

Next Week at Hill West

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

Week commencing: Monday 3rd February



ACE; Ambitious, Curious and Ever-respectful

LET'S CELEBRATE 'OUR' SCHOOL



This year we decided to support Birmingham Hospice by recycling our Christmas Trees with them and to date donations received have raised an incredible **£130,000**.



RECEPTION

Key Question:	How do we get to Space?
Key Text for Linked Learning:	Whatever Next! by Jill Murphy
Song of the Week:	Zoom , Zoom, Zoom we're going to the moon.
Key Vocabulary:	Gasped, dripped, smart, astronaut, oxygen

Linked Learning: The World and Expressive Arts and Design.

Next week, the children in Reception will kick off their exciting topic on space! They will start by learning about astronauts—what they do and how they travel in space. The children will explore the achievements of famous astronauts like Neil Armstrong, the first person to walk on the moon, and Mae Jemison, the first African American woman in space. They will observe images of rockets and discuss how they launch, before getting creative by designing and making their very own rockets. Through this hands-on activity, they will develop their fine motor skills as they cut, glue, and decorate their rockets, using their imagination and problem-solving skills. This topic will also support their learning in the Early Years Foundation Stage (EYFS) development areas of 'The World' and Expressive Arts and Design. In Communication and Language, they will discuss the astronauts' stories, sharing their thoughts and ideas. In Physical Development, they will practice their fine motor skills during the rocket-making process, using tools like scissors and glue sticks. The children will explore understanding the world by learning about space and the technology behind space exploration. Finally, in Expressive Arts and Design, they will use creativity and design thinking to build their rockets and express their excitement about space in their artwork.

PSED:

Through the story *Whatever Next*, by Jilly Murphy, Reception children will have the opportunity to reflect on feelings such as curiosity, bravery and excitement to develop their understanding of emotions. They will discuss how Baby Bear feels when embarking on his journey to the moon and compare these feelings to their own experiences of trying something new.

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Communication and Language:

The children will be encouraged to discuss the story 'Whatever Next!'. They will be making predictions and sharing their preferences. Later in the week, the children will be developing questions that they would like to ask an astronaut to learn more about their job.

Physical Development:

The children will revisit the correct formation of the letters *c*, *a*, and *o*, making sure they start each letter in the correct position. They will also focus on learning the proper formation of the letters *q*, *g*, and *d*, practicing how to write them clearly and accurately from start to finish. This will help strengthen their handwriting skills and ensure they are forming each letter correctly.

Literacy:

Using our key text, the children will be retelling the story using actions. They will learn to sequence part of the story using images and through talk. In Writing, the children will learn about speech bubbles and how these are used to convey meaning. The children will be using the tricky word 'I' and 'the' to construct a sentence e.g. I am on the moon.

Phonics:

This week is revisit and review week therefore, the children will be revisiting the digraphs, *ur*, *oi*, or *ar*. They will be recognising the grapheme and sound talking and blending words which contain these digraphs such as *curl*, *coin*, *horn* and *dark* during practical activities.

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 build on their prior learning of subitising small quantities and will consolidate their understanding of number composition through the investigation of numbers within 7. They will explore how numbers can be broken down into part-part-whole relations, e.g. seeing that 7 can be made up of 5 and 2. The children will participate in hands-on activities to deepen their understanding of how a whole number is made from parts and begin to recognize that numbers can be combined in different ways.

Understanding of the World:



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The children will be developing their knowledge and understanding of what astronauts do and how they travel to Space. The children will spend time learning about two famous astronauts Neil Armstrong and Mae Jemison. They will find out jobs astronauts have to do when travelling to Space. They will watch a real life rocket launch and learn about some features of a rocket.

Expressive Art and Design:

This week Reception children will be exploring their creativity by engaging in a variety of activities focused on astronauts and space. They will plan and design their own rocket, choosing different materials to represent their ideas. The children will then build their rockets using junk modelling.

Reception

Homework: Every week day - share a story / 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 7th February.

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: Support your child in learning 2 to 3 facts about the astronaut Tim Peakes.

YEAR ONE

Key Question:	Will Traction Man save the day?
Key Text for Linked Learning:	Traction Man by Mini Grey
Key Vocabulary:	properties captive rejoice guarding wreck poisonous suspended animation volunteered fluorescent

Linked Learning: English and PDW

This week the children will be diving into the captivating story Traction Man by Mini Grey. The children will begin by using their visualising skills to enhance their understanding of the text. This means they'll be encouraged to imagine the settings, characters, and events in the story, helping them to form a clearer mental image of what's happening.

After this, they will focus on making inferences. By looking closely at what the characters say and do, the children will be encouraged to think beyond the words and begin to understand the characters'

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emotions, motivations, and intentions. This will help them to develop critical thinking skills as they draw conclusions based on evidence from the text.

Later in the week, the children will be exploring the language used in the story. They'll focus on identifying key vocabulary, such as descriptive words and phrases, and will work on understanding the meaning of these words in context. They will also be looking at punctuation marks such as full stops, question marks, and exclamation marks, discussing how they contribute to the flow and meaning of the text.

Throughout these activities, the children will be encouraged to respond to the text in a variety of ways, including through discussion, drawing, and simple writing tasks. These activities aim to not only improve their reading and comprehension skills but also to spark their creativity and imagination. By the end of the week, the children will have a deeper understanding of the story and will be able to engage with it more confidently, using the skills they have developed to analyse texts in more detail.

Phonics:

This week the children be recapping all the grapheme taught so far; y (ee) , e (ea) , wh (w), ou/oe (oa), y (igh), ow (oa), g (j), ph (f), le (l), al (l), c (s), ve (v), grow the code: /u/; some, mother, young: se (z), ce, se (s), ey (ee), Grow the code: /oo//yoo/ soup fruit, Grow the code: /ee/ ea e e-e ie ey 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 recapping the phase 5 tricky words taught too; school, call, different, who, two, where, call, thought, through, friend, work.

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 in maths the children will be continuing with exploring 15 by investigating subtraction facts. Then the children will move on to considering number bonds to 16 using cubes; part-part whole models and number sentences for addition and subtraction. On Friday, the children will begin to explore 17 through cubes and completing part whole models.

Science:



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This week the children will be understanding that materials have special characteristics that make them ideal to be used to make certain objects. They will learn that these special characteristics are called properties and include words such as hard, soft, stretchy, stiff, shiny, dull, rough, and smooth.

History:

This week the children will be continuing to learn all about the RNLI and Grace Darling. They will be learning about the modern approaches to saving lives at sea and discussing the similarities and differences between these lifesaving vessels now and in the past. They will be considering what materials boats are made from today and how this differs from the time of Grace Darling.

Geography:

The children will be devising a simple map and use and construct basic symbols in a key. The children will be testing out their maps using the beebots from computing.

Computing:

The children will decide what their program will do; beebot programming. They will then create their program and test it on the robot. Where needed, the children will also debug their programs to correct it.

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 Bhangra style music: Jai Ho by J.R. Rahman. We will look at where this has come from and what type of instruments are used to create this genre of music. They will be exploring the instruments that have been used 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 wood.

RE /PDW:

The children will be thinking about bullying and explain what bullying is, and to know it is wrong and know what to do if they are being bullied.

P.E:



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In dance, the children will continue their exploration through the theme of 'The Lost Toys'. They will focus on experimenting with different speeds when changing direction, ensuring their movements are clear, expressive, and contribute to telling the story.

Homework: Everyday – share a book / story

This week's assigned homework should be completed and returned by Friday 7th February.

Task 1: Please revisit the Little Wandle Phonics home learning sheet for Spring 1.

Task 2: Please access your child's Maths Seeds lesson to reach 100 lessons by the end of year 1.

Task 3: Next week is Children's Mental Health Week in school we would like you to share with us something that is important to you. This could be a place, a person, a belief, a tradition, an object or a memory. Take up to 3 photos on your iPad and be prepared to share them with your class, explaining why they are important to you. Please upload these onto showbie; Swifts/Swallows > Home Learning > Important to me 31.01.25

YEAR TWO

Key Question:	Does everyone have access to clean water?
Key Text for Linked Learning:	The Water Princess by, by Susan Verde
Key Vocabulary:	Shea, wide, conclusion, travelled, halfway, energy, tame, please, scoop, dusty.

Linked Learning: English and Geography

This week in English, the children will build on their work with *The Water Princess* by Susan Verde, focusing on drafting, editing, and publishing a diary entry from the perspective of Gie Gie. They will practise structuring their writing into clear sections, using descriptive language and grammar skills such as expanded noun phrases and conjunctions to link ideas. Throughout the week, the children will focus on developing their use of punctuation and improving their sentences to make them more interesting and detailed. They will learn how to reflect emotions in their writing by imagining Gie Gie's thoughts and feelings during her journey. By the end of the week, the children will edit and publish their diary entries, showcasing their ability to write clear, structured narratives with detail and creativity. This supports the National Curriculum focus on writing narratives for different purposes and improving their use of vocabulary and grammar.

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Maths:

This week in Maths, your child will be focusing on key maths skills, including recalling and using division facts for the 2- and 10-times tables. They will also learn to recognise and work with odd and even numbers, build their understanding of the 10 times table, and practise counting in steps of 10. These activities will help them strengthen their knowledge of multiplication and division facts while recognising important patterns in numbers.

Science:

In Science this week, the children will explore absorbency by experimenting with a variety of materials. They will consider the different properties of the materials and how they make them suitable for absorbing liquid.

History:

This week in History, the children will revisit the key events of Florence's life in the form of a quiz.

Geography:

This week in Geography, the children will be learning about the seasonal weather patterns of London's weather.

Computing:

This week in Computing, the children will design, create, and test a mat for a floor robot. This will introduce the idea that design in programming not only includes code and algorithms, but also artefacts related to the project, such as artwork.

Music:

This week in Music, the children will be listening to the song 'Smoke On The Water' by Deep Purple' 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 use their knowledge of buildings they have sketched to design and make a 3D building.

R.E. /PDW

In RE this week, the children will be learning how and why Sikhs care for the world.

P.E.

In PE this week, the children will develop hitting for distance. They will look to see where the fielders are standing before hitting the ball into a space.

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Homework:

Every weekday: 5 minutes of TT Rockstars and at least 10 minutes of reading. EBooks on Collins Hub Book will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times. This will be checked weekly.

Weekly Spellings: Like, liked, hope, hoped, dance, danced, late, later.

This week's assigned homework should be completed and returned by Friday 7th January.

Task 1: Complete one Reading Eggs Lesson (Lesson 120 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: Draw or paint your favourite London attraction and then in your best handwriting tell us the name and some key facts. Make sure they are of high standard as some of them will be displayed on the wall.

YEAR THREE

Key Question Week 5:

Can you see anything?

Key Text for Linked Learning:

The Egyptian Echo (Faction ancient newspaper)

Key Vocabulary:

Tutankhamun, discover, tomb, monuments, exclusive, funded, luxurious, colony, excavated and revered.

Linked Learning; English and History

This week, pupils will continue their work with the key text *The Egyptian Echo*. The week will begin with activities aimed at distinguishing between facts and opinions, emphasizing the importance of factual accuracy in newspaper writing. Pupils will then explore the use of formal language in newspapers, practicing by answering example questions in a formal writing style. As the week progresses, pupils will shift their focus to planning and drafting their own newspaper articles about the discovery of King Tutankhamun's tomb by archaeologist Howard Carter. They will start by planning and composing an engaging introduction and conclude the week by outlining and organising the paragraphs for their reports.

Maths:



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Building on their understanding of place value, pupils will practice adding pairs of 2-digit and 3-digit numbers before progressing to the addition of three 3-digit numbers. They will apply a variety of strategies to support their calculations, including number bonds, partitioning, and working with near multiples. The focus will then shift to learning and applying the expanded column method for addition, with pupils solving a range of questions involving 3-digit numbers. This will include using column addition to add 3-digit and 1-digit numbers, with opportunities to explore regrouping in the ones, tens, and across both places.5

Science:

Next week, the children will prepare for the science fair by working in groups to create engaging activities for visitors. Group sizes will be adjusted based on the complexity of the task—for example, a fishing game requiring rods, a pond, and magnetic creatures is suited for 4–5 children, while a simpler coin-sorting activity is ideal for pairs. Pupils will test their activities to ensure the challenge is appropriately balanced and then create signs to guide visitors. Wherever possible, groups will work on unique challenges to provide a wide variety of experiences at the fair.

History:

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:



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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.

PDW:

Next week, as part of our personal development and well-being lessons, the children will be learning about Mental Health Week. They will use the emotions characters from the film *Inside Out* to explore and discuss different feelings and how they affect us. To deepen their understanding, the children will create a mood board of emotions, allowing them to reflect on and express a range of feelings in a creative and meaningful way.

P.E:

Next week in PE, pupils will focus on supporting peers, giving constructive feedback, and improving sequences. They will work on landing safely with bent knees and looking straight ahead during jumps, building confidence, teamwork, and coordination.

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 weekday - 5 minutes of TT Rockstars every day and at least 10 minutes of reading.

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

This week's assigned homework should be completed and returned by Friday 7th February.

Task 1: Practice half termly spellings, complete lesson 80 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Spring 1 -> Week 5, Please practice your half termly spelling, Create rainbow words to practice each word.

probably

Task 2: Complete this week's maths homework on Showbie. Homework -> Maths homework -> Spring 1 -> Week 5

Task 3: Please practice your lines for our new assembly.

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YEAR FOUR

Key Question:	What would you have done to help the war effort?
Key Text for Linked Learning:	DK Find out – World War Two
Key Vocabulary:	Messerschmitt, appeasement, Axis, Allies, Spitfire, Luftwaffe, Holocaust, Versailles, Blitzkrieg, Gestapo

Linked Learning: History and English

This week, the children will be immersing themselves in our new text, *DK Find Out – World War Two*, as part of their study of this significant period in history. The lesson will begin with an exploration of the children's prior knowledge, encouraging them to reflect on what they already know about World War Two. This will include discussing key events, the main figures involved in the conflict, and how the war ultimately came to an end. Through these discussions, the children will build connections between their existing understanding and the new information they will encounter. Using the text as a resource, the children will develop their reading comprehension skills, with a particular focus on skimming and scanning techniques. These skills will enable them to efficiently locate key information within the text and extract relevant details to deepen their understanding. Throughout the week, the children will practise summarising the information they find, ensuring that they can present their ideas clearly and concisely. They will also have opportunities to discuss the text as a class, sharing insights and asking questions to clarify their understanding. These activities will help the children develop their ability to retrieve and interpret information from non-fiction texts, a key Year 4 National Curriculum objective. Additionally, the children will improve their understanding of how information is organised in non-fiction texts, learning to use headings, subheadings, and captions to guide their reading. This will support their ability to navigate and interpret a wide range of texts in future learning. By the end of the week, the children will have gained a deeper insight into World War Two and further developed their comprehension and research skills, equipping them with valuable tools for both historical enquiry and literacy.

Maths:

Following on from the recent unit involving written methods for additions, the children will switch focus onto written methods for subtraction. The week will begin with subtracting two 4-digit numbers with no exchanging involved. Following this, the concept of exchanging will begin, with the children first of all subtracting two 4-digit numbers with exchanging required in the tens column. This will then

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progress onto exchanging in the hundreds and thousands column, before completing the week with the solving of 4-digit number subtraction with exchanging involved in multiple columns.

Science:

The children will be investigating whether the size of the pinnae affects the volume of sound.

History:

In History this week, the children will be finding out why people wore gas masks and discussing how they would feel about wearing a gas mask and taking part in regular 'gas mask drills.'

Geography:

This week, the children will be exploring the River Tame and the River Thames, learning about their significance to the United Kingdom. They will discuss the historical, cultural, and economic importance of both rivers, including their roles in industry, transport, and leisure.

Computing:

This week the children will be recapping everything they have learnt so far about data – how it is collected, how to use data and how to store data.

Music:

In Music this week the children are continuing to practise their flutes and clarinets. The children are implementing their new notes into their practice and learning about different musicians.

Art:

In Art this week, the children will be using plaster of paris to create their own plinth and wire to create their 'statue'. children will be on how they made their own plinth out of clay and planning how they want their image or figure of themselves to look on top of the plinth.

PDW:

Next week is **Children's Mental Health Week 2025** with the theme, "**Know Yourself, Grow Yourself**". The children will be taking part in lessons that focus on supporting children in developing a deeper understanding of their emotions, strengths, and unique qualities. By fostering self-awareness, children can build resilience, confidence, and a positive mindset, empowering them to navigate challenges and reach their full potential. This year's theme encourages activities that inspire self-reflection and personal growth, nurturing both mental well-being and individuality.

P.E:



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This week the children will continue creating a dance that incorporates matching and mirroring, collaborating with a partner to express ideas effectively, and building their confidence to perform in front of the class.

MFL:

This week the children will be recapping everything they have learnt so far this term on using adjectives and 'je suis' or 'je ne suis pas' to describe their personality.

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 7th February 2025

Task 1: Complete one Reading Eggspress Lesson. You should be on or beyond lesson 118

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 end Children's Mental Health Week in school we would like you to share with us something that is important to you. This could be a place, person, a belief, a tradition, an object, or a memory.

Take up to 3 different photos on your iPad and create a project using an app like Keynote or Freeform to collate and annotate your ideas. These will then be shared with your class if you want them to.

YEAR FIVE

Key Questions:

What was life like in England during the Anglo-Saxon period?

Key Text for Linked Learning:

The Anglo-Saxons: The History Detective Investigates by Neil Tonge

Key Vocabulary:

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

Linked Learning: English and History

In English, the children will be linking their learning to their history topic on the Anglo-Saxons, exploring key facts about this fascinating period in British history. They will develop their knowledge of Anglo-Saxon life by engaging with a range of activities that include summarising key information,

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answering retrieval questions, and analysing different aspects of the period. For example, they will explore topics such as the role of kings and warriors, the significance of monasteries, and the importance of Anglo-Saxon art and culture. The children will also be identifying themes and conventions in historical texts, allowing them to improve their reading comprehension and critical thinking skills. These activities are designed to align with the English National Curriculum, helping pupils to develop a deeper understanding of historical texts while honing their writing, reading, and speaking skills.

Maths:

This week in maths, we will be developing our multiplication and division skills with a focus on decimals and short division. We will begin by multiplying a one-digit number by a decimal with one decimal place, ensuring that we understand how to position the decimal correctly in our answers. Next, we will move on to multiplying a one-digit number by a decimal with two decimal places, reinforcing our knowledge of place value and multiplication strategies. Later in the week, we will shift our focus to division, using short division to divide a four-digit number by a one-digit number, making sure we apply the correct method step by step. In this case, there will be no remainders, allowing us to focus on the process of dividing accurately. Throughout the week, we will build confidence in these key skills, which will help us when working with more complex calculations in the future.

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, the children will be learning about the Picts and the Scots, two fascinating groups from early British history. They will explore the way of life of the Picts, known for their unique art, warrior culture, and mysterious symbols, as well as the Scots and their role in shaping Scotland's history. One exciting part of their learning will be discovering the Pictish alphabet, known as Ogham, and using it



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to decode messages. The children will take part in a fun and interactive activity where they will write and decode secret messages using the Ogham alphabet, allowing them to engage more deeply with the history and culture of these ancient peoples. This hands-on activity will not only bring the topic to life but also help the children develop important skills in history and problem-solving.

Geography:

In geography, the children will be comparing London with a Scandinavian capital, such as Oslo or Stockholm, to explore both physical and human geographical factors. They will investigate the differences and similarities in the landscapes, climate, and natural features, as well as examine the ways in which human activity has shaped each city, including aspects like architecture, transport, and population. The children will use their findings to create a detailed document, showcasing their understanding of how these two cities are influenced by their environments. This project will help them develop skills in research, analysis, and presenting information clearly, while also deepening their appreciation of the geographical and cultural contrasts between London and a Scandinavian capital.

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

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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.

MFL:

In French, the children will be learning about French festivals and celebrations, which will help them gain a deeper understanding of French culture and traditions. One of the highlights will be exploring La Fête des Rois, a popular celebration that marks the Epiphany and is known for its delicious "galette des rois" (king cake). Through this, the children will learn about the customs, food, and significance of the festival, as well as other celebrations in the French-speaking world. They will also continue to build their language skills by learning key vocabulary related to these events and practicing simple phrases through songs, games, and role-playing activities. This approach will support their listening, speaking, and writing skills, as well as their overall understanding of the rich cultural diversity found within the French-speaking world.

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 7th February 2025.

Task 1: Complete your next Reading Egg – Lesson 157.

Task 2: Maths – Please complete the multiplication and division tasks. First, multiply a one-digit number by decimals with one and two decimal places, making sure to place the decimal correctly in your answers. Then, use short division to divide four-digit numbers by a one-digit number, following the correct steps. Finally, try the challenge task by creating and solving your own word problem.

Upload your completed work to Showbie by Friday.

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Task 3: Science- For this week's science homework, you need to write an equipment list and a method explaining how you would test the solubility of salt, sugar, flour, pepper, and oil. Think carefully about what materials you would need and the steps you would follow to conduct a fair test. Make sure your method is clear and detailed so that someone else could follow it. Upload your completed work to Showbie by Friday.

YEAR SIX

Key Question:	In a constantly moving world, where does one feel at home?
Key Text for Linked Learning:	Mortal Engines by Philip Reeve
Key Vocabulary:	fragment, furnaces, scavengers, clustering, haphazardly, pneumatic, engineer, swished, disobedience, guild

Linked Learning: Science and PDW

In **Science** and **PDW** this week, children will be learning about their SRE unit. Children will be learning about relationships, human reproduction, and puberty. The sessions will cover key aspects of transitions in life. They will learn about age related laws, life changes from conception to death and exploring emotions, choices and consequences. They will also learn about raising self-esteem, exploring emotions and identifying their feelings towards moving to secondary school; the changes that will occur during puberty, labelling the male and female reproductive parts and how humans reproduce; what HIV and AIDS are, how it affects the immune system and how is it transmitted between people; and understanding the meaning of prejudice, how people judge and label gender and the diversity of different family groups.

In **English** next week, the children will continue their reading and writing unit based on *Mortal Engines* by Philip Reeve. They will revisit how language contributes to meaning, with a particular focus on vocabulary. The children will deconstruct key vocabulary from the text and practise applying it within their own sentences. They will also revisit their understanding of figurative devices, learning the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style, and effect.

Using the text as a model, the children will map out the structure of the story. This will support them in writing their own third-person narrative. They will explore how the characters have been

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developed in *Mortal Engines*, which will help them plan the structure and story arc of their own narrative. Drawing on other similar models, the children will develop their initial ideas and consider how to build their characters effectively.

Using what they have learned, the children will then plan the grammatical features and key vocabulary to include in their writing, with the aim of creating a dystopian atmosphere. They will think aloud to generate ideas, draft their work, and re-read to ensure the meaning is clear.

Throughout the week, the children will progressively build and add to a varied and rich vocabulary bank, which they will incorporate into a range of sentence structures. This work is aligned with the National Curriculum expectations for Year 6, focusing on vocabulary development, understanding figurative language, and applying grammatical features to create a specific tone and effect.

Maths:

The children will be learning about the order of B.O.D.M.A.S. They will be practising their knowledge with mixed calculations which will include indices and brackets.

Science:

In Science this week, the children will investigate how the voltage effects the volume of a buzzer. They will investigate this by altering the number of buzzers powered by one battery and vice versa, in turn altering the voltage of the electrical circuit.

History:

In History, the children will learn about trench warfare, daily life for soldiers, and the challenges faced. They will explore the concept of 'No Man's Land' and the physical and psychological effects of war.

Geography:

The children will be using their learning so far to compare Yosemite National Park with a national park in the UK. They will be asking questions and researching answers to achieve this.

Computing:

In this lesson, the children will implement the algorithms that they created previously as code. In doing this, they will identify variables in an unfamiliar project and learn the importance of naming variables. They will be able to add another variable to enhance their project.

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 consider how the music makes the story more interesting.

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Art:

The children will begin to construct their light sculpture using paper mâché bases.

PDW:

This week the children will be discussing the suffering that happens to themselves and what the different responses can be.

P.E.

The children will be practising their skills in the invasion game of Basketball. This week they will be developing their shooting technique and making decision about when to pass, dribble or shoot.

MFL

The children will be talking about a healthy lifestyle in French. They will recall the French for 8 verb phrases linked to healthy living. There will be some translation of simple sentences from English into French using *on doit* + infinitive.

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 7th February 2025.

Task 1: Complete a level of Reading Eggspress. All children should be at or beyond level 199.

Task 2: Monster Learning – KS2 Revision – Fractions, decimals and Percentages – *Group Fractions – word problems* to the end.

Task 3: From our reading so far, draw a picture of Tom and label with quotes from the text.

