

## Next Week at Hill West

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

Week commencing: Monday 7<sup>th</sup> April



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## LET'S CELEBRATE 'OUR' SCHOOL



We have now issued an amazing **4213** behaviour points on Class Charts since our launch on the 24<sup>th</sup> March 2025. Massive congratulations to our pupils on their exemplary learning behaviours and conduct.



## RECEPTION

<b>Key Question:</b>	How do we celebrate Easter?
<b>Key Text for Linked Learning:</b>	Easter by Nancy Dickmann
<b>Song of the Week:</b>	Spring Chicken
<b>Key Vocabulary:</b>	Joyful, worship, Christians, rose, active listening

### Linked Learning: People, Culture and Communities and Communication and Language

Reception children will be learning about the Easter story through the book Easter by Nancy Dickmann. They will explore the meaning of Easter and how Christians celebrate this special time of year. As they listen to the story, children will develop their vocabulary around key words like "rose," "celebration," "cross," and "new life," helping them to understand the deeper significance of Easter. They will discuss how people prepare for Easter and reflect on themes of hope, love, and forgiveness.

Children will be encouraged to ask and answer "why" questions, such as "Why do Christians celebrate Easter?". They will learn to explain their ideas clearly, using their growing vocabulary to share their thoughts and make connections to the story.

On Tuesday, the children will have an exciting day as they take part in their Easter Bonnet parade, where they will wear their own creative bonnets. This will give them the opportunity to practice descriptive language, as they talk about the colours, shapes, and decorations on their bonnets. The day will be made even more special as children share a lovely lunch with a loved one, reinforcing the values of family, community, and togetherness. This hands-on experience will provide a fun and meaningful way to reinforce their learning about Easter.

### PSED:

This week the children will discover 'active listening' during their My Happy Mind learning. They will also explore the meaning of Easter and how Christians celebrate this special time of year.

### Communication and Language:



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The children will be answering 'why?' and 'how do you know?' questions this week in relation to the Christian story of Easter. Children will be encouraged to use the vocabulary Jesus, God, cross

### **Physical Development:**

This week in PE the children will begin their games unit. They will learn to aim when throwing and practise keeping score at each station. The children will be revisiting the formation of letters this week, to ensure they are starting the letters in the correct spot and accurately forming them. The Little Wandle formation phrases will support this.

### **Literacy:**

This week, the children will be learning to spell the tricky words **my** and **you**. They will use these in sentences e.g. my hair is long, my nan is fun, you are kind. The children will be encouraged to use their segmenting fingers and a grapheme mat to support their spelling.

### **Phonics:**

The children will begin Phase 4 in phonics this week. The focus will be sound talking and blending to read CVCC (consonant, vowel, consonant, consonant) such as; **went, jump, best, tenth**. The children will learn four new tricky words; **said, so, have, like**. Using their phonic knowledge and segmenting fingers, they will spell CVCC words e.g. **help, soft, fact, pond**.

### **Reading:**

To apply their phonics knowledge in their daily reading practise session. This will consist of revisiting grapheme cards, decodable words, tricky words, and vocabulary. Each session, the children will be developing their decoding, prosody, and comprehension skills. By the end of the week, children will be reading their books with fluency.

### **Mathematics:**

This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. A key area of focus this week will be to develop confidence in counting strategies, including counting on from different starting numbers.

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

The children will be learning all about the Christian Easter story. They will learn who celebrates Easter and where Christians go to worship during this period. The children will listen to the Easter story and

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develop their knowledge of Jesus coming back to life. At the end of the week, they will sequence parts of the story.

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

This week the children will be creating wonderful Easter and Spring crafts. They will practise their art techniques such as folding, snipping and using a template to make their creations.

### **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 11<sup>th</sup> April.**

**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 creating a friendship recipe using the template sent home (4.4.25).

Discuss with your child what they feel makes a good friend, sharing ideas and examples. These will be added to our MyHappyMind display in class.

## YEAR ONE

<b>Key Question:</b>	Could the Gingerbread Man and the Fox be friends?
<b>Key Text for Linked Learning:</b>	<b>The Gingerbread Man</b>
<b>Key Vocabulary:</b>	Crept, sly, flick, sneaky, tossed, direction, position, castle, target, vascular

### **Linked Learning: English and PDW**

This week, Year 1 students will continue their exploration of *The Gingerbread Man*, building on the skills they developed in previous lessons. The focus will be on retelling the story in their own words by rewriting it with attention to the key stages: the beginning, middle, and end. The children will start by drafting their version of the story, ensuring that they include all the essential events in the correct sequence. They will have opportunities to review and revise their drafts, encouraging them to think critically about their writing and improve the flow and clarity of their ideas. Once their drafts are complete, they will publish their final versions, which will be beautifully presented for display in the classroom. This process allows students to refine their writing skills while focusing on story structure,



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character development, and sequencing. By engaging in this activity, the children will not only strengthen their ability to retell familiar stories but also build their confidence in using their own words to express ideas creatively. The display of their finished work will celebrate their achievements and provide a sense of pride in their progress.

### **Phonics:**

This week the children will be growing the code for the following graphemes: ie (igh), i-e (igh), o (oa) and o-e (oe). They will also be learning the following tricky words: were, one, says, here and today.

### **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:**

The children will be going back to addition; exploring adding two single digit numbers within 10, adding two single digit numbers bridging 10, adding ten and a single digit number, adding 9 and a single digit number.

### **Science:**

This week the children will be continuing with our new unit all about plants. This week they will be identifying and labelling the basic parts of a plant (root, stem, leaf, flower, petal). They will then move on to learning about what each of these parts do and how they help the plant survive.

### **History:**

The children will be continuing their topic all about Castles. Having discovered that the Normans invaded England was invaded by the Normans, this week they will be exploring how the Norman built their castles and which Norman castles still exist in England today.

### **Geography:**

Continuing to explore Seasons, this week the children will be finding out what the weather is like in Spring in the United Kingdom.

### **Computing:**

This week the children will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The children use the Backspace key to remove text from the computer.



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### Music:

This week the children will listen to some of the music tracks from Mary Poppins; Supercalifragilisticexpialidocious. The children will be commenting on instruments used and some of the rhythms they could hear. Using un-tuned percussion instruments the children then begin to create their own accompaniment to the music.

### Art / DT:

The children will be introduced to the Artist John Ruskin. They will be exploring his piece called the 'Peacock Feather', to help inform their own mark making process of drawing feathers.

### RE /PDW:

To explore the Buddhist festival Vesak and begin to prepare for our class assembly.

### P.E:

This week the children will be continuing their new unit of Athletics. The children will be developing and exploring how to change direction quickly, and exploring how to hop, leap and jump for a distance.

**Homework:** Everyday – share a book / story

**This week's assigned homework should be completed and returned by Friday 11<sup>th</sup> April.**

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

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

**Task 3:** This week your homework is to create a small table decoration or centrepiece in preparation for our Easter lunch, on Wednesday. The theme should be rebirth or renewal – typical themes found in the Spring season. These centrepieces will be displayed on the tables as Year 1 have their Easter lunch so each piece should be well presented and neat. Please can your centrepiece be brought in on Tuesday 8<sup>th</sup> April and be no bigger than cereal box.

## YEAR TWO

<b>Key Question:</b>	What is Easter?
<b>Key Text for Linked Learning:</b>	The Building Boy by Ross Montgomery and David Litchfield
<b>Key Vocabulary:</b>	Palm, Easter, rhythm, rhyme, expedition, analogue,

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### Linked Learning: English and PDW

This week in English, the children will continue writing, they will refine their adaptations of *The Building Boy* by completing the editing process, focusing on improving sentence structure, punctuation, and word choice. They will then publish their final versions, developing their handwriting skills. Finally, they will create illustrations to complement their stories, carefully drawing their own characters and enhancing their artistic and visual storytelling abilities. This learning experience supports key Year 2 National Curriculum skills, including writing composition, editing, spelling, grammar, and creativity.

Finally, they will end the week by exploring poetry, writing short Easter-themed poems. They will experiment with rhyme, rhythm, and descriptive language to express their ideas creatively. This learning experience supports key Year 2 National Curriculum skills, including vocabulary development, sentence structure, and self-expression through writing.

### Maths:

This week in Maths, the children will be continuing to develop their time-telling skills before revising their learning from half term. At the start of the week, children will learn to read the time to 'quarter to' the hour on an analogue clock. They will understand that when the minute hand is on the 9, it is quarter to the next hour. They will then go on to practise drawing the hands on a clock face to show quarter past and quarter to the hour, building on their understanding of how the hour and minute hands move in relation to each other. This will build their ability to visualise and represent time accurately. At the end of each lesson, the children will review their previous learning, building on key skills through practical activities, questioning, and problem-solving. At the end of the week, the children will have a whole-class review of all their Maths learning over the half term, revisiting key concepts such as fractions, measurement, and time. This will enable them to secure their knowledge and be prepared for the next stage of their learning.

### Science:

This week in Science, the children will be learning how the strength of some materials can be changed. They will be working scientifically to measure strength using non-standard units and then record their data in a block graph which they will then answer questions about.

### History:

This week in History, the children will consider how expedition clothing has adapted and changed over the years. They will focus on space astronauts, and Sailors linked to Neil Armstrong and Christopher Columbus.



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### Geography:

This week in Geography, the children will be comparing different homes around the world. They will focus on Yanomami people, Mongolian people and Berber people.

### Computing:

This week in Computing, the children will be using alternative ways to present data. They will discuss their findings and whether it is always ok to share data, and when it is not ok. They will know that it is alright to say no if someone asks for their data, and how to report their concerns.

### Music:

In Music this week, children will continue to listen to 'I Can See Clearly Now' by Jimmy Cliff. They will analyse the music and identify the different instruments featured in the song and how it is like other Reggae songs.

### Art / DT:

There will be no Art due to the children taking part in the Easter Hunt.

### R.E. /PDW:

In RE this week, the children will be learning about the Easter story and why Palm Sunday is so important to Christians.

### P.E.:

In PE this week, the theme will be The Circus. They will change their expressions to represent different characters, using expression to show the different characters using clear exaggerated actions. They will use counts of 8 to help them stay in time with the music. Finally, they will reflect on their dance so far to make improvements.

**Homework:** Books 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: wart, worse, bunnies, quantity, berries, copies, parsley, medal.

**This week's assigned homework should be completed and returned by Friday 11<sup>th</sup> April.**

**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.



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**Task 3:** As we have our egg rolling event next Friday, we would like you to decorate and bring in your own decorated egg. We are looking forward to seeing your amazing designs ready to roll down the hill,

### YEAR THREE

<b>Key Question:</b>	Are you ready for Stop, Camera, Action?
<b>Key Text for Linked Learning:</b>	Flotsam – David Wiesner
<b>Key Vocabulary:</b>	exotic, blissful, weathered, mysterious, enigmatic, heavenly, contraption, alluring, aquatic, abnormal.

#### Linked Learning: Art and English

Next week, your children will be continuing their exciting journey through creative writing and performance in English. Having already immersed themselves in the text *Flotsam* by David Wiesner, they have analysed the story and written their own scripts inspired by its themes.

The next step will involve bringing their scripts to life! Your children will be acting out their scripts using props and backdrops, displayed on the interactive whiteboard, to enhance their performance. This activity will encourage them to develop their speaking and listening skills, focusing on clear expression, engaging with the audience, and working collaboratively with their peers. They will also have the opportunity to refine their use of appropriate tone, volume, and gestures to effectively communicate their ideas.

This English work will be linked to their Art lessons, where the focus will be on landscapes and environments. The children will now sew into their painted background on canvas, adding texture and depth to their artwork. This cross-curricular link will help them connect their creative writing to visual art, providing a rich, hands-on experience that combines storytelling and artistic expression.

Throughout this activity, your children will be meeting the Year 3 English National Curriculum objectives for Speaking and Listening. They will: Speak clearly and confidently in a range of contexts, including in role-play and drama activities, Listen attentively to others, responding appropriately to their ideas and views. Use appropriate intonation, tone, and volume to convey meaning when speaking. Work collaboratively in pairs or small groups, demonstrating respect for others' contributions.



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We are excited to see how their creativity and communication skills continue to develop next week, as they combine the worlds of storytelling, performance, and art!

### **Maths:**

This week, we will continue our topic on fractions. The children will focus on ordering fractions when the denominators are the same and exploring equivalent fractions. To support their learning, we will continue using fraction walls to help them find both unit and non-unit fractions of a given number. Towards the end of the week, we will begin a new topic on *Time*. We will start with a recap lesson on the function of the big hand and small hand on an analogue clock. The children will also revisit counting the minutes on the clock, reinforcing their understanding of the 5 times tables.

### **Science:**

Next week, as the children conclude their topic on light and shadows, they will have the exciting opportunity to design a poster that showcases everything they have learned. This poster will visually represent the key concepts they've explored, such as transparent and opaque objects, the formation of shadows, and the behaviour of light. The children will incorporate illustrations and diagrams to show how light travels in straight lines and how shadows are formed when an opaque object blocks the light's path. They will also include information about how different materials interact with light, explaining why some objects allow light to pass through while others do not. Their posters will highlight how the shape of a shadow corresponds to the shape of the object blocking the light, and how the sun's light causes shadows throughout the day.

This creative task will allow the children to consolidate their understanding by presenting their knowledge in a clear and informative way. It will also give them the chance to express their ideas visually, while reinforcing the scientific concepts they've studied. They will present their posters to the class, explaining their designs and the science behind them, developing their speaking and listening skills along the way.

We look forward to seeing how the children creatively demonstrate their understanding of light and shadows through their posters!

### **History:**

This week in History, the children will learn how pyramids were constructed in ancient Egypt. They will explore the techniques and tools used by the Egyptians to build these monumental structures and understand their cultural and historical significance.

### **Geography:**

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This week in Geography children will learn about strong winds and tornadoes. They will explore tornado hotspots around the world and study the tornado that struck Birmingham in 2005. Following this, the children will write a summary describing the events of the 2005 Birmingham tornado, enhancing their understanding of the impact and nature of such natural disasters.

### **Computing:**

This week, the children will learn about branching databases. They will explore how these databases are used to classify and organize information based on a series of yes/no questions, helping them to understand how data can be systematically sorted and categorised

### **Music:**

This week, the children will continue learning to play the recorder, focusing on practicing reading musical scores using the four basic notes they have already learned. They will work on improving their ability to read and play simple melodies, reinforcing their understanding of musical notation and rhythm.

### **Art:**

This week, the children will add texture and depth to their painted landscapes by sewing into their canvases. They will enhance details such as trees, skies, and water, combining paint and fabric to create dynamic artwork. Additionally, they will critique both their own and their peers' work, reflecting on strengths and areas for improvement. This process will help them develop their artistic skills and encourage thoughtful, constructive feedback.

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

This week, the children will learn that Jesus was Jewish and, as part of his faith, celebrated Passover, or Pesach. They will explore the origins of Judaism, which began around 4,000 years ago when the Prophet Abraham received a revelation from God. The children will also learn that Jews believe in one God with whom they have a special relationship. Additionally, they will study Passover as an annual remembrance of God's rescue of the Jewish people from slavery in Egypt.

### **P.E.**

This week in PE, the children will focus on developing their tennis skills. They will work on improving their hand-eye coordination, footwork, and ability to hit the ball accurately. The lessons will include various drills to help them develop their understanding of the basic tennis strokes, such as forehands, backhands, and volleys. In addition to these technical skills, the children will also practice teamwork and good sportsmanship during mini-tennis games.

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**Homework:** Every weekday: 5 minutes of TT Rockstars every day and at least 10 minutes of reading. Half termly spellings: address, busy, business, heart, fruit, strange complete, extreme, forward, know.

**This week's assigned homework should be completed and returned by Friday 11th April.**

**Task 1:** Practice half termly spellings, set a timer and practice writing them out quickly, see if you can beat your own score, what's your fastest time?

**Reading Eggs** - Complete lesson 88 on reading eggs

**Handwriting** - Complete handwriting homework practice Week 7, Spring 2 on Showbie.

**Task 2:** Complete this week's maths homework on Showbie. Homework -> Maths homework -> Spring 2 -> Week 7.

**Task 3:** Paint and decorate a boiled egg so that it looks like a book character.

## YEAR FOUR

<b>Key Question:</b>	Can I create my own playscript?
<b>Key Text for Linked Learning:</b>	How to Train Your Dragon: Cressida Cowell
<b>Key Vocabulary:</b>	Observing, definite, culmination, yelling, contently, bracken, chucked, extraordinary, raging, gloomily

### Linked Learning: English and PDW

This week, the children will be concluding their learning on *How to Train Your Dragon* by Cressida Cowell. Following already planning their work, the children will continue to draft and write their playscripts on a short section of the text. This supports the national curriculum aim of children writing for a range of different purposes. Through guided discussion, the children will work to ensure that stage directions have been included within their scripts, so that character's thoughts and feelings are considered. As the week progresses, the children will revise and edit before publishing their play scripts. They will finish by performing them with their peers.

### Maths:

This week in Maths the children will continue to be taught decimal numbers. They will start the week by dividing a two-digit number by 100. The children will then be comparing numbers with 1 and 2 decimal places. They will end the week by ordering numbers with the same number of decimal places.



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### Science:

The difference between vertebrates and invertebrates will be discussed and the children will classify different animals using classification diagrams including the venn and carroll diagram.

### History:

The children will take part in an end of topic quiz all about World War 2.

### Geography:

In geography this week the children will be exploring India's culture and its influence on other countries.

### Computing:

This lesson is based on the concept of fake images. The children will sort images into 'fake' and 'real' and give reasons for their decisions. They will create their own fake images and reflect on how easy it is to digitally alter images, and what this might mean for the images that they see around them.

### Music:

The children will continue enjoying practising new notes learned on the clarinet and flute, using these to play a variety of pieces.

### Art / DT:

This week the children will be use water colours to paint their already sketched composition. They will explore how to use water to dilute the colour to show shade and tone in their painting.

### R.E. /PDW:

In My Happy Mind this week the children will be learning how listening can help us to understand other people's perspectives.

### P.E.:

The children will continue to develop their defensive and attacking movements in the game of hockey and work to use these in drills and small games against each other.

### MFL:

This week, the children will be learning how to talk about their height and in French.

### Homework:

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

**Half Termly Spellings:** experience, sentence, medicine, exercise, special, heart, minute, height, library, potatoes

**This week's assigned homework should be completed and returned by Friday 11<sup>th</sup> April 2025**

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**Task 1:** Complete one Reading Eggspress Lesson. You should be on or beyond lesson 126

**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:** Practise your lines for the upcoming Moles and Squirrels class assemblies, these will be on Showbie. Costume ideas can be viewed on Showbie.

## YEAR FIVE

**Key Questions:**

**Who should take the English throne?**

**Key Text for Linked Learning:**

**The Usbourne History Series: Anglo Saxons**

**Key Vocabulary:**

Persuasive, argument, rhetorical, emotive, structure, evidence, position, influence, convince, technique.

### **Linked Learning: English and History**

In English, the children will delve into the fascinating history of the Battle of Hastings, focusing on the three main claimants to the English throne after the death of Edward the Confessor: Harold Godwinson, William the Conqueror, and Harald Hardrada. This topic will deepen their historical understanding and tie directly into their History curriculum. However, the primary emphasis will be on developing crucial English skills, particularly in speech writing and delivery. The children will explore how to craft a persuasive argument, honing their ability to write to argue, using formal language, and structuring their points clearly and logically. They will also learn how to plan and deliver a compelling speech, taking a position on which claimant to the throne they would support. Throughout the process, they will be encouraged to use rhetorical techniques, such as emotive language, repetition, and rhetorical questions, to strengthen their arguments and engage their audience. This will not only refine their writing for specific purposes and audiences but also enhance their speaking and listening skills. By the end of the unit, the children will have composed and presented their own persuasive speeches, demonstrating the language and rhetorical skills they've developed in preparation for the Easter holidays.

### **Maths:**

In Maths, first the children will add proper fractions, denominator multiples, within the whole. Next, they will add proper fractions, denominator multiples to provide a mixed number answer. After that,

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the children will add mixed and proper fractions, same denominator to provide a mixed number answer. Then, they will add mixed and proper fractions with the same denominators to give a sum of a mixed number where they will add beyond a whole. Finally, the children will add mixed and proper fractions with denominator multiples to give a mixed number answer.

### **Science:**

This week in Science, the children will be sorting different materials. They will be able to recognise simple properties of materials and sort them into categories. Then they will understand how the different properties of materials and science help when sorting materials at a recycling factory.

### **History:**

Next week, our history learning will focus on the Peace Treaty of Wedmore in 886, a key event in the Viking and Anglo-Saxon history. The children will explore the terms of the treaty between King Alfred the Great and the Viking leader Guthrum, which helped bring about a period of peace between the two groups. As part of this study, the children will develop several key skills. They will practice critical thinking and analysis by examining the historical context and the significance of the treaty. They will also develop their research skills by gathering information from different sources and using evidence to support their conclusions. In addition, the children will enhance their writing skills by creating a report or summary of the event, ensuring they use clear structure, formal language, and accurate details. This will also involve applying their understanding of chronology and cause-and-effect relationships. The children will be encouraged to engage in discussions, sharing their ideas and debating the impact of the treaty on future relations between the Anglo-Saxons and the Vikings. By the end of the week, they will have a deeper understanding of this important historical moment and will have honed a variety of skills that will help them with future history studies.

### **Geography:**

In Geography, the children will explore the vital topics of trade and industry in South America, focusing on how the continent's natural resources and industries shape its economy. They will investigate the major exports from South American countries, such as coffee, soybeans, gold, and oil, and understand how these goods are produced, traded, and exported globally. The children will also examine the industries that support these exports, like agriculture, mining, and manufacturing, and how they influence local communities and the wider global market.

Throughout the lesson, they will learn about key trade routes and the role of ports, such as those in Brazil and Chile, in facilitating the movement of goods. The children will also discuss the economic impact of these industries, looking at how they create jobs, foster growth, but also considering the



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environmental effects and challenges, such as deforestation linked to agriculture or mining. By examining these trade relationships and industries, the children will gain a deeper understanding of how geography and human activity are interconnected, shaping the world's economic landscape.

### **Computing:**

In Computing, the children will create a paper version of a record card database. Using a card template, they create a data set, with each pupil creating eight to ten cards linked to a theme, e.g. animals. They will complete records for each of the animals in their database and then physically sort the cards to answer questions about the data.

### **Music:**

In Music this week, we will focus on exploring the dynamics of a piece of music – 1812 Overture. We will analyse this piece of music through making observations and recording our findings based on these three questions: 1. Watch the conductor carefully; what does he do to change the dynamics in the music? 2. How do the dynamics affect the mood of the music? 3. As the music is playing draw a picture that you would associate with the piece of music, is it: happy, sad, exciting or angry?

### **Art / DT:**

In Art this week, the children will refer to their Highwayman set design and explore different strategies they could use to help them tell the famous more vividly and clearly to captivate a potential audience.

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

Next week in PDW, the children will explore the importance of being aware of others' feelings, a key skill for building empathy and fostering strong relationships. They will learn to recognise and understand emotions in both themselves and others by discussing different emotional responses and how these emotions can influence behaviour. Through group discussions and role-playing activities, students will practise active listening and responding thoughtfully when someone is happy, upset, or frustrated. They will also focus on identifying non-verbal cues, such as body language and facial expressions, to gain a better understanding of how others are feeling. Additionally, the children will explore the value of showing kindness, offering support, and respecting someone's need for personal space. By the end of the week, they will have a clearer understanding of how being mindful of others' emotions can help create a caring and supportive environment, both in the classroom and beyond. This will equip them with the confidence and empathy needed to navigate social situations with greater awareness and consideration.

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

Week commencing: Monday 7<sup>th</sup> April



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### P.E:

In PE this week, the children will take part in the final dance lesson of the unit, where they will showcase the fundamental skills and techniques they have developed. They will focus on refining their dance routines, incorporating different movement styles with an emphasis on rhythm, coordination, and expression. Through warm-up exercises and final practice sessions, students will gain confidence in combining steps and gestures to tell a story or convey emotions through dance. As they complete their routines, they will collaborate with classmates, fostering teamwork and creativity. This lesson will not only enhance their physical abilities but also support self-expression and artistic growth, allowing them to finish the unit with a sense of achievement.

### MFL:

In French this week, the children will focus on vocabulary related to family members. They will learn words like mère (mother), père (father), frère (brother), sœur (sister), grand-mère (grandmother), and grand-père (grandfather). The children will practice writing and speaking about their own families by answering questions such as "Avec qui est-ce que tu habites ?" (Who do you live with?) and describing their family members in French. Through this activity, they will reinforce basic sentence structures and improve their ability to express themselves in French. By the end of the week, they will be able to confidently share a short paragraph about their family, both in writing and when speaking.

**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 11<sup>th</sup> April.**

**Task 1:** Complete your next Reading Egg – Lesson 165.

**Task 2:** For your maths homework this week, you will be adding fractions. You will start by adding proper fractions where the denominators are multiples, then move on to adding fractions that result in mixed numbers. As you progress, you will add mixed and proper fractions with the same denominators and then work beyond a whole. Finally, you will add mixed and proper fractions with denominator multiples to find a mixed number answer.

Complete the questions carefully and check your work. Once finished, upload your homework to Showbie by Friday.

**Task 3: PDW: Understanding Others' Feelings**

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For your PDW homework this week, you will be thinking about the importance of recognising and understanding emotions in others. This will help you develop empathy and build positive relationships with those around you.

Your task is to reflect on a time when you noticed someone feeling happy, upset, or frustrated. Think about how you knew they felt this way—did you hear it in their voice, see it in their facial expression, or notice it in their actions? Then, explain how you responded to their emotions and what you could do in the future to show kindness, offer support, or respect their feelings.

Complete your response carefully, thinking about the impact of your words and actions. Once finished, upload your work to Showbie by Friday

## YEAR SIX

<b>Key Question:</b>	What will happen to Joey and Albert after the end of the war?
<b>Key Text for Linked Learning:</b>	War Horse by Michael Morpurgo
<b>Key Vocabulary:</b>	Convoy, gait, feverishly, strewn, propaganda, evolution, tradition, persistence, gratitude, commitment.

### **Linked Learning: English, PDW and History**

This week, children will complete their diary entries from the perspective of a World War One soldier, bringing to life the experiences of those who fought in the trenches. Their writing will capture the emotions, sights, and sounds of war, as they describe key moments such as going over the top, enduring the harsh realities of trench life, and reflecting on their fears, hopes, and memories of home.

As part of this task, they will engage in the revising and editing process, ensuring their writing is clear, engaging, and impactful. They will carefully re-read their work, refining structure, vocabulary, and sentence fluency to enhance its authenticity and emotional depth. By evaluating their own and others' writing, they will learn to make thoughtful improvements to grammar, punctuation, and word choices, strengthening the overall effectiveness of their work.

Through guided peer and self-assessment, children will identify areas for improvement, such as enriching descriptive details, maintaining consistency in tense, and varying sentence structure for



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greater effect. They will also refine their spelling, punctuation, and paragraphing, ensuring their final piece is polished and cohesive.

By engaging in this iterative writing process, children will not only develop their technical writing skills but also build resilience and independence as writers. This process encourages them to take ownership of their work, resulting in a diary entry that is both compelling and immersive, transporting the reader to the battlefields of World War One. Once completed, children will have the opportunity to publish their work, sharing their writing with a wider audience and taking pride in their final pieces.

### **Maths:**

In Maths this week, children will continue developing their fluency in finding percentages of amounts, embedding their ability to find any percent of an amount from finding 50%, 25%, 10%, 5% and 1%.

### **Science:**

The children will look at fossils and discuss how fossils are formed and what they tell us about extinct species, providing proof of Charles Darwin's theory of evolution. They will consider the link between modern animals and their ancestors, considering how they have adapted overtime to survive.

### **History:**

The children will be discussing the relevance of canals today. They will revisit their learning and discuss how canal areas could be rejuvenated.

### **Geography:**

The children will consolidate what we have learnt about Africa and carry out independent research on a country of their choice. They will consider the human and physical geography of the chosen country.

### **Computing:**

During this lesson the children will acquire the skills to create charts in Google Sheets. They will evaluate results based on questions asked using the chart that they have created.

### **Music:**

The children will listen to and appraise the song Will You Still Love Me Tomorrow by the Shirelles. They will clap along to the rhythm and perform the song.

### **Art / DT:**

The children will be finalising their portrait background and evaluating their creations.

### **PDW:**

The children will be exploring what it means to be a critical consumer. They will identify different influences on people's spending and how these can be managed.

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### **P.E:**

The children will be combining all their learning to copy and repeat a phrase of movement in the 1970s disco style.

### **MFL:**

The children will consolidate all the verb learning. They will recall what is meant by conjugation and identify how to conjugate regular ER verbs in the present tense in the 1st person singular. They will apply the rule to form the present tense (regular ER) verbs to additional ER verbs linked to healthy lifestyle.

### **Homework**

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

**Half termly Spellings:** prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language

**This week's assigned homework should be completed and returned by Friday 11<sup>th</sup> April.**

**Task 1:** Complete a level of Reading Eggspress. You should be at or beyond Lesson 207.

**Task 2:** Monster Learning – KS2 Assessments – Maths Assessment Paper 2 – Reasoning Test 3

**For Tasks 1 and 2 upload a screenshot of your completion certificate to Showbie.**

**Task 3:** Describe how to form an active and a passive sentence. Write five examples of each.

