

Next Week at Hill West

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

Week commencing: Monday 27th January



ACE; Ambitious, Curious and Ever-respectful

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We have been overwhelmed with your generosity this year and want to thank you sincerely for donations you have made.

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RECEPTION

Key Question:	Who won the Great Race?
Key Text for Linked Learning:	I Love Chinese New Year by Eva Wong Nava
Song of the Week:	Chinese New Year Dragon Dance (assembly)
Key Vocabulary:	Zodiac, powers, determination, endangered, gratitude

Linked Learning: *Listening, Attention and Understanding and People, Culture and Communities*
Next week in the EYFS curriculum, the theme will continue to focus on China, providing children with opportunities to explore different aspects of Chinese culture. In Understanding the World, children will learn about the Chinese flag and the panda (a well-known Chinese animal). Children will be sampling traditional Chinese foods such as noodles, prawn crackers, sweet and sour sauce and black bean sauce. These food tasting activities will engage their senses and encourage children to share preferences through the use of language. During our music sessions, children will be introduced to Chinese sounds, rhythms and songs. In literacy, the key text will be *The Great Race*, which tells the story of the Chinese zodiac. They will be a continued focus on key vocabulary. The writing focus will be on learning the zodiac animals, such as rat, dog, pig, goat, and rabbit-children will be applying their GPC (grapheme, phoneme, correspondence) knowledge to write 'It is a rat/dog/pig' and 'it is a goat/rabbit'. The tough spot area will be set up to mimic the great race, children will create hand-made finger puppets to encourage imaginative play throughout the week. In the outdoor spaces, children will use masks to act as zodiac animals to take part in race. Noodles will be used in the mud kitchen to rehearse fine motor control and act out cooking scenes.

PSED:

During their 'My Happy Mind' lessons, the children will further explore gratitude. They will explore what it means to be grateful for ourselves, by thinking about our 'character strengths'.

Communication and Language:



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Children will be encouraged to make comments about what they have heard when asked questions to clarify their understanding of knowledge obtained through the key text.

Physical Development:

This week the children are continuing to develop their fundamental skills during PE lessons. They will develop their jumping skills, ensuring they bend their knees to jump and land.

Literacy:

Children will continue to use their segmenting fingers as a strategy to support writing. Children will be applying their GPC knowledge to write sentences linked to our key learning and zodiac animals e.g. 'it is a rat/dog/pig' and 'it is a goat/rabbit'.

Phonics:

In Phonics this week there will be a focus on 'longer words'. Children will be practising the oral blending of compound words such as *s-u-n/s-e-t* and *c-ar/p-ar-k* whilst we discuss how such words contain two root words. Throughout the week, the children will be using segmenting fingers to write words including; laptop, carpet and carrot. This week we will be consolidating the tricky words; *are, sure, pure, into, she, he, we, me, be* and *of*.

Reading:

Children will apply their phonic knowledge in their daily reading practice 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 be further developing their skill of comparison. They will be encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other. The children will use language such as 'more than', 'less than' and 'equal to' to describe the relationships between numbers.

Understanding of the World:

In celebration of the Lunar Chinese New Year, Reception children will use Google Earth to explore what China looks like and compare it with the UK. They will also learn about the flags of both countries and try some traditional Chinese food. Additionally, the children will discover animals native to China, with a special focus on the endangered panda, learning important facts about this unique species.

Expressive Art and Design:

The children will be listening to pieces of traditional Chinese music and exploring how the different sounds make them feel. This activity will help them connect the music to their own emotions linking to prior personal, social, and emotional development learning.

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The children will also be creating artwork inspired by the Lunar Chinese New Year's Great Race, incorporating their learning from their Understanding of the World lessons about flags and pandas.

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 31st 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 talk to your children about their understanding of Lunar New Year and The Great Race. This knowledge can be represented in any way - a photograph or drawing, scribed notes of knowledge shared by your child, a craft item created to represent this celebration. We look forward to sharing this homework with the class.

YEAR ONE

Key Question:	Which colour is your favourite?
Key Text for Linked Learning:	<i>Mixed by Arree Chung</i>
Key Vocabulary:	Latin, fieldwork, stability, control, primary evidence, secondary evidence, debug, polystyrene, rescue, unique

Linked Learning: English and RE

This week, we will continue exploring our key text, *Mixed by Arree Chung*. Building on last week's focus on reading and understanding the story, the children will now practise writing descriptive sentences. They will use suitable adjectives and focus on applying key writing skills, such as capital letters, finger spaces, and full stops. The children will also integrate vocabulary from the text into sentences that connect with their own personal experiences, supporting their development of spoken and written language. Later in the week, they will engage in a story mapping and sequencing activity to demonstrate their comprehension of the text, linking to the English curriculum objectives of understanding story structure and order.

This learning also supports cross-curricular links with the RE Primary Curriculum, encouraging children to reflect on themes of diversity, inclusion, and the value of community, which are central to both the text and broader discussions about respect and belonging.

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Phonics:

This week the children will be learning these phase 5 graphemes- Grow the code: /oo//yoo/ soup fruit, Grow the code: /ee/ ea e e-e ie ey y e, Grow the code: /s/ ss c se ce /z/ zz s se, Grow the code: /oa/ ow oe ou o-e o oa . The children will also be applying the graphemes taught into words such as; group, eating, tease and stone. They will also be learning these phase 5 tricky words- school, call, different, who, two, where, call, thought, through, friend, work.

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 will begin by exploring what 14 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, the children will be moving on to looking at the number 15 through partitioning using a part whole model.

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 be continuing to learn all about the RNLI and Grace Darling. The focus this week will be on primary and secondary sources of evidence. They children will be exploring a variety of different sources of evidence and deciding if they are primary or secondary.

Geography:

This week the children will be using simple observational skills and fieldwork to study the geography of their school and surroundings areas. Using google maps they will observe what places we might see on route to Birmingham eg train station, hospital.

Computing:

This week the children will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs.

Music:

This week the children will continue to listen to the song, 'In the Groove', by Joanna Mangona which has been adapted into a variety of different styles of music. This week the children will be focusing on Latin music;

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Living 'La Vida Loca' by Ricky Martin. They will be exploring the instruments that have been used in the style of this genre of music.

Art /DT:

This week in art the children will continue their study of sculpture. They will be investigating some of the ways that sculptures can be created and will be given mini tasks to create their own mini sculptures out of paper.

RE /PDW:

Please see linked learning above.

P.E:

This half term the children will be learning 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.

Homework: Every weekday: 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 31st January 2025.

Task 1: Please complete your Little Wandle Phonics home learning sheets from Spring 1 Week 4; 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: Please write a list of 5 things you see on your way to school. This could include types of buildings or things you notice around you, such as:

Houses

Trees

A supermarket

Make sure to use your best handwriting! Once you have finished, please upload your work on Showbie in: *Swallows/Swifts > Home Learning > 27.1.24 - Geography.*

Thank you and have fun observing!

YEAR TWO

Key Question:

Where is the water?

Key Text for Linked Learning:

The Water Princess by Susan Verde

Key Vocabulary:

kingdom, clearer, command, demand, crown, braids, throat, journey, melody, swirl, maintenance



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Linked Learning: English and PDW

Next week in English, the children will begin exploring *The Water Princess* by Susan Verde, where they will focus on developing their writing skills through descriptive and narrative writing. They will start by looking at the story's main character, Gie Gie, and expressing her emotions using What/How sentences. As the week progresses, they will sequence key events from the story and practise writing descriptive sentences with two or more adjectives, helping them describe the journey Gie Gie takes to collect water. The children will also use their senses to write vivid descriptions, incorporating expanded noun phrases with up to four adjectives. Through role-play activities, they will explore Gie Gie's emotions and learn to link ideas using conjunctions like but, or, yet, so (known as B.O.Y.S sentences). The week will conclude with the children planning a diary entry from Gie Gie's perspective, allowing them to reflect on her experiences and feelings. This work will support their ability to write for different purposes, such as recounting events, as outlined in the National Curriculum for Key Stage 1.

Maths:

This week in Maths, the children will focus on developing their understanding of the 2- and 10-times tables, alongside key concepts of multiplication and division.

To start the week, the children will build their knowledge of the 2 times table by counting in steps of 2 from zero. They will recall and use multiplication facts for the 2 times table, recognising patterns in the multiples of 2. They will also practice recalling and using division facts for the 2 times table, solving practical problems that involve grouping and sharing equally.

The children will then explore the concept of odd and even numbers, using visual representations (such as arrays or number lines) to identify which numbers belong to each category. Later in the week, the children will build their understanding of the 10 times table by counting in steps of 10 from zero. They will recall and use multiplication facts for the 10 times table, applying this knowledge to solve a range of mathematical problems.

Science:

In Science this week, the children will be exploring the question: Can all materials float? They will be making conjectures about different materials floating and sinking. Finally, they will continue to experiment to test their theories.

History:

This week in History, the children will be exploring in depth Florence Nightingale's later life. They will find out what she did next after her return from Scutari.

Geography:

The children will be discussing the geographical features found in London.

Computing:



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In Computing, children will explain that programming projects can have code and artwork. They will explain the choices that I made for their mat design, identify different routes around their mat and test their mat to make sure that it is usable.

Music:

The children will be listening to the song 'Rockin' All over the World' by Status Quo and encouraged to think about the instruments they can hear and how the song makes them feel. They will clap along with the rhythm and use their body to find the pulse.

Art / DT:

This week in Art, the children will continue their topic on architecture. They will explore architecture further by considering and exploring different perspectives. They will then explore selected buildings using different sketching techniques.

R.E. /PDW:

The children will be discussing what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments

P.E.

This week in PE, children will look at where the fielders are standing before deciding where to hit.

Homework: Every day: 5 minutes of TT Rockstars and at least 10 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 31st January 2025.

Task 1: Create a PowerPoint, using Keynote about your favourite place in the UK. Include:

Places of interest, tourist attractions, buildings of interest, food, activities and local attractions. You can include photos and drawings etc.

Task 2: Complete one Reading Eggs Lesson - 120

Spellings: Practice your weekly spellings and then test yourself. (Swimming, drumming, humming, patting, winning, running.) Spelling rule: Double the last letter to protect the short vowel sound before adding ing.

Example swim, double the m before adding ing. eBooks will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times

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.



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YEAR THREE

Key Question:	Can we read all about it?
Key Text for Linked Learning:	The Egyptian Echo (Faction ancient newspaper)
Key Vocabulary:	Venerated, unconventional, monarch, pundits, correspondent, reign, editor, upheaval, hitherto, treaty.

Linked Learning: English and History

This week, the children will be introduced to a new key text, *The Egyptian Echo*, which is presented in the form of a newspaper. To begin, the children will immerse themselves in the text by summarizing paragraphs, a task designed to develop their comprehension skills and ability to identify key information, aligning with the National Curriculum objective to retrieve and record information from non-fiction texts.

Building on this, the children will explore the structural features of newspapers, identifying and explaining the purpose of elements such as headlines, subheadings, and captions. This aligns with the curriculum's requirement to understand how organisational and presentational features contribute to meaning. They will then focus on the language features specific to newspaper writing, examining how past tense and formal language are used to convey information effectively, supporting the objective to recognize and use appropriate grammar and vocabulary for different purposes.

To conclude the week, the children will study the six key questions—Who, What, Why, Where, When, and How—to understand the essential information required in a newspaper report. This activity encourages the development of critical thinking and organizational skills, ensuring that the children can gather and structure information effectively in their own writing, meeting the curriculum's emphasis on creating clear and coherent non-fiction texts.

Maths:

We will begin the week by consolidating our learning of fractions. We will then begin our new topic, written addition methods. Children will be using place value mats and manipulatives to visually see the effects of exchange and regrouping of ones and tens. Children will then move onto learning the column addition written method to answer a range of questions. To deepen children's understanding of this strategy, children will be asked to devise their own range of questions and will then answer these using the manipulatives provided, they will then be writing a written explanation based on this.

Science:

Children will begin to explore magnetism. They will look at a magnets magnetic field and will be using scientific vocabulary such as pole, attract, repel field and north and south during discussions. They will then use magnets to sort materials, to see how magnets can be used in real life such as in a scrap yard.

History:



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What do Pharaohs do? This week children will be learning all about society and how society was ranked, with Pharaohs being at the top and viewed essentially as a God. Children will then be given the opportunity to rank a range of jobs from the Egyptian era and will be asked to reason their choices. We will then be learning how Pharaohs came to be, when two kings became one.

Geography:

The children will continue to focus on the River Nile, and the Aswan High Dam in particular this week. The children will learn the purpose the dam has in Egypt and will consider the positive and negative impacts it has on Egyptian people.

Computing:

This week, the children will continue to work on the programme scratch, working to create a sequence of connected commands in order to move their sprites.

Music:

In Music, we will recap the notes we have learnt so far, and we will practice a song we have already learnt. Then we will continue practicing 'Let Your Spirit Fly', ensuring children are using the performance techniques we have learnt. We may also make some actions to go with the song too.

Art:

The children will continue to work on the sculptures they started to create in the previous lesson. They will develop the newspaper and masking tape structures by adding layers of Modroc over the top, creating a smooth layered effect for their sculptures.

R.E. /PDW:

In R.E this week, the children will continue to look at Judaism, with the lesson focus being the Pesach (Passover) festival. The children will understand why Jews celebrate this festival, and the story behind it. They will complete story boards, explaining the story.

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. Children will then be learning how to step into shape jumps in a controlled way.

MFL:

This week in French we will be learning some French food names which are cognates with the English language. We will learn to pronounce these correctly using our current French phonics knowledge, as well as learning some of the phonemes we do not yet know for these words.

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

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This week's assigned homework should be completed and returned by Friday 31st January 2025.

Task 1: Practice half termly spellings, complete lesson 79 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Spring 1 -> Week 4. 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 4

Task 3: This week, children can unleash their creativity by designing their own Ancient Egyptian sculpture! They can draw their design on paper, adding colours and patterns inspired by what they've learned in class. If they're feeling extra creative, they can use materials like playdough or recycled items to bring their sculpture to life.

Next week Year 3, will be making an eco-friendly bird feeder. Could you please provide your child with 1 banana, a small tub of oats and 1 pinecone (you may find this in your garden). These resources will be needed on Wednesday 29th January.

YEAR FOUR

Key Question:	What do you see when you look at the moon?
Key Text for Linked Learning:	FAR ^T HER by Grahame Baker – Smith Don't by Michael Rosen
Key Vocabulary:	demons, horrified, alarmed, courier, quivering, charcoal, idleness, scamp, exchange, uneasy

Linked Learning: History and English

The children will start the week by focusing on completing a recount of the story *FAR^THER* by Grahame Baker-Smith from the perspective of the mother. This task encourages children to empathize with the character and delve into her emotions and thoughts as the story unfolds. Through this, they will learn how to write purposefully, adapting their recount to reflect a specific viewpoint. Once their recounts are complete, they will perform them to their peers, focusing on tone, prosody, and overall delivery. These performances will help them develop their ability to read aloud with clarity and control while using intonation and expression to convey meaning and engage their audience. The children who remain in school will then read and discuss a range of poems by Michael Rosen, paying particular attention to his distinctive style and use of language. A key focus will be his poem *Don't*, which uses humour, repetition and relatable themes to engage the reader. Through guided discussions, the children will analyse Rosen's techniques, identifying features such as alliteration, repetition, rhyme and rhythm, and considering how these elements create impact. Inspired by their exploration of *Don't*, the children will write their own adapted versions of the poem. This creative task

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allows them to experiment with language, wordplay and humour, and to develop their own poetic voice. Once their poems are complete, the children will perform their versions to their peers. These performances will focus on intonation, tone and volume, helping the children to explore rhythm and pauses to enhance their delivery. They will also work on engaging their audience through expressive reading and confident presentation.

Maths:

In Maths, the children will begin the week by concluding the unit on written addition methods. The children will use their place value knowledge to be able to correctly add 4-digit numbers and 3-digit numbers together. They will then move onto the similar aim of being able to add 4-digit and 2-digit numbers together.

Science:

In Science, the children will be continuing with the topic on sound, consolidating their knowledge on the parts of the ear.

History:

This week, the children will continue to learn all about different aspects of the second world war. They will learn that some children were evacuated during the wartime and why this was, as well as learning fascinating facts about the famous Spitfire aircraft.

Geography:

The children will be continuing their learning all about rivers, learning what a river is, how it starts and how it develops. The children will learn key geographical vocabulary linked to rivers and how they eventually end up meeting a larger body of water such as the sea.

Computing:

In computing this week, the children will continue to explore what data is, how it can be collected, and how their own digital device (iPad) can be used to collect data.

Music:

Children remaining in school will enjoy a music lesson delivered by a specialist teacher from the Birmingham music service.

Art:

This week in Art, the children remaining in school will take part in a lesson exploring the life and work of Pablo Picasso, with a particular focus on his contributions to the Cubist movement. They will study key elements of Cubism, analysing how Picasso used shape, perspective and abstraction to challenge traditional artistic conventions. Through this exploration, the children will develop a deeper understanding of Picasso's innovative techniques and their impact on modern art.

R.E. /PDW:



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In R.E This week the children will be recapping what it is to forgive. We will be looking at everything we have learnt so far this term, what does each religious belief studied say about mercy and forgiveness, what was similar what was different and what stories are attached to each religious teaching.

P.E:

This week, many of the children will be attending the Whitemoor lakes residential. This time away from school will support children in building up varying skills including teamwork and resilience through a range of outdoor and adventurous activities that will have a strong emphasis on physical education.

MFL:

The children will be learning about adjective agreement. They will understand French adjectives change their spelling depending upon whether they are describing masculine or feminine nouns. The children will continue with their French pronunciation learning to support with this.

Homework:

Every weekday: 5 minutes of TT Rockstars and at least 15 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 31st January 2025

Task 1: Complete one Reading Eggspress Lesson. You should be on or beyond lesson 117

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: Start preparing for our 'Big Birdwatch Event' lessons by researching your favourite bird. Can you include: - The name of the bird, why you have chosen that specific bird and any other interesting facts about that bird.

YEAR FIVE

Key Questions:	What was the battle like from Grendel's perspective?
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

Next week in English, the children will be immersing themselves in the world of *Beowulf*, as they plan and write the story of Grendel's invasion of Heorot from his perspective. They will develop key narrative skills, such as creating vivid characters and building tension, by using techniques like expanded noun phrases, direct

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speech, and descriptive language. They'll also focus on grammar, refining their use of modal verbs, relative clauses, and active/passive voice to enhance their writing. Once their drafts are complete, students will edit their work for clarity, punctuation, and sentence variety, before preparing their final stories for display in the classroom. This project links to both history and creative writing, allowing students to explore Grendel's character while honing their narrative and grammatical skills. We look forward to sharing their imaginative work!

Maths:

This week in maths, the children will be learning how to multiply larger numbers. We'll start by multiplying 2-digit numbers by 2-digit numbers using long multiplication. Then, we'll move on to multiplying 3-digit numbers by 2-digit numbers and 4-digit numbers by 2-digit numbers, all using long multiplication methods. Next, we'll practice efficient methods for multiplying numbers mentally. Finally, we'll explore how to multiply a whole number by a decimal using known facts and place value.

Science:

In science this week, we will be learning about separating solutions. We'll start by looking at key vocabulary such as soluble, insoluble, dissolves, solute, solvent, and solution. We'll also revisit the process of evaporation, building on our Year 4 learning of the water cycle. The children will then describe how to separate four different mixtures:

Salt, sand, and water

Glitter, paper clips, and water

Sugar, pepper, and water

Rice, sand, and water

Finally, the children will design an experiment to separate a mixture of rice and water and record their findings from the experiment.

History:

In History lessons next week, the children will be delving into the fascinating world of the Anglo-Saxons and their invasion of Britain. They will learn about the key events that led to the arrival of the Anglo-Saxons, following the fall of the Roman Empire, and how these early settlers established their kingdoms. A significant focus will be on Sutton Hoo, one of the most important archaeological discoveries of the period. The children will explore the site where an Anglo-Saxon ship burial was unearthed, revealing extraordinary treasures and providing vital clues about life during this time. Through this, they will gain a deeper understanding of Anglo-Saxon culture, including their art, weaponry, and burial practices, and how these artifacts help historians piece together the past. This exploration will tie in with their creative writing, where they'll use their historical knowledge to inform their storytelling from the perspective of Grendel.

Geography:



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In Geography lessons next week, the children will be exploring the human geography of Scandinavia, focusing on the countries of Denmark, Norway, and Sweden—the homeland of the Anglo-Saxons. They will research topics such as population distribution, key cities, cultural traditions, and historical landmarks, gaining a better understanding of how geography has shaped the lives of people in this region. By comparing modern-day Scandinavia with the historical context of the Anglo-Saxon era, students will learn about the people, landscapes, and environments that influenced the migration and settlement of the Anglo-Saxons in Britain. Through independent research and group discussions, the children will enhance their skills in sourcing information, presenting their findings, and drawing connections between geography and history. This will enrich their understanding of the wider context of their history studies, particularly the movements and cultural exchanges that shaped both Scandinavian and British societies.

Computing:

In this lesson, the children will consider how the 'if... then... else...' structure can be used to identify two responses to a binary question (one with a 'yes or no' answer). They will identify that the answer to the question is the 'condition' and use algorithms with a branching structure to represent the actions that will be carried out if the condition is true or false. They learn how questions can be asked in Scratch, and how the answer, supplied by the user, is used in the condition to control the outcomes. They will then use an algorithm to design a program that uses selection to direct the flow of the program based on the answer provided. They will implement their algorithm as a program and test whether both outcomes can be achieved.

Music:

In Music this week, we will focus on woodwind instruments. The children will apply their knowledge of tone and pitch to identify woodwind instruments in a piece of music. They will learn about the unique sounds and characteristics of woodwinds and explore how they contribute to the overall sound of a musical piece.

Art / DT:

In Art this week, we will begin planning our set design based on the poem *The Highwayman*. The children will read and analyse the poem, then list the different scenes they will need for the set. For each scene, they will identify the characters and props required. They will also think about the style of their set—considering what colours to use and how to design the characters. Finally, on A3 paper, the children will start to sketch their ideas for the background, props, and characters.

R.E. /PDW:

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

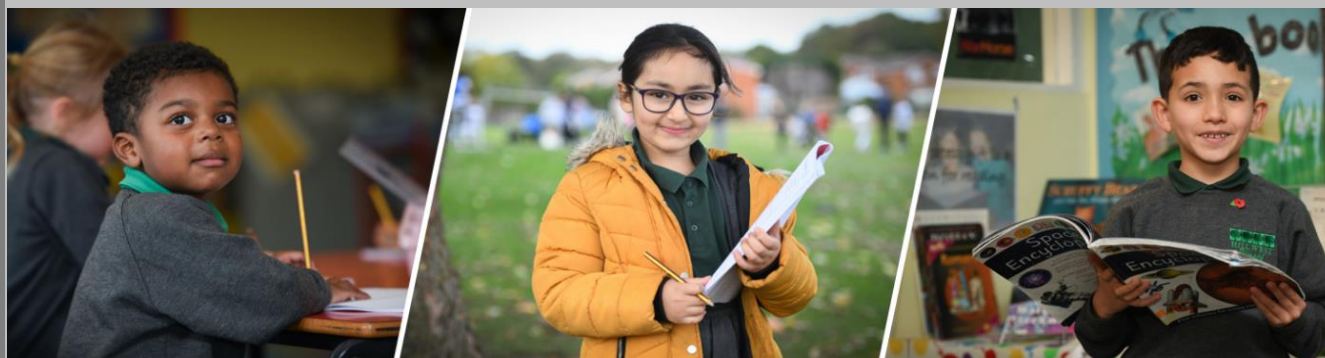
P.E:

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.

Next Week at Hill West

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

Week commencing: Monday 27th January



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MFL:

In French lessons next week, the children will be using everything they've learned so far to have a simple conversation with a partner. They will practice introducing themselves, saying their name, where they are from, their age, and what they like. This will give them the chance to apply their vocabulary and sentence structures in a real conversation. The focus will be on improving pronunciation and building confidence in speaking. As they practice, they will learn how to listen carefully to their partner, respond appropriately, and refine their language skills in a supportive environment. It's a great opportunity for them to enjoy using French in a fun and interactive way!

Homework: Every day: 5 minutes of Garage mode on TT Rockstars and at least 20 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 31st January 2025.

Task 1: Complete your next Reading Egg – Lesson 156

Task 2: Maths – Practice multiplying larger numbers, including 2-digit by 2-digit, 3-digit by 2-digit, and 4-digit by 2-digit numbers using long multiplication. You will also work on mental multiplication and multiplying a whole number by a decimal. Please upload your completed work to Showbie by Friday.

Task 3: Geography - Your homework is to explore and understand the physical features of Scandinavia.

Research and Describe

Choose two physical features of Scandinavia (e.g., a mountain range, a river, or a body of water). Research these features and write a short description for each, including:

What the feature is

Where it is located

Why it is significant to Scandinavia

YEAR SIX

Key Question:

How does technology shape survival in the opening of *Mortal Engines*?

Key Text for Linked Learning:

Mortal Engines by Philip Reeve

Key Vocabulary:

blustery, apprentice, ramshackle, adrift, restrain, algae, taunt, leering, ziggurat, Mediterranean



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Linked Learning: English and Geography

In **English** next week, the children will begin their reading and writing unit based on *Mortal Engines* by Philip Reeve. They will explore the key elements of dystopian fiction, comparing this genre with other types of narratives they have read. The children will examine the themes, conventions, and purpose of dystopian texts, considering their form and structure.

In line with the Year 6 National Curriculum objectives, the children will revisit and practise strategies for skimming and scanning to locate information and determine the gist of a text. These skills will help them answer retrieval questions accurately and efficiently, developing their ability to read quickly and find key details. As they progress through the text, they will focus on drawing inferences, justifying their answers with evidence from the text to demonstrate deeper comprehension and the ability to 'read between the lines'—as outlined in the curriculum's reading comprehension standards.

As the unit progresses, the children will analyse the roles of different characters within the story, discussing their purposes and how they contribute to the overall narrative. They will explore how the protagonist's journey fits into the broader story arc and how the author hints at key events crucial for the development of the plot. The children will also examine the use of tier 2 and tier 3 vocabulary in the text, analysing how this language enriches the story's meaning, enhances descriptions, and supports the author's narrative techniques. This will deepen their understanding of how language choices contribute to both the tone and the impact of the story.

This work aligns with the National Curriculum expectations for Year 6, including developing the children's skills in understanding and interpreting texts, justifying opinions with evidence, and using vocabulary effectively.

In *Mortal Engines*, the world is dominated by "Traction Cities" that move across the land, consuming resources and leaving destruction in their wake. This constant exploitation of natural resources mirrors the human impact on the environment. In **Geography** the children will explore how both worlds show the consequences of human activity—whether through destruction or conservation—and discuss how humans can impact the natural world both negatively and positively.

Maths:

The children will be exploring 3D shapes, considering and comparing their properties such as face, sides and vertices. They will also draw nets for 3D shapes, and learn the different parts of a circle.

Science:

In Science this week, the children will investigate how the voltage affects the brightness of bulbs. They will investigate this by altering the number of bulbs powered by one battery and vice versa, in turn altering the voltage of the electrical circuit.

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History:

In History this week, children will describe the roles of horses in WWI and consider other species of animals that were used in different roles. They will discuss the advantages and disadvantages of using animals in war.

Geography:

The children will be exploring various biomes and vegetation zones within Yosemite National Park.

Computing:

This lesson focuses on the design elements of programming. The children will be working at the algorithmic level of abstraction. They will first design the sprites and backgrounds for their project, then they will design their algorithms to create their program flow.

Music:

In Music, children will listen and appraise – *I Mun be Married on Sunday* by Benjamin Britten. Finding the pulse, rhythm and pitch. They will then continue to learn to sing the song: *A New Year Carol* by Benjamin Britten.

Art :

The children will begin to design their own light sculpture, considering shape, colour and texture.

PDW:

The children will be exploring the topic of Suffering – are they able to recognise when someone else is hurt or in pain.

P.E.

The children will be practising their skills in the invasion game of Basketball. This week they will be using the appropriate defensive technique for a situation.

MFL

The children will be talking about a healthy lifestyle in French. They will recall 8 verb phrases linked to healthy living. They will then use the conjugated modal verb *on doit* + infinitive to say what they must do to stay fit and healthy.

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 31st January 2025.

Task 1: Complete a level of Reading Eggspress. All children should be at or beyond level 198.

Task 2: Monster Learning – KS2 Revision – Fractions, decimals and Percentages – Decreasing by a percentage to Review Fractions.

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Task 3: Write out the following three sentences and label each word with its word type e.g. tree would be labelled 'noun'. 1. They danced wildly, until the music stopped. 2. Menacingly, the savage beast lurked in the shadows, but no-one noticed. 3. While his mother wasn't watching, the mischievous toddler threw his food.



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