to build monuments? And has anything happened to these monuments since they were built?

### **Geography:**

In Geography, this week the children will be considering what they have learnt so far about Countries and Capital Cities. We will be recapping different geological features that are made by humans and considering some of the most important/ famous ones within Europe.

### **Computing:**

This week the children will gain an appreciation that not everything they see on the internet is true, honest or accurate. They will review images and decide whether they are real, before looking at why web searches can return misleading results.

### **Music:**

In Music this week the children are continuing to practice playing their clarinets and fifes. This week the children will be reviewing and practicing their new note.

### **Art / DT:**

In Art the children will be completing their manga art comic strips/ panel pieces. Once complete, the children will be reviewing their work to determine what they have enjoyed about creating their comic strip and what they would like to do again. The children will then review each other's work to give positive feedback and celebrate their hard work this term.

### **R.E. /PDW:**

This week in R.E. the children will be discussing how Muslims show that Prophet Mohammed's words matter? We will be considering which messages are important and how should we be encouraging others to stand up and be heard.

### **P.E.**

The children will link actions that flow using the rolls they have learnt. The children will be encouraged to use a starting and finishing position and to make their performance interesting using different shapes and levels.

### **French:**



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This week the children will be looking at numbers 1-20 and how to correctly pronounce them in French. We will also be reviewing the mastery conversation practiced in year 3. We will be picking apart the French phonics that appear with words and practicing pronouncing those key sounds to ensure our pronunciation is secure.

**Homework:** Every weekday: 5 minutes of TT Rockstars and at least 15 minutes of reading.

**Half termly spellings:** caught, naughty, possession, consider, particular, regular, irregular, question, peculiar, grammar

**This week's assigned homework should be completed and returned by Friday 18th October.**

**Task 1:** Complete one Reading Eggspress lesson. You should be on or beyond lesson 105.

Spellings: Practise your spellings and then test yourself.

**Task 2:** Complete the maths homework activity located in the Moles/Squirrels homework folder on Showbie.

**Task 3:** Prepare a diary to record your water use at home during the next week to bring to our next science lesson. List visits to the shower, bath, toilets, washing hands at the sink, drinks containing water, water given to pets, cleaning etc. Can you think of any other uses of water?

## YEAR FIVE

<b>Key Questions:</b>	<b>What are the main stages of a star's life?</b>
<b>Key Text for Linked Learning:</b>	<b>Knowledge Encyclopaedia Space!:The Universe as You've Never Seen it Before by Penelope Arlon</b>
<b>Key Vocabulary:</b>	<b>Protostar, sundial, nebulae, elevation, plates, magma, topographical, polytheistic, ascending, descending</b>

### Linked Learning: English and Science

In English next week, the children will be learning about the different stages of a star's life. The children will firstly explore how long a star's lifespan is and then proceed to learn about how a star is formed, increases in size and then eventually dies over the course of millions of years. The children will also be exploring the key components of a non-chronological report and will be using these skills in the week after next to create their own report about the life of a star!

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### **Maths:**

This week in maths, we will focus on working with decimal numbers. First, we will position decimal numbers, with up to three decimal places, on a number line. Then, we will compare a set of numbers written to three decimal places. Next, we'll work on ordering decimal numbers with three decimal places. After that, we will compare numbers with a mixed number of decimal places. Finally, we will practice ordering numbers with a mixed number of decimal places. This sequence will help us strengthen our understanding of decimal place value and comparison.

### **Science:**

In Science next week, we will recap our learning about how shadows are affected by the position of the Sun and the seasons of the year from last week. Then, we will be exploring how sundials were used by many people until the 1300s as a means of telling the time before clocks were invented. The children will then attempt to make their own sundials and try using them outside to tell the time without a clock.

### **History:**

This week in History, we will be exploring ancient Greek religion and learning about 12 gods. We will investigate who these gods were, what they represented, and how they played an important role in the daily lives of the ancient Greeks. This will help us understand the beliefs and values that shaped ancient Greek society and how religion influenced their culture.

### **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 charts.

### **Computing:**

This week, the children will be introduced to a range of search engines. They are given the opportunity to explain how to search, before they write and test instructions. Next, the children will learn that searches do not always return the results that someone is looking for and refine their searches accordingly. Finally, the children will be introduced to the two most common methods of searching: using a search engine and using the address bar.

### **Music:**

The children will be practising their Diwali song in preparation for their Diwali class assembly.

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### Art / DT:

The children will focus on a key artist Grayson Perry, Paula Scher and Chris Kenny. We will look at maps, how they are effective and their traits. We will annotate different maps to determine this creatively.

### R.E. /PDW:

In RE this week, the children will be exploring the traditions and celebrations of Diwali in preparation for their Diwali class assembly.

### P.E:

In PE next week, the children will be continuing their learning and development of key tennis skills with their class teacher. The children will be exploring different ways of striking a ball and how to maintain control on the shots. They will also have a go at trying to maintain a rally with a partner.

### MFL:

In French next week, we are going to revisit some French graphemes and phonemes from Year 4 and use these to ask and answer simple questions about ourselves, such as our names, ages and our likes and dislikes.

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

**Half-termly Spellings:** conscious, symbol, physical, system, rhythm, rhyme, occupy, thorough, occur, desperate

**This week's assigned homework should be completed and returned by Friday 18th October.**

**Task 1:** Complete your next Reading Egg – Lesson 145.

**Task 2: Maths** – Complete your activity on Showbie on decimals. Please ensure this task is completed neatly and uploaded correctly.

**Task 3: Music** – Create your own poster about the musical genre of Rock 'n' Roll. What is it? What is famous about it? Who are famous artists/songs from this type of music? How/where was it formed?

## YEAR SIX

**Key Question:**

**How did pickpockets operate deftly in Victorian London?**

**Key Text for Linked Learning:**

***Oliver Twist* by Charles Dickens**



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### Key Vocabulary:

**Inseparable, injunction, viand, impetus, ignominious, construe, goad, equanimity, corpulent, undertaker**

### Linked Learning: English and History

This week, the children will take on the role of journalists as they will plan and begin writing their own newspaper articles. Their articles will capture the moment Oliver Twist is accused of pickpocketing in the busy streets of London, followed by his tense court trial. Using their knowledge of key newspaper features—such as attention-grabbing headlines, factual recounts, and reported speech—they will structure their writing in a in the conventional style of a newspaper article, front loading their writing to grab the reader's attention. As part of their preparation, the children will also revisit the use of direct and reported speech to include in their articles, ensuring they capture the events and dialogue accurately. In writing their newspaper article, the children will continue to practice organising their writing into cohesive paragraphs, use varied sentence structures and apply formal language. Within this week's GPS session, the children will revisit and begin to consolidate their knowledge of the passive voice.

### Maths:

In Maths this week, the children will learn to use the formal written method of long division. They will begin by dividing three-digit numbers by two-digit numbers with and without remainders, before moving onto dividing four-digit numbers by two-digit numbers.

### Science:

In science this week, the children will complete an investigation based on the following enquiry: how does the distance from the light source effect the size of a shadow? They will utilise their key 'working scientifically' skills to predict, investigate and present their findings.

### History:

In History, the children will continue to develop their knowledge of the industrial revolution and key Victorian inventions.

### Geography:

The children will conclude their unit on coasts by considering how changes in land use will impact people and the environment.

### Computing:

In computing this week, the children will re-cap their prior learning of data packets.

### Music:



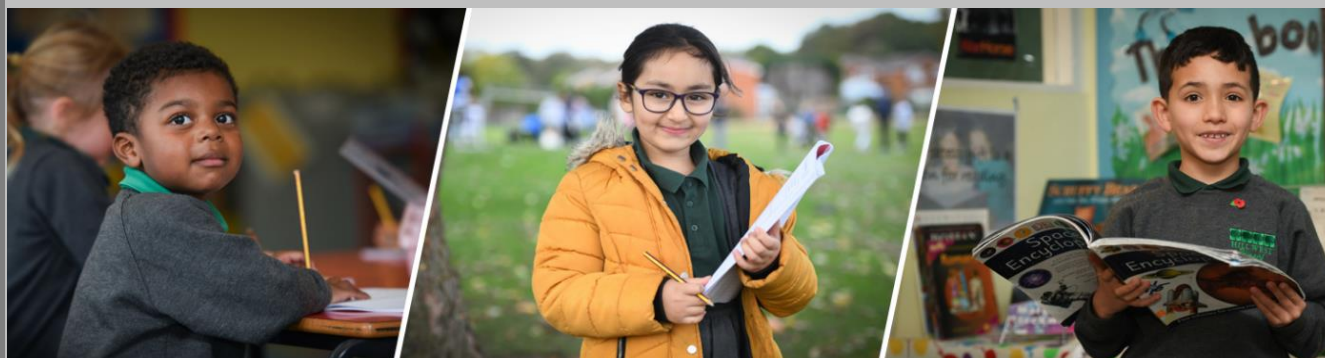
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Week commencing: Monday 14<sup>th</sup> October



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In Music this week, the children will continue to practice and appraise 'Happy' by Pharrell Williams. They will also continue to develop the understanding of staff notation, consolidating their ability to sight read crotchets, quaver, minims and crotchet rests.

### Art:

In Art this week, the children will reinforce their upscaled sketch collages and create cardboard supports so their work can remain standing upright.

### PDW:

In PDW this week, the children will continue to explore how Christian and Sikh figures are commemorated through statues. They will consider a famous person who they believe deserves a statue and justify their reasoning – considering commemoration through a secular lens.

### P.E.

The children will continue apply their skills in rolling, jumping and balancing to manoeuvre over apparatus with competence.

### MFL:

Children will continue enhancing their fluency in French by incorporating transitional phrases into their conversations. They'll practice answering questions like "Vous désirez?" and "C'est combien?" in various contexts using responses such as "Je voudrais..."

**Homework:** Every weekday; 5 minutes of TTRockstars on Garage mode and 20 minutes of reading.

**Half termly Spellings:** aggressive, awkward, desperate, disastrous, temperature, relevant, variety, existence, suggest, lightning

**This week's assigned homework should be completed and returned by Friday 18th October.**

**Task 1:** Complete a level of Reading Eggspress. You should be on or above level 186.

**Task 2:** Complete the long division worksheet. This has been uploaded to Showbie. You may complete this on paper or on your iPad.

**Task 3:** Research one real-world example of a location that has been affected by coastal erosion (e.g., the White Cliffs of Dover in the UK). Write a short news report or create a video explaining to 'the public' what coastal erosion is and how it is impacting the local community.