

Next Week at Hill West

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

Week commencing: Monday 25th November



ACE; Ambitious, Curious and Ever-respectful

LET'S CELEBRATE 'OUR' SCHOOL



We thank you for your support and generous donations towards this year's Children in Need Appeal. Together we raised a fabulous £281!



RECEPTION

Key Question:	Would you follow the Wolf?
Key Text for Linked Learning:	The Three Little Pigs
Nursery Rhyme/Song of the Week:	Christingle songs
Key Vocabulary:	route hurried piled brave roared

Linked Learning: Literacy and Physical Development / Expressive Arts and Design

This week, Reception will engage in a series of creative and skill-building activities that align closely with the Early Years Foundation Stage (EYFS) curriculum, fostering development across multiple areas of learning. Children will follow step-by-step instructions to draw their own representation of 'Rudolph.' This activity supports the development of fine motor skills, as outlined in the Physical Development area of EYFS, and promotes expressive arts and design through creative expression.

Later in the week, the children will participate in a communal event by decorating the Key Stage One Christmas tree. This experience is a valuable opportunity for children to develop a sense of community and belonging. As the lights are switched on, this shared moment creates a sense of wonder, which encourages imagination and storytelling.

Craft activities this week will involve the use of various techniques such as cutting, joining, collaging, replicating, and evaluating. These tasks encourage the development of fine motor skills and problem-solving abilities, key aspects of Physical Development and Expressive Arts and Design in EYFS. Through these crafts, children will recreate the three houses and characters from the story, fostering creativity and imagination. Additionally, children will work on their literacy skills by writing captions for illustrations. This activity integrates their phonics knowledge to sound out and write simple words, supporting the EYFS Literacy goal. By engaging in this task, children not only build confidence in their writing abilities but also develop their

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Communication and Language skills. Furthermore, the storytelling and creative processes underpin their growing understanding of the world, enabling them to connect with narrative structures and themes in a meaningful way.

PSED:

This week we will be discussing kindness. The children will be reflecting what kindness means to them and ways we can be kind to our friends.

Communication and Language:

Children will be encouraged to listen attentively and respond to what they hear in the story by commenting during small group interactions.

Physical Development:

This week the children will be continuing their gymnastics topic, exploring the rocking and rolling movements. They will learn the skills of a barrel and straight roll.

Children will be practising the formation of graphemes l, t, h, i, m and n.

Literacy:

This week children will be applying their GPC knowledge to write read and write plural words including cats, chips, cups and dogs. Through our dictated sentence writing, children will be writing captions containing the tricky word 'the'.

Phonics:

In Phonics, the children will be learning about words with 's' at the end, representing plurals. Children will be sound talking and blending words containing previously taught phonemes and the plural 's' e.g. Pink, quack, digs, bags. Three new tricky words will be taught too – we, me, be. Throughout the week, the children will be using segmenting fingers to write words including *cups, ship, bags, fish* and *chick*.

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 will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. The children will revisit the concept of 1:1 correspondence by making sure that they match collections of objects to their representations. They will develop their understanding of the concept of cardinality – that the last number in the count tells us 'how many' things there are altogether.

Understanding of the World:



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In Understanding the World, we will be looking at the route taken by the Wolf and considering what he saw on the way. Children will mark the route on a map and then have a go at drawing their own representations of the route. We will be looking at the materials chosen by the pigs to build their houses and discussing their properties.

Expressive Art and Design:

Children will be using the skill of collage to recreate the houses belonging to the Three Little Pigs. They will be using templates and a range of resources to make their own pigs and wolves.

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 Thursday 28th November.

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: Bring in a photograph of your home. Please answer these questions- What is your home made from? Why do you think that is?

Please collect leaves like those pictured below and bring them into school on Monday/Tuesday, for our craft activity.



YEAR ONE

Key Question:	Do penguins live in Birmingham?
Key Text for Linked Learning:	<i>Lost and Found</i> - Oliver Jeffers
Key Vocabulary:	decided ignored disappointment discovered harbour realised except partition Venn diagram represent

Linked Learning: English and Geography

This week, children will engage in literacy activities centred on the text *Lost and Found*, linking closely to the Year 1 National Curriculum for English. They will apply their developing phonics knowledge, as outlined in the phonics and word reading objectives, to decode and encode vocabulary in their independent writing. Additionally, they will employ inferencing skills as they analyse the characters' actions and motivations, culminating in a rewritten narrative of the story. This activity promotes comprehension and composition skills, as well as supports children in sequencing events and expressing their ideas coherently, meeting curriculum goals for reading comprehension and writing development.

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In Geography, aligned with the Year 1 National Curriculum objectives for understanding geographical features, children will continue their exploration of the Arctic. They will study the physical characteristics of the Arctic Circle, such as mountains, hills, lakes, and icebergs, enhancing their locational knowledge and understanding of diverse environments. A discussion on penguins will provide an opportunity to compare climates, enabling children to understand the link between habitats and the animals that live there. This will address objectives related to identifying seasonal and daily weather patterns and understanding the world's continents and poles

Phonics:

This week the children will be reviewing the phase 5 graphemes; ie, i, i-e, ay, a, a-e, oa, o, o-e, e, ie, e-e, ea, ew, u-e, u, ue. They will be revising words containing these graphemes drink, making, comic, second, human, music, she. Children will be revising all the tricky words they have learnt so far this term.

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:

This week the children begin a new unit of Maths, looking at the addition and subtraction facts between the numbers 7 – 11. They will begin the week by exploring the number 7; what it can partition into, finding and representing all addition and subtraction number facts to 7. Towards the end of the week the children will begin to explore the number 8; what it can partition into, finding and representing all the addition number facts to 8.

Science:

This week in science, the children will continue to explore 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 groups of carnivore, herbivore and omnivore by using their observational skills to identify any characteristics that indicate whether the animal is a herbivore, a carnivore or an omnivore using a Venn diagram

History:

This week in History, the children will be comparing old toys and new toys. They will be thinking about which toy is their favourite and why.

Geography:

See Linked Learning above.

Computing:



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This lesson increases children's understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.

Music:

This week the children will be appraising the song, 'Carol of the Bells' The children will try to identify the instruments they can hear in this piece of music. They will also continue to learn the song 'The Snowman' from previous weeks, continuing to work on trying to match the correct pitch.

DT:

It's DT Day this week! Children will be exploring mechanisms and creating a moving story book based on Humpty Dumpty.

PDW:

The children will be recapping the PANTS rule and learning the Pantosaurus song.

P.E:

The children will be continuing with Gymnastics. This week the children will be developing stability and control when performing a balance.

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 Thursday 28th November.

Task 1: Please complete your Little Wandle Phonics home learning sheets from Autumn 2 Week 4; these can be located in the Showbie > Phonics and Reading > Autumn > Little Wandle Home Learning Autumn 2 Week 4

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

Task 3: In Geography, the children have been exploring the Arctic Circle by looking at which 7 countries make it up; Arctic Circle (only the northern parts of each country are in the Arctic Circle). Alaska (U.S.A), Canada, Greenland, Finland, Norway, Sweden and Russia. We would like the children to pick one of these countries for our display and draw a picture of its flag on an A4 piece of paper.

YEAR TWO

Key Question:

What Strange thing is this?

Key Text for Linked Learning:

The Bear and the Piano

Key Vocabulary:

grace, applause, wonderful, passion, performed, dreamed, admiration, theatres, happy, longed.

Linked Learning: English



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During this week's English lessons, Year 2 pupils will engage deeply with the new text, *The Bear and the Piano*, as part of their Autumn Term curriculum. This aligns closely with the Year 2 English National Curriculum objectives, which emphasise the development of comprehension, inference, and language analysis skills. The children will closely examine the illustrations and narrative, retelling the story in their own words to enhance sequencing and storytelling abilities. Inference skills will be fostered as they interpret the text and illustrations, addressing the curriculum requirement to make inferences based on both explicit and implicit information. Through guided discussions and questioning, pupils will develop their ability to ask relevant questions and answer with reasoning, a key focus in improving comprehension and verbal communication. Annotating their thoughts will support the development of metacognitive strategies, enabling children to articulate and refine their understanding of the text. In addition, targeted vocabulary work will address the curriculum's emphasis on language acquisition, as children clarify the meanings of unfamiliar words and identify their word classes, deepening their grammatical awareness and expanding their lexicons. This holistic approach ensures the children meet the expected standards for reading and language development in Year 2 while fostering a love of literature.

Maths:

This week in Maths this week, children will begin work on Geometry. They will begin by identifying properties of cylinders and cones before moving onto identifying 2D shapes in a range of 3D shapes. Children will then look at a collection of 3D shapes and identify similarities and differences; identifying what these are. They will then look at a small collection of 2D shapes and compare their properties.

Science:

This week in Science, the children will explore hygiene and why it is important. They will discuss germs, bacteria and parasites and how these can affect the body. They will finish by listing the important steps to washing their hands after using the toilet.

History:

This week in History, the children will become historians, moving on from King James I, children will begin to learn about Guy Fawkes and what led to his decision to destroy parliament. They will review the timeline of events of the gunpowder plot and place these events in the correct order.

Geography:

This week in Geography this week, children will be reviewing the 4 compass points and use these points to help us find our way around a safari map.

Computing:

No Computing due to Nativity Practice. However, the children are always perfecting their technology skills through their iPad resources used across the curriculum.

Music:



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This week in Music, the children will continue to learn the songs needed for their nativity performance. Focus will be on, identifying the melody of each piece and beginning to apply the proper words to the melody.

DT:

During their Design and Technology day, Year 2 children will design and create a chair for "Baby Bear," from the story of 'Goldilocks and the Three Bears'. They will explore the concept of structures, investigating how the shape and stability of different designs affect strength. The children will learn that the form of a structure influences its ability to support weight, applying this understanding to construct a chair that meets specific design criteria. Once their structures are complete, they will test and evaluate them for strength, stiffness, and stability, developing problem-solving skills and reflecting on how they could improve their designs. This hands-on activity supports the development of practical skills, creativity, and critical thinking.

R.E.

This week in RE, the children will explore the story of the Christian nativity and why it is of importance.

P.E.

This week in PE, the children will learn the correct methods of jumping and landing by making sure they keep their legs bent when jumping and landing and keeping their eyes on where they want to land.

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: league, wiggle, wrist, Autumn, mosque, summer, penguin

This week's assigned homework should be completed and returned by Thursday 28th November.

Task 1: Complete one Reading Eggs Lesson (Lesson 101 or above).

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: Learn Nativity lines. Can you use prosody?

YEAR THREE

Key Question Week 12:

How many types of volcanoes are there?

Key Text for Linked Learning:

DK Find Out: Volcanoes

Key Vocabulary:

From DK Find Out: Volcanoes – eruption, crater, hazards, cinders, molten, avalanche, magma, solidified, oozes, irritate.



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Linked Learning: English and Geography

This week, the children will engage with the *DK Find Out: Volcanoes* resource, aligning their activities with the Year 3 National Curriculum for reading during the Autumn term. The focus will be on developing key skills in understanding non-fiction texts, in line with statutory requirements. Pupils will analyse the purpose and intended audience of the text, and examine its organisational features, such as headings, subheadings, and captions, as outlined in the curriculum's emphasis on understanding text structure.

Through targeted retrieval tasks, children will practice locating and recording specific information, fostering their ability to use textual evidence to support their answers—a fundamental aspect of reading comprehension. Additionally, they will explore the meaning of key vocabulary and phrases, engaging in discussions about how specific language choices contribute to the overall meaning and enhance the reader's experience.

By the end of the week, pupils will consolidate their learning by planning their own non-chronological reports. This activity provides a cross-curricular link to Geography, where children deepen their understanding of volcanoes, reinforcing the integration of reading and subject-specific knowledge. These tasks are designed to ensure progression in comprehension skills and to support pupils in meeting the curriculum's objectives for both reading and writing.

Maths:

This week the children will be developing their addition and subtraction skills. They will be adding or subtracting multiples of 1, 10 and 100 from 3-digit numbers. They will use their mental maths skills to efficiently add 99 to a 3-digit number. Children will be given place value grids; deans blocks and number lines to help them answer a range of questions.

Science:

This week, the children will build on previous learning about the skeleton, by looking at muscles in the human body. The children will learn that muscles are attached to bones and are responsible for the movements our bodies make. They will discover that muscles work in pairs (such as biceps and triceps) and will conduct a mini experiment to see which muscle they are using when holding a water bottle in different ways. The children will go on to look at joints between the bones and will work to create their own model of a human joint.

History:

Children will learn about two significant archaeological sites from the Neolithic era. They will then make inferences about what life may have been like and compare it to modern times.

Computing:

The children will continue to apply their knowledge of animation to make a stop-frame animation using a tablet.

Music:

Children will continue with recorder practise as well as practising songs in preparation for Christingle service.

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Art:

Children will continue to explore paper cut style art and will again create an original art piece around a set theme.

Design Technology:

This week, on Monday's DT Day, children will spend the day designing, making and evaluating a fruit smoothie. They will consider their target audience by conducting questionnaire to find out favourite fruits, they will record their ideas in a tally chart. The children will also taste their own and other smoothie and give verbal feedback

PDW:

This week the children will think about discuss an explore the meaning of Discrimination. They will work in groups to create a mind map with their thoughts, they will then explore how to best deal with a variety of scenarios.

P.E:

This week, the children will work in groups, beginning to create their own commercial dance routine. Children will be expected to follow each dance step in unison.

MFL:

This week, the children will continue to practice their greetings in French, building up their conversational skills.

Homework: Every weekday: 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.

This week's assigned homework should be completed and returned by Thursday 28th November.

Task 1: Practice half termly spellings, complete lesson 72 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Autumn 2 -> Week 4, Please practice your half termly spelling by pyramid words e.g.: continue

c

co

con

cont

conti

contin

continu

continue

Task 2: Complete this week's maths homework on Showbie. Homework -> Maths homework -> Autumn 2 -> Week 4



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Task 3: On Monday 26th November it is Design Technology Day please bring a variety of fruits that you can put into a smoothie.

YEAR FOUR

Key Question:	Who wouldn't want to be a Mayan?
Key Text for Linked Learning:	You wouldn't want to be a Mayan Soothsayer! – Rupert Matthews
Key Vocabulary:	cacao, temple, warrior, tribal, glyphs, codices, scarce, originated, sacrifice, afterlife

Linked Learning: English and History

This week, the children will be engaging with their new class text, *You Wouldn't Want to Be a Mayan Soothsayer!* as part of their study on the ancient Maya civilisation. This text will serve as an exciting entry point into non-fiction texts, where pupils will apply their knowledge of key structural features, including headings, subheadings, captions, and diagrams, which align with the National Curriculum objectives for reading comprehension at Year 4. Pupils will practise identifying these features and articulating their function within the text, thereby improving their ability to navigate and extract information from non-fiction sources.

Additionally, the children will be encouraged to analyse the author's language choices, focusing on how facts are presented in a compelling and engaging manner. This aspect of the lesson will contribute to their understanding of how writers craft their language to capture the reader's attention, fostering their ability to evaluate how information is conveyed effectively. In line with the National Curriculum's focus on reading comprehension, pupils will develop skills in retrieving specific details and summarising the main ideas of the text. Through guided discussions, the children will also examine how the selected facts reflect various aspects of Mayan life, fostering deeper insights into the culture while supporting their ability to question and answer for clarification and deeper understanding.

By the end of the week, the children will have enhanced their comprehension skills and gained a more sophisticated understanding of how non-fiction texts are structured, as well as how language choices are used to inform and engage readers.

Maths:

In Maths this week the children will be continuing their learning on the different methods to add and subtract numbers including hundreds and thousands. We will be recapping how the place value changes and how to set out our columns correctly. We will also be including our rounding knowledge; how can we round our numbers to make our calculations more efficient?

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Science:

In Science this week, the children will be recapping what we have covered so far, identifying what makes a successful electrical circuit and how can we keep ourselves safe when working and living in a world full of electricity.

History:

In History this week, the children are looking at what we have covered so far thinking about the Mayan civilisation. What can we find that is different from Mayan society to our own society of that time. What else can we learn about Mayan religious practices? How does it change over time?

Geography:

No Geography due to DT Day on Monday.

Computing:

This week, the children will plan their own podcast and begin recording it. They will also discuss the importance of saving their work and save their recordings as a file.

Music:

No Music due to DT Day on Monday.

DT:

This DT Day will focus on electrical system and more specifically torches. The children will begin by considering their knowledge of electrical systems before analysing a number of different torches and their features. Following this, the children will use their own knowledge of simple circuits to support them to design and then make a torch using several different items.

PDW:

In our My Happy Mind lesson this week we will be following on from our first lesson where we learnt that we all have 24-character strengths which are grouped into 5 key areas. This week we will be discussing the types of character strengths we use the most as individuals and why it is important to use these strengths to help us solve any challenges or problems.

P.E:

This week, the children will be continuing to focus on basketball, with the objective being to develop defending skills to delay an attacker and gain possession.

French:

This week the children will be giving simple opinions in French with cognates, words which are the same in two languages.

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

Half Termly Spellings: though, although, thought, length, experiment, favourite, strength, imagine, difficult, calendar

This week's assigned homework should be completed and returned by Thursday 28th November.

Task 1: Complete one Reading Eggspress Lesson.

Spellings: Practise your spellings and then test yourself. You should be on or beyond lesson 110.

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

Task 3: Write a short review of the Mayan workshop that happened on Tuesday. What was your favourite part of the day? Also, write three new facts that you found out about the Mayans on the day of the workshop.

YEAR FIVE

Key Questions:	What are the main features of a setting description?
Key Text for Linked Learning:	The Astronomer's Sun – Visual Story
Key Vocabulary:	Astronomer, setting, orbit, nation, crater, stability, efficient, evaluate, influenced, legacy

Linked Learning: English and Science

This week in English, the children will engage with the visual story *The Astronomer's Sun*. As part of their learning, they will make inferences and predictions based on both the narrative and accompanying visuals, deepening their comprehension and critical thinking skills. In exploring unfamiliar vocabulary and figurative language, the children will enhance their word knowledge and language use. They will also summarise key events and themes, linking these to broader scientific concepts introduced in the Autumn term, such as the study of the solar system and light, which are explored in the Science curriculum.

In their writing, children will use expanded noun phrases to vividly describe settings, such as the laboratory depicted in the story, and will refine their vocabulary by exploring synonyms using a thesaurus. They will also vary their sentence structures to increase fluency and complexity, ensuring coherence and cohesion through the use of appropriate conjunctions. In addition, through speaking and listening activities, children will discuss their predictions, share ideas, and collaborate with their peers to further their understanding of both the narrative and the scientific concepts presented, thus developing their verbal communication, teamwork, and critical thinking skills.

Maths:



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This week in Maths, we'll begin by using column subtraction with decimals, followed by column subtraction with decimals where the number of decimal places differs. Next, we'll add decimal numbers, selecting efficient strategies. After that, we'll focus on subtracting two decimal numbers using efficient methods. Finally, we'll start a new topic on multiplying a whole number by 10. This will build our skills with decimals and set the foundation for multiplication concepts.

Science:

In Science next week, the children will be exploring the moon that orbits our planet. We will recapping our previous knowledge about the amount of moons each planet has and their characteristics. We will then explore the different features of Earth's moon, including the oceans, seas, mountains and craters that it has. The children will then attempt to design their own moon and recreate their findings.

History:

This week in History, we'll explore how modern-day life has been influenced by the ancient Greeks. We'll look at their contributions to areas like philosophy, democracy, art, and science, and discuss how these ideas and practices continue to shape our society today. By examining these connections, we'll gain a deeper understanding of the lasting impact the ancient Greeks have had on our daily lives.

Geography:

In Geography next week, we will be starting a brand-new unit on Scandinavia. The children will be using their previous knowledge about Scandinavia from a recent homework project and will be identifying the three countries that form the region of Scandinavia in Northern Europe. The children will then be completing an activity where they will be completing research about Scandinavia and finding out further information.

Computing:

The children will gain an understanding of why search engines are necessary to help them find things on the World Wide Web. They will conduct their own searches and break down, in detail, the steps needed to find things on the web. The children will then emulate web crawlers to create an index of their own classroom. Finally, they will consider why some searches return more results than others.

Music:

The children will be exploring Rock n Roll. They will focus on 'Smoke on the Water' by Deep Purple. They will engage with describing the music and words that do this explicitly.

DT:

On DT Day, we are going to be constructing bridges. Using straws as our main material, we'll focus on techniques to join materials in ways that make the bridges strong and sturdy. We'll also explore technical vocabulary related to construction, learning how to reinforce our designs to support weight and maintain stability.

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PDW:

In PDW this week, the children will be exploring the difference between equity and equality and how we can use this understanding to support those around us.

P.E:

The children will be learning about key skills needed for playing dodgeball effectively, including being able to hit a target with accuracy and being able to dodge a ball that is coming towards us. The children will also have the opportunity to practise working in a team and showing good sportsmanship.

MFL:

In French, the children will be learning to say different activities that do not include sport. The children will practise saying what they enjoy doing in their spare time (such as reading or listening to music) and will use the new vocabulary they learn to create their own sentences. The children will also have the opportunity to practise their pronunciation by recording themselves saying the sentences and phrases on Showbie.

Homework: Every day: 5 minutes of Garage mode on 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

This week's assigned homework should be completed and returned by Thursday 28th November.

Task 1: Complete your next Reading Egg – Lesson 150

Task 2: Maths – Complete your activity on Showbie about using column subtraction and regrouping when necessary. This work must be completed neatly.

Task 3: English – Complete a book review about *The Highwayman*. Consider the following questions.

- What is the book about?
- Who is your favourite character?
- What is your favourite part in the story?
- How would you make the story even better?

What would you score the story out of 10?

YEAR SIX

Key Question:

Is the warm and friendly Mr Frost really so nice?

Key Text for Linked Learning:

The Graveyard Book by Neil Gaiman

Key Vocabulary:

Ambiably, propitious, pestilent, prosperity, hackles, conspiratorial, incongruous, elusive, immutable, manifest.



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Linked Learning: English and PDW

In English, children will begin to plan a Gothic narrative based on the style of *The Graveyard Book* by Neil Gaiman. This unit aligns with the Year 6 National Curriculum for English, particularly in the areas of writing narratives, developing an understanding of genre, and engaging in more complex language features. Children will explore how Gaiman crafts his characters and settings, examining how these elements draw in readers and create a specific emotional response. In planning their own narratives, children will apply the key themes and conventions of a Gothic narrative, including eerie settings, a sense of mystery, and events that defy explanation. As part of this process, children will focus on creating a structure that builds tension and suspense, key elements of both Gothic literature and effective storytelling.

Throughout the planning phase, children will be encouraged to use adverbs and adjectives with precision, enhancing their descriptions to make the setting feel vivid and unsettling. They will experiment with different sentence structures—short, sharp sentences to increase suspense and longer, more descriptive sentences to deepen the atmosphere. The effective use of punctuation, such as commas, ellipses, and dashes, will also be a key focus, helping to create pauses and heighten the tension of the narrative, which is central to the Gothic mood.

This writing task will also connect to the Year 6 PSHE curriculum, especially in terms of personal development and emotional literacy. As they craft narratives involving characters who face fear, mystery, and difficult choices, children will reflect on how the fear and challenges in the Gothic setting mirror their own experiences with emotions such as anxiety, fear, and resilience. By describing characters in situations of fear or uncertainty, children will explore their emotional responses and enhance their self-awareness, fostering greater empathy and resilience in real-life situations.

Maths: The children will be comparing proper fractions and calculating decimal equivalents of fifths, eighths and tenths.

Science:

In Science, the children will be learning about all the parts of a heart from an expert in cardiothoracic. They will dissect a lamb's heart.

History:

In History this week, children will explore what it might have been like to have been a poor person in the medieval or Tudor periods. Whether they were they more at risk of being accused of being a criminal and punished and if there was there any way that they could protect themselves.

Geography:

In Geography, the children will be focusing on identifying the physical geography of Japan after reviewing what the term physical geography entails.

Computing:

Next Week at Hill West

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

Week commencing: Monday 25th November



ACE; Ambitious, Curious and Ever-respectful

In Computing, children will produce a 3D model of a physical object, which will contain several different 3D objects. 3D objects will need to be rotated and placed into position in relation to other 3D objects.

Music:

In Music, children will listen and appraise *Take the 'A' Train* by Duke Ellington, who was an American jazz pianist, composer, and leader of his eponymous jazz orchestra from 1923 through the rest of his life.

DT:

In DT Day this week, the children will design, make and evaluate automata toys. The children will explore the use of cams to create a working mechanical system and develop sawing skills to build a mechanism that is measured accurately. The children will carefully consider how they will decorate their automata toys to make them appealing to their target audience.

PDW:

The children will consider the questions: How did Sikhs show bravery at the first Baisakhi festival? How do some Sikhs show courage today?

P.E:

In Cricket, the children learn how to strike a bowled ball with increasing consistency.

MFL:

This week in French, the children will learn the French for different items in a souvenir shop. They will identify the correct gender for the items.

Homework

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

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

This week's assigned homework should be completed and returned by Thursday 28th November.

Task 1: Complete a level of Reading Eggspress. Most children should be on or beyond level 191.

Task 2: Maths – Monster learning- Number and Place Value KS2 Revision – Add and Subtract using written methods; Add and Subtract to solve problems; multiply and divide mentally; multiply and divide using written methods; and properties of number.

Task 3: Research the famous Jazz artist Duke Ellington. Listen and appraise one of his compositions.

