

Next Week at Hill West

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

Week commencing: Monday 13th January



ACE; Ambitious, Curious and Ever-respectful

LET'S CELEBRATE 'OUR' SCHOOL

This week, with your support and generosity we took 295 children to the Birmingham Hippodrome to watch their annual pantomime; Peter Pan.

*From the start it has been the theatre's business to entertain people.
It needs no other passport than fun (Bertolt Brecht).*



RECEPTION

Key Question:	Why did the ice melt?
Key Text for Linked Learning:	Polar Animals by Wade Cooper
Song of the Week:	Miss Polly had a Dolly
Key Vocabulary:	Freeze, melt, flippers, blubber, blizzard

Linked Learning: The Natural World and Reading

Next week in Reception, the children will explore the fascinating world of polar animals. They will learn about melting and freezing by observing how ice changes over time, gaining hands-on experience with the scientific process. Through engaging with a non-fiction text, the children will discover interesting facts about animals that live in the polar regions, such as penguins, polar bears, and seals. They will also explore key features of non-fiction texts, including headings, pictures, and captions, to help them learn more about these animals' habitats and adaptations. The children will enjoy making connections between science and nature, developing their understanding of how polar animals survive in extreme conditions.

PSED:

This week during the children's 'My Happy Mind' lesson, they will explore appreciation. The children will learn the different categories of gratitude: experiences, themselves and others. They will learn to recognise the different situations and decide their category.

Communication and Language:



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Children will be encouraged to listen attentively during carpet sessions and respond to what they hear by answering relevant questions, to obtain more information about the polar regions. Children will engage in non-fiction books, listening and confidently sharing their new knowledge and vocabulary.

Physical Development:

In PE the children will continue their 'Fundamentals' topic, developing their skills in running and stopping. They will learn to bend their knees to help them stop and take big steps to run and small steps to stop.

The children will also use simple tools to effect changes to their material, using masking tape and a hole punch to make their creation.

Literacy:

In Literacy, the children will be learning about the purpose of a non-fiction text through our key text 'Polar Animals'. They'll learn how the content is read and based on truth. They will be learning about some of the features including headings, pictures and captions.

Phonics:

In Phonics, three new digraphs and one trigraph will be taught – ur, ow, oi and ear. Alongside learning the grapheme, the children will be taught a catchphrase to help recall. Children will be sound talking and blending words containing the above phonemes e.g fur, town, soil, near. Throughout the week, the children will be using segmenting fingers to write words including; hurt, now, boil and near. Three new tricky words will be taught too – my, by, all.

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 focus on further developing the skill of identifying when groups have more or fewer than. They will be encouraged to focus exclusively on the numerosity of sets, without being diverted by colour, shape or size. They will then notice when quantities are equal or unequal and will begin to consider how they can manipulate the number of objects in 2 sets to make them equal.

Understanding the World:

This week children will be finding out even more about polar animals. Using our key text for the week, we will explore the special features of each polar animal. The children will be taught about freezing and melting. They will observe and interact with the natural process of ice melting and be encouraged to talk about this.

Expressive Art and Design:



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Children will be applying the previously taught skills of cutting, joining, replicating and painting, in order to create the most wonderful representations of polar animals including; the penguin, walrus, seal, snowy owl and polar bear. Through a range of activities, children will refine their ideas and begin to explain their processes.

Reception

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

This week's assigned homework should be completed and returned by Friday 17th January.

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: Please support your child in learning their line for our upcoming class assembly.

Please also continue working with your child on their tricky words to ensure accuracy and speed.

YEAR ONE

Key Question:	How far is Trinidad from England?
Key Text for Linked Learning:	<i>Coming to England – Floella Benjamin</i>
Key Vocabulary:	Trinidad, stranded, mischief, dreamt, Marmie, Dardie, axle, chassis, Equipment, mechanism

Linked Learning: English, PDW and Geography

This week, the children will continue exploring the book *Coming to England* by Floella Benjamin. In English, the children will focus on enhancing their inference skills through role play, imagining how Floella might have felt at different points in her journey. They will also create a story map to help them visualize the key events in the story and work on understanding important vocabulary, such as the word "empire." Later in the week, children will have the opportunity to write a postcard to Floella's friends in Trinidad, describing what she likes about London, the similarities and differences she notices, and her feelings about moving away. In Geography, the children will use an aerial map to identify landmarks and explore the connection between the story and the United Kingdom, learning about the part of the UK Floella travelled to upon her arrival and where she lived. This cross-curricular approach will allow children to deepen their understanding of the themes of migration and change while also developing their literacy and geographical skills.

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Phonics:

This week the children will be learning these phase 5 graphemes- le (l), al (l), c (s), ve (v). The children will also be applying the graphemes taught into words such as; gentle, total, nice, solve.

They will also be learning these phase 5 tricky words- school, call, different.

Reading:

Children will be applying 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:

The children are going to be moving on to explore teen numbers over the next few weeks. They will begin this unit by exploring what 11 can be partitioned into, using the part, part whole model, finding addition and subtraction facts for the number too. By the end of the week, they will be moving on to looking at the number 12 through partitioning and addition facts.

Science:

This week children will be moving on to exploring the season of Winter. They will think about what environmental changes they will see such as colder weather and how plants and animals adapt or change during the cold months.

History:

This week the children will continue to learn about Grace Darling. We will revisit timelines to understand how long ago Grace Darling lived. Children will then complete their own timeline from the late 1800's using prompts and clues.

Geography:

See above in Link Learning.

Computing:

This week the children will think about the language used to give directions and how precise it needs to be so that instructions can be followed accurately. They will work with a partner to give and follow instructions before applying these directions to the Bee Bots (floor robots).

Music:

This week the children will watch and listen to the live performance, 'Let the Bright Seraphim' by Handel. This will introduce the Baroque period of music. The Baroque period refers to an era that started around 1600 and ended around 1750, and included composers like Bach, Vivaldi and Handel.

Art /DT:



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DT DAY will happen on Monday 13th and 14th January. The children are going to be creating their own wheels and axis. They will be able to explain that wheels move because they are attached to an axle, recognise that wheels and axles are used in everyday life, not just in cars, identify and explain vehicle design flaws using the correct vocabulary, and design a vehicle that includes functioning wheels, axles and axle holders.

RE /PDW:

N/A for DT Day.

P.E:

This half term the children will be doing DANCE. This week the children will be exploring the counts of 8 to ensure they are moving in time, and explore pathways in dance; changing direction and speed in a shape.

Year One

Homework: Every week day: Share a book / story. Books will be assigned on a Friday. 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 17th January.

Task 1: Please complete your Little Wandle Phonics home learning sheets from Spring 1 Week 3; these can be located in the Showbie > Phonics and Reading > Spring > Little Wandle Home Learning Spring 1.

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

Task 3: Create a list of 5 things to recommend to Floella to do in England, such as going to see Buckingham Palace. She is moving to England from Trinidad with her family so consider some of the things she'll need to know before moving here such as the weather, clothes, food, traditions etc. Please include 1 picture at the end. Save it in – Showbie > Homelearning > 10.01.25 – Floella List

Below is the link to the key text for your reference:

<https://www.youtube.com/watch?v=r8Fc-jaBlBo>

YEAR TWO

Key Question:

Why did Florence not want to get married?

Key Text for Linked Learning:

Little People, Big Dreams, Florence Nightingale

Key Vocabulary:

committed, injured, urgent, hesitation, volunteer, linens, rewarded, profession, respected, international.

Linked Learning: English and PDW

This week in English, the children will explore the nonfiction text Florence Nightingale, to learn about Florence Nightingale's life, character, and the impact of her work, while also developing important English skills. They



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will explore traits like bravery and kindness, learn to express emotions through descriptive language, and compare life in Florence's time to today. The children will practice writing clear and accurate sentences using conjunctions like *and*, *but*, and *because*, and will build on their ability to sequence ideas logically. Through discussions, role-play, and writing activities, they will deepen their understanding of this important historical figure while improving their use of expanded noun phrases (e.g., *the brave nurse with a lamp*), applying capital letters, full stops, and the simple past tense in their writing. Aligned with the Year 2 National Curriculum, these activities will also enhance their spoken language skills by encouraging them to participate in discussions, use new vocabulary, and share their thoughts confidently.

Maths:

This week in Maths, the children will continue developing their understanding of multiplication and division. They will begin by exploring the commutativity of multiplication, understanding that changing the order of factors (e.g., 3×4 and 4×3) gives the same product. This builds fluency with multiplication facts and aligns with the National Curriculum focus on developing an understanding of mathematical operations. The children will also begin to explore division by creating division statements to describe and solve grouping problems. They will use concrete resources and pictorial representations to divide quantities into equal groups and write division statements to match their work (e.g., $12 \div 3 = 4$). Later in the week, the children will focus on division as sharing. They will create division statements to describe and solve problems that involve distributing items equally, emphasizing the difference between grouping and sharing as division strategies. Finally, the children will investigate the concept that division is not commutative (e.g., $12 \div 3 \neq 3 \div 12$). Through practical activities and problem-solving, they will deepen their understanding of the unique properties of division.

Science:

In Science this week, the children will be starting their topic of materials. They will be investigating the question, can a material have more than one property? The children will be working scientifically to identify the objects, their materials and the different properties to compare the similarities and differences between the objects around them.

History:

In History this week, the children will learn more about Florence Nightingale and the time period she lived in. They will explore facts and will recall key bits of information before developing a series of simple sentences describing Florence.

Geography:

In Geography this week, the children will continue to explore London. This week they will be learning about famous landmarks that can be found in London.

Computing:

This week in Computing, the children will be explaining how other people may look different online and offline.



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Music:

The children will be listening to the song 'I wanna play in a band' by Joanna Magona and encouraged to think about the instruments they can hear and how the song makes them feel.

Art / DT:

This week the children will take part in DT Day. The theme will be cooking, they will be recognising foods and their food groups to help them recognise the balance of these groups within meals. The children will explore a range of menus to find a meal that has a good balance of nutrition. Finally, they will think about what ingredients they will add to their shopping list, that would be ideal for a healthy wrap. They will design, prepare and make their wraps in Spring 2 term.

R.E. /PDW

This week in PDW, the children will be discussing how we can care for others, animals and our environment.

P.E.

This week in PE, the children will begin the topic striking and fielding. They will start by tracking a ball as it rolls and collect it. They will learn to communicate with others to complete the challenges.

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

Half Termly Spellings: any, break, climb, even, grass, great, many, pass, steak, wild, who

This week's assigned homework should be completed and returned by Friday 17th January.

Task 1: Create a fact file all about Florence Nightingale. Remember to include all the information you have already learnt about her.

Task 2: Complete one Reading Eggs Lesson

Spellings: Practice your weekly spellings and then test yourself. (Swimming, drumming, humming, patting, winning, running.).

Task 3: TT Rockstars, 5 minutes a day on the Garage, and complete a lesson on Mathseeds. Practice your x2 x5 x10 tables. When you are ready begin to learn your 3, 4 and 6's.

EBooks will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

YEAR THREE

Key Question:

Is knowledge power?

Key Text for Linked Learning:

Marcy And The Riddle Of The Sphinx.

Key Vocabulary:

survey, ancestors, ancient, wonderous, portly, utterly, doubted, ventured, Sphinx, brim.

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Linked Learning: English and History

The children will continue their exploration of the key text, focusing on analysing its language, grammar, presentation, and structure. This supports the National Curriculum objective of understanding how language, structure, and presentation contribute to meaning in texts. By retelling the story and incorporating features used by the author, the children develop their skills in composition and narrative techniques, meeting the requirement to draft and write by selecting appropriate vocabulary and understanding the purpose of their writing. Planning their own stories in an Ancient Egyptian setting, they will integrate ideas drawn from their historical learning, enhancing cross-curricular links and aligning with the objective to write narratives that are informed by their understanding of context. Collaborative planning allows the children to discuss and identify ambitious vocabulary, meeting the curriculum's emphasis on enhancing vocabulary and writing skills.

Maths:

We will begin this term by recapping on fractions learned in year 2. We will be using manipulatives such as numicons and fraction walls to depict a range of fractions exploring the different ways the same fraction can be represented. Children will then be moving onto unit and non-unit fractions and will understand how the fractions change when both the numerators and denominators change. Towards the end of the week, children will be using cubes to construct two lots of fractions to compare and identify the fractions that are the largest and smallest in value.

Science: Last session we all became experts at forces. Children will be applying their knowledge of forces to identify the forces being used in a range of sports. The children will be split into teams and will compete to score the most points. We will then move onto exploring the effects of magnets, children will be using their scientific curiosity to plan and undertake their own investigations using various types of magnets.

History:

In History, the children will deepen their understanding of how early civilizations, such as ancient Egypt, thrived through access to water and farming. This supports the curriculum objective to study the achievements of early civilizations, including their influence on human history. They will explore the three agricultural seasons and roles within ancient Egyptian society, aligning with the requirement to learn about characteristic features of past societies. Additionally, their exploration of religion's role within ancient Egyptian culture meets the objective to understand beliefs and values of different civilizations. These historical insights directly inform and enhance the children's creative writing in English, fostering a well-rounded, cross-disciplinary learning experience.

Geography:

Children will be beginning a new unit of work, all about the River Nile. They will learn key facts about the river, including where it is located, the number of countries it runs through, and how long it is.

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Computing:

This week, the children will be working on the programme Scratch. They will use the coding blocks to set commands for a 'sprite' character, as well as establishing what features are available to use on Scratch.

Music:

Children will begin by recapping the notes learned so far. We will then be playing note G to a variety of rhythms.

D.T:

This half term on DT day, the children will be creating their own digital wearable technology using a programme called Micro:Bit. The focus of the day will be on designing and programming a functional device, considering its purpose, how it will be used, and how it can solve a real-world problem. This task encourages the children to think creatively as they work through the coding of the functionality of their device.

Art:

Children will look into how artists use sketchbooks to effectively plan their artwork. They will make notes on what they observe from different examples of high-quality sketchbooks.

R.E. /PDW:

In RE this week, the children will be exploring the concept of fairness using the Islamic story of 'The Black Stone'.

P.E:

This week, the children will continue with gymnastics working on point and patch balances and working to build a routine involving these movements.

MFL:

During this lesson children will be able to say where they live, whilst giving the children the opportunity to continue to apply their phonetic understanding. They will take turns having conversations with peers by introducing themselves and then incorporating their new sentence of where they live.

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

Half termly spellings: probably, actual, occasion, occasionally, opposite, group, bicycle, February, pressure, which

This week's assigned homework should be completed and returned by Friday 17th January.

Task 1: Practice half termly spellings, complete lesson 77 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Spring 1 -> Week 2. Please practice your half termly spelling by rainbow spelling words e.g.: **probably**

Task 2: Complete this week's maths homework on Showbie. Homework -> Maths homework -> Spring 1 -> Week 2

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Task 3: Research a variety of Egyptian gods. Create a fact file on one of the Egyptian Gods you have researched. Think about the reasons you have chosen this god and what they represent. Be prepared to share your thoughts with the class!

YEAR FOUR

Key Question:	Would you risk everything to achieve your dream?
Key Text for Linked Learning:	FAR ^T HER – Grahame Baker-Smith
Key Vocabulary:	dozen, tumbling, chemicals, custom, victim, rickshaw, billboard, mournfully, bankrupt, repellent

Linked Learning: English and History – World War Two

English: This week, the children will continue to engage with our focus text, *FAR^THER* by Grahame Baker-Smith. Building on their insightful analysis of the book's multiple layers of meaning, they have developed a strong understanding of the central characters—the little boy and his father. As part of our discussions, we will now delve deeper into the narrative by exploring perspectives that are not fully developed in the text. For instance, the character of the boy's mother is mentioned but remains unexplored. This absence provides an excellent opportunity for the children to consider why the author may have chosen to omit her perspective and how this impacts the story. Through this work, the children will strengthen their inference skills by identifying and discussing the reasons behind the mother's limited presence in the book, using evidence from the text to support their ideas. They will explore viewpoint and characterisation, considering what the mother's opinion might be of her husband's ambitious dreams and how she might feel about their impact on the family. As part of this process, they will articulate and justify their opinions in both written and spoken forms, debating how including the mother's perspective might alter the meaning or tone of the story. The children will also have the opportunity to develop their creative writing skills by planning and composing a short narrative or diary entry from the mother's perspective. This exercise will encourage them to use rich vocabulary and thoughtful grammar choices to express her emotions and thoughts in a way that aligns with the themes of the book. In addition, their speaking and listening skills will be developed through group discussions, where they will share their ideas, consider alternative viewpoints, and build on the contributions of others. By engaging with these activities, the children will deepen their understanding of narrative perspective and authorial intent while continuing to practise essential literacy skills such as comprehension, critical thinking, and creative writing. This exploration will also promote empathy as they reflect on the untold stories within the book and how these might enrich the narrative.

Maths:

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In Maths this week the children will be finishing off their learning on division and multiplication, the children will be using their knowledge of factor pairs (commutativity) when multiplying mentally three numbers together. Towards the end of the week, we will then be looping back to addition and subtraction, we will be using column addition for two 4-digit numbers when regrouping is required in the ones column.

Science:

In science this week, the children will be continuing their learning on sound. This week we are exploring how sound travels to the ear. We will be creating a comic book strip identifying the different scientific processes our body goes through to hear different pitch of vibrations.

History:

In History this week, the children will be continuing to focus on the Blitz during WW2, we will be thinking about the timeline of events during the Blitz and will consider what life would have been like for a child living in an area like London and what measures were put in place to keep them safe.

Geography:

In Geography, this week the children will be continuing to learn and consolidate the steps of the water cycle. We will be practicing learning the different steps and continuing to think about some of the most famous rivers we know of and how the water cycle fits in with their journey.

Computing:

This week, the children will continue their learning all about data and information. The lesson will focus on data collection, and how digital devices can be used to collect data automatically, including sound and temperature.

Music:

This week the children are continuing to practice their fifes and clarinets. The children are expanding their understanding of different notes and are working hard to master those practiced already.

DT:

This DT Day, Squirrels and Moles will be designing and building a pavilion that is strong, stable, and visually appealing. They will begin by understanding what a frame structure is and how a free-standing pavilion stands on its own, without needing extra support. The children will learn that a pavilion is a decorative structure for leisure activities and explore how cladding can be used to create different effects. As they select materials and construction methods, they will think about the aesthetics—how the pavilion will look and how to make it both functional and attractive.

R.E. /PDW:

in PDW this week the children will be looking at the topic of forgiveness. We will be considering what other religions think of forgiveness, we will spend time looking at what Christians believe and comparing it to other cultures and religions, for example what does the Torah say about forgiveness?



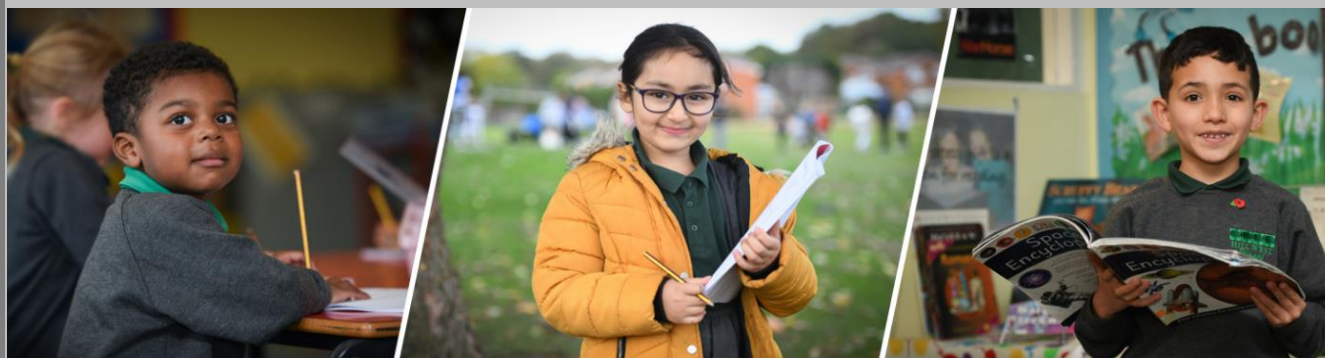
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P.E:

The children will explore how actions represent a character by dramatising moments where one movement impacts another—for example, a spy silently creeping across a room, causing another character to freeze in suspicion, or a sudden hand signal prompting an ally to act. These activities will help them understand how physical actions convey tension and relationships in storytelling.

MFL:

In French the children will be re capping their French phonics to become confident in learning the months and seasons of the year. The children will also be learning how to describe their personality to their peers.

Homework:

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

Half Termly Spellings: material, promise, centre, century, increase, certain, recent, notice, believe, decided.

This week's assigned homework should be completed and returned by Friday 17th January 2025

Task 1: Complete one Reading Eggspress Lesson. You should be on or beyond lesson 115

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: To research and answer in homework books: What was rationing during World War Two? Why was it incredibly important for people to have to ration their food? Who decided rationing was a good idea?

YEAR FIVE

Key Questions:

Will Grendel be successful in destroying Heorot?

Key Text for Linked Learning:

Beowulf – Michael Morpurgo

Key Vocabulary:

Courageous, legendary, valiant, menacing, triumphant, resilient, formidable, noble, honourable, ferocious

Linked Learning: English and History

This week, the children will be immersing themselves in the epic poem Beowulf, a key text in English literature, as part of our English curriculum. They will focus on the main events of the poem, including the fearsome Grendel and Beowulf's heroic battles. In line with the National Curriculum objectives, the children will develop their understanding of narrative structure and characterisation, particularly as they compare Beowulf with the myth of Hercules and the 12 Labours, identifying similarities and differences in the heroes' challenges and quests.

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As part of their writing skills development, the children will also plan and draft a setting description of the village of Heorot. They will apply techniques from the Year 5 curriculum, such as using precise adjectives, varied sentence structures, and expanded noun phrases, to create vivid and engaging descriptions. This will help them refine their descriptive writing and enhance their ability to convey mood and atmosphere, meeting key writing standards outlined in the National Curriculum.

It promises to be an exciting week, combining storytelling, creative writing, and critical thinking!

Maths:

This week in maths, we will start by identifying prime and composite numbers up to 20. Then, we will practice expressing a given number as the product of its prime factors. We'll also learn how to test if a number up to 100 is prime. Finally, we will focus on finding the common factors of two numbers. These activities will help us deepen our understanding of factors and primes.

Science:

Next week in science, we will explore the concept of dissolving materials. The children will learn about solubility, focusing on how certain substances dissolve in liquids to form solutions. They will discover key terminology such as 'solute' (the substance being dissolved), 'solvent' (the liquid doing the dissolving), and 'solution' (the resulting mixture). Through experiments, they will test the solubility of various substances, observing which materials dissolve in water and which do not. Additionally, we will cover the concept of saturation, explaining that there is a limit to how much solute can dissolve in a given amount of solvent. This will help the children deepen their understanding of reversible changes and the properties of materials.

History:

In History next week, the children will be learning in more detail about how the legacy of Ancient Greece has affected the United Kingdom. To do this, we will be exploring different examples of Greek architecture, including temples and places of worship. We will then be exploring different examples of buildings in the UK and assessing whether they have been influenced by Greek buildings. We will be exploring the different features of Greek buildings, as well as understanding other aspects of Greek culture, such as theatre and culture.

Geography:

In Geography, we will be continuing our learning about Scandinavia and the climate that it has. We will also be exploring physical features of the Scandinavian region, including mountains, fjords and glaciers. The children will be doing their own research about the physical features of these countries and create a travel brochure persuading their teacher to visit.

Computing:

In this lesson, the children will develop their understanding of selection by using the 'if... then... else' structure in algorithms and programs. They will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They will identify the two outcomes in given programs and how the condition informs

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which outcome will be selected. The children will use this knowledge to write their own programs that use selection with two outcomes.

Music:

In Music, we will explore how to apply our knowledge of tone and pitch to identify different musical instruments in a piece of music. The children will learn how each instrument produces unique sounds based on its tone and pitch, and they will listen to various pieces of music to recognize these instruments. This will help them develop a deeper understanding of how different sounds come together in music and how musicians use tone and pitch to create different effects.

Art / DT:

On DT Day, we will investigate the history, mechanics, and uses of gears and pulleys. The children will learn how these simple machines work and their applications in everyday life. They will then construct their own gear and pulley systems, exploring how they can be used to transfer energy. Additionally, the children will design an eco-bike that utilises energy from an exercise bike, applying their understanding of mechanics to create a practical and sustainable project.

R.E. /PDW:

In RE, we will be continuing with our learning about Jainism and completing various verbal and written activities as a group.

P.E:

In PE next week, the children will be learning about gymnastics and the key skills needed to perform certain moves and actions. Over the coming week, the children will be working in groups to put different movements together to form their own routines.

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 Friday 17th January 2025

Task 1: Complete your next Reading Egg – Lesson 154

Task 2: Maths – Complete your activity on Showbie about identifying prime and composite numbers. Begin by writing down all the prime numbers between 1 and 50, followed by the composite numbers in the same range.

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Then, select five numbers between 1 and 100, and for each one, determine whether it is prime or composite, providing an explanation for your choice.

Remember: A prime number has only two factors: 1 and itself, while a composite number has more than two factors

Task 3: Computing – Create an algorithm using the 'if... then... else' structure to make a decision. Reflect on how selection works in programs and explain how conditions guide the outcomes. Please submit it by Friday.

YEAR SIX

Key Question:	What keeps the blood flowing and the body thriving?
Key Text for Linked Learning:	DK Knowledge Encyclopaedia: Human Body!
Key Vocabulary:	DNA (deoxyribonucleic Acid), genome, endocrine, hormones, receptors, follicles, pigment, melanin, histone, vessels

Linked Learning: English and Maths

Next week in **English**, the children will continue their work on explanation texts, focusing on the human circulatory system. Using the *DK Knowledge Encyclopaedia: Human Body!*, they will research information and explore various ways of presenting it clearly and effectively. Pupils will analyze model texts to understand how information is structured to be both accessible and informative for the reader. They will also examine the use of subject-specific vocabulary to deepen their understanding of the topic.

As part of their learning, the children will review examples of information texts, annotating them to discuss their effectiveness. They will then begin to plan their own explanation texts on the circulatory system, considering layout, structural devices, and the presentation of diagrams, labels, and subheadings. A key focus will be on using a formal tone, avoiding contractions and colloquial language, and incorporating grammatical features such as the passive voice and the subjunctive mood.

The children will start by drafting an introduction that provides an overview of their text, followed by two detailed paragraphs about different aspects of the circulatory system. They will also experiment with designing and reviewing the layout of their work, ensuring it engages the reader while presenting the information clearly. This work is aligned with the Year 6 non-fiction writing skills outlined in the National Curriculum, including the ability to organise writing logically, use appropriate formal language, and present information coherently with careful attention to layout and design.

The children can use their knowledge of 2D shapes from **Maths** to help the children successfully plan the layout of their non-fiction information text.

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Maths:

The children will continue their learning about properties of shapes. They will be finding unknown angles in a quadrilateral and in regular polygons. They will be classifying 2D shapes using given categories.

Science:

In Science this week, the children will learn the symbols for various electrical components and use these symbols to draw simple series circuits. They will also gain experience in identifying and selecting components to use from the symbols taught when constructing their own circuits.

History:

In History this week, the children will discuss the main reasons why WWI began. They will discuss these and place them in the order of significance.

Geography:

The children will be discovering how the landscape of Yosemite National Park was formed.

Computing:

In this lesson, the children will understand that variables are used in programs, and that they can hold a single value at a time. They will complete an unplugged task that will demonstrate the process of changing variables. Next, they will explore why it is important to name variables, then they will apply their learning in a Scratch project in which they will make, name, and update variables.

Music:

In Music, children will again listen and appraise 'A New Year Carol by Benjamin Britten'. The children will find the pulse and answer questions about the music.

D.T:

On Monday's DT Day, the children will be designing and making a steady hand toy. They will learn what is meant by 'form' (the shape of a product) and 'function' (how a product works). They will critique current toys and discuss why toys and play are important for development.

The children will design a steady hand game of their own according to their design criteria, using four different perspective drawings. They will create a secure base for their game, with neat edges that relates to their design. Finally, they will make and test a functioning circuit and assemble it within a case.

Art:

The children will be watching videos about different installations which harness the power of light in creative ways. They will be imagining the feelings and memories such installations might evoke in the observer.

PDW:

The children will be continuing with their deliberation on the importance of rules. They will be considering the effect of the Ten Commandments on society.

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P.E.

The children will be practising their skills in the invasion game of Basketball. This week they will be moving into and creating space to support a teammate.

MFL

The children will be talking about a healthy lifestyle in French. They will retrieve prior knowledge from long term memory to answer the questions comment t'appelles-tu? Quel âge as-tu? Quelle est la date de ton anniversaire? They will build fluency and accuracy using the written structures required to answer these questions. Then they will write a short paragraph in French from memory using these structures.

Homework

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

Half termly Spellings: controversy, correspond, embarrass, especially, exaggerate, cemetery, necessary, sacrifice, hindrance, nuisance

This week's assigned homework should be completed and returned by Friday 17th January 2025.

Task 1: Complete a level of Reading Eggspress. All children should be at or beyond level 196.

Task 2: Monster Learning – KS2 Revision – Fractions, decimals and Percentages – Equal fractions and decimals to Percentages.

Task 3: Research the composer Benjamin Britten. Find out five interesting facts about him and listen to one of his songs. Give your opinion on the song you listen to.



Hill West Primary
Four Oaks

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