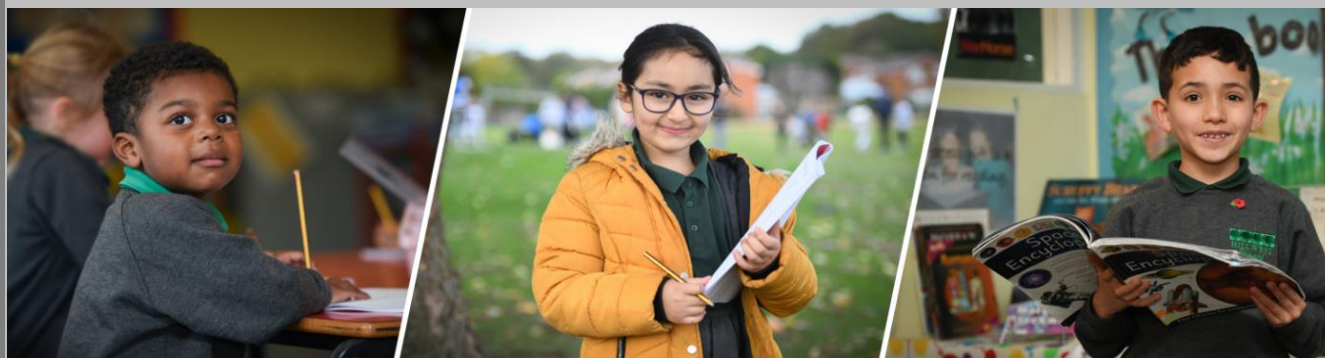


## First week back at Hill West

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

Week commencing: Monday 28<sup>th</sup> April

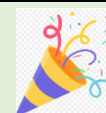


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## LET'S CELEBRATE 'OUR' SCHOOL



So far, we have had 83 responses to our parent survey and 92% have said that their child enjoys coming to school and is happy here. In addition, 84% have welcomed the introduction of 'class charts'.



## RECEPTION

<b>Key Question:</b>	What can we see in London?
<b>Key Text for Linked Learning:</b>	My First Book of London by Charlotte Gullian
<b>Song of the Week:</b>	<i>London Bridge is falling down</i>
<b>Key Vocabulary:</b>	Capital city    Guard    Landmark    Melody    Beat

### Linked Learning: Understanding the World and Literacy

This week in Reception, children will explore London as the capital city of England and the United Kingdom. Children will be learning to recognise famous landmarks such as Big Ben, Buckingham Palace, the River Thames and the London Eye on a map. They will compare London to their local area, discussing similarities and differences. To deepen their understanding, children will have the opportunity to draw iconic landmarks, including Big Ben, and create their own models of these landmarks using construction materials. Music will be a focus, with children engaging in the song "London Bridge is Falling Down." They will perform this song with a group, practising matching pitch and following the melody. Additionally, children will listen to a marching song, where they will be taught to play a simple instrument, such as a tambourine or drum, to maintain a steady beat, developing their rhythm and coordination. This approach fosters creativity and teamwork while nurturing musical and construction skills.

### PSED:

This week children will be revisiting our school value of being 'ever respectful'. We will be considering how this looks at home and school. There will be a focus on how we should respect objects that belong to school and how this may look. Children will be encouraged to demonstrate this when accessing provision e.g. lids on felt tips, picking toys up off the floor.



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## **Communication and Language:**

During Communication and Language, children will be discussing the similarities and differences between London and our local area.

## **Physical Development:**

This week in PE the children will be learning to follow instructions and move safely when playing tagging games. They will practise looking for space away from the taggers and to tag someone gently.

## **Literacy:**

Through our Literacy modelled writing and dictated sentence work, children will be spelling the tricky words 'they' and 'go' to write sentences about the capital city, London. The children will be using the conjunction 'and' to extend a sentence and mastering the use of a capital letter at the start of a sentence.

## **Phonics:**

In Phonics this week, the children will be reading CVCC (consonant, vowel, consonant, consonant) and CCVC words with short vowels e.g. champ, smell, melt and drink. They will be introduced to four new tricky words some, come, love and do. They will also be using their segmenting fingers to support them in spelling CVCC and CCVC words.

## **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 develop their subitising skills, using their knowledge of doubles to support. They will learn to consider when to subitise and when they might need to use a counting strategy.

## **Understanding the World:**

In Understanding the World this week, children will be encouraged to talk about any experiences or knowledge they may have of London. Children will be taught that London is the capital city of England and the United Kingdom. They will be taught to recognise and name famous London landmarks.

## **Expressive Art and Design:**



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This week there will be a focus on music in the curriculum. Using the song *London Bridge is falling down*, children will perform a song with a group of peers, matching pitch and following melody. Children will be taught how to play a given instrument to a steady beat, they will then rehearse this skill to a marching song. Children will be shown how to draw the famous Big Ben landmark.

**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 2<sup>nd</sup> of May.

**Task 1:** Little Wandle Phonics Home Learning Page – please ensure you review this with your child to help consolidate their new phonic knowledge.

**Task 2:** Work alongside your child to complete one or more Mathseeds lessons.

**Task 3:** Please support your child to produce a homework piece around a famous London landmark, this could be a 3D model, a drawing or painting, a fact sheet etc. We look forward to seeing their pieces completed over the Easter break.

## YEAR ONE

<b>Key Question:</b>	<b>What will we find on Sudden Hill?</b>
<b>Key Text for Linked Learning:</b>	On Sudden Hill by Linda Sarah and Benji Davies
<b>Key Vocabulary:</b>	astronauts valley rhythm courage slayer dweller avoids daring attached hauled

### Linked Learning: English and PDW

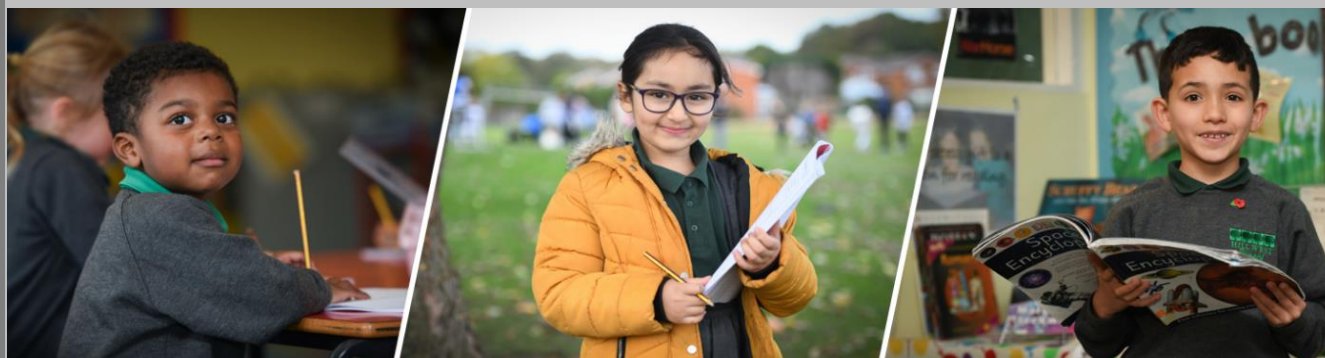
This week in English, we will be exploring the beautifully illustrated and thought-provoking text 'On Sudden Hill' by Linda Sarah and Benji Davies. As part of our reading comprehension focus, the children will begin by visualising scenes from the opening of the book, drawing on the descriptive language used by the author. They will then create illustrations to represent their visualisations, supporting their understanding of how writers use language to paint vivid mental images. This links to the National Curriculum's Reading – Comprehension to 'develop pleasure in reading by visualising what is read'.

As the week progresses, the children will make and justify predictions about the story using clues from the text and illustrations. To bring their ideas to life, they will use role play and drama to express and present their predictions. We will also be exploring key vocabulary from the text, including words

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such as dweller, hauled, and slayed, encouraging children to discuss the meaning of these words in context and apply them in their own sentences. This links to the National Curriculum Reading – Comprehension to 'discuss word meanings, linking new meanings to those already known'. This text also offers rich opportunities for personal development and emotional literacy. 'On Sudden Hill' explores important themes such as friendship, managing change, feelings of exclusion, and resolving conflict—key aspects of our PDW curriculum. Through discussion and reflection, children will develop empathy and an awareness of how their actions can affect others.

### **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 continuing subtraction; Subtract a single digit number from a 2-digit number less than 20 without bridging 10; Subtract a single digit number from a 2-digit number less than 20 bridging 10; Subtract 10 from a two-digit number up to 20; Subtract 9 from a two-digit number up to 20, and find the difference between two numbers.

**Science:** Children will be continuing their topic of plants – this week children will be identifying and naming wild and garden plants. Then, they will work scientifically to sort flowers into groups.

**History:** This week the children are continuing the topic of Castles. They will be exploring UK castles that were built by the Normans.

### **Geography:**

The children will be continuing to explore the four seasons by finding out what the weather is like in Summer.

### **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 Charlie and the Chocolate Factory, they 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:

The children will continue to explore the Buddhist festival Vesak in preparation for our class assembly.

### P.E:

Children will be continuing their Summer athletics topic. This week children will learn to – bend low and push off quickly to change direction, to keep their chest up whilst moving and keep feet shoulder width apart when changing direction.

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

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Summer 1 Week 4

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

**Task 3:** For your homework, we would like you to practise your assembly lines for our upcoming assembly (Swifts 7.5.25/ Swallows 8.5.25) all about the Buddhist celebration of Vesak. As there is only a short amount of time between now and performing, we ask that children please spend time learning their lines and the lyrics to the songs. This can be found; Showbie > Vesak assembly > Assembly Lines/ Lyrics/ songs. Secondly, a phonics Easter homework booklet will be given over the holidays, please work through this with your child.

## YEAR TWO

### Key Question:

Are Wolves always bad in tales?

### Key Text for Linked Learning:

The Wolf's Story by Toby Forward

### Key Vocabulary:

Trustworthy, frightening, frock, embarrassed, strange, contacts, hurried, hide, charge, odd.



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

This week in English, the children will explore the key text *The Wolf's Story* by Toby Forward. They will compare this version of events, where the Wolf claims to be innocent, with the traditional tale *Little Red Riding Hood*, where he is portrayed as the villain. This encourages the children to consider different perspectives and fairness, linking to the theme of understanding different viewpoints and developing empathy. As they read, the children will make inferences about the characters, thinking about how actions and words can be interpreted in different ways. They will discuss whether the Wolf is telling the truth, using evidence from the text to justify their ideas. They will draw inferences encourage discussions about honesty, trust, and how stories can shape our opinions of others. To conclude the week, the children will retell *The Wolf's Story*, carefully sequencing events in a logical order. This helps develop their narrative skills and links to PDW by allowing them to explore how perspectives and personal experiences influence the way stories are told.

### **Maths:**

This week in Maths, the children will continue developing their understanding of time, focusing on telling the time in five-minute intervals. To begin, the children will learn and use the fact that there are 60 minutes in one hour. They will explore how time is measured in minutes and hours, reinforcing their understanding of units of time. Next, the children will practise telling the time to five-minute intervals past the hour on an analogue clock. They will focus on recognising the position of the minute hand and understanding how it moves in increments of five, linking to their prior learning of skip counting in fives. Throughout the week, the children will engage in regular review lessons to consolidate their learning, ensuring they can confidently apply their time-telling skills. These review sessions will include practical activities, questioning, and problem-solving tasks to deepen their understanding.

### **Science:**

This week in Science, the children will explore plants and their features. They will begin by identifying different types of plants, observing their key characteristics such as leaves, stems, and roots. As budding scientists, the children will also ask questions about plants and work together to decide how to set up an investigation to explore their ideas. By the end of the week, the children will have deepened their understanding of plant features while also practising key scientific skills in questioning and investigation.

### **History:**



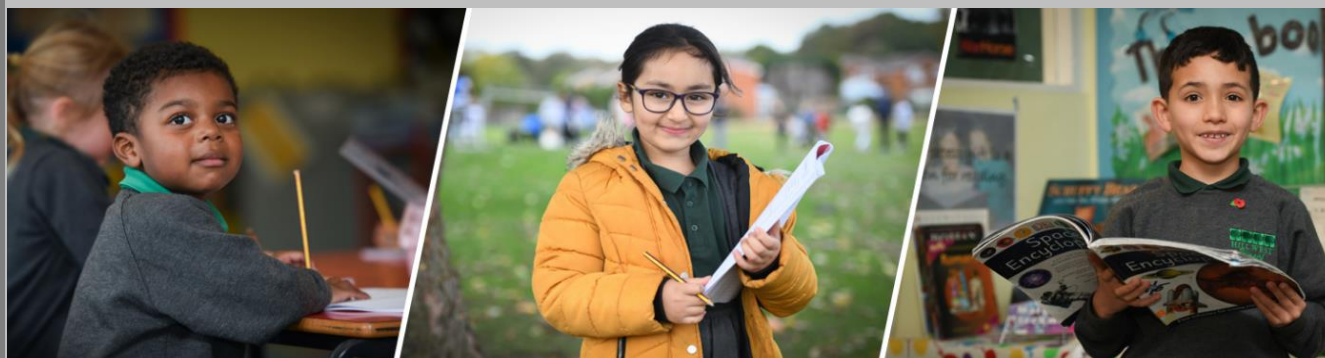
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Our new topic is all about, 'Changes within the Living Memory.' This week the children will be discussing what 'living memory' means. They will then learn how domestic life was in the past and how it has changed over the past 60 years.

### **Geography:**

No Geography due to ATLP Day

### **Computing:**

This week in Computing, the children will be creating media. They will listen to music pieces and say how they feel as they compare creating music digitally and non-digitally. Finally, the children will look at patterns and purposefully create music.

### **Music:**

This week in Music, the children will listen to and appraise the music 'Friendship Song' by Joanna Mangona and Pete Readman. They will learn how to recognise the pulse by clapping, swaying and tapping their feet. Finally, they will discuss how the music makes them feel and what they thought of the song.

### **Art / DT:**

This week in Art, the children will be exploring how some artists gather their materials. They will then focus on the artist Andy Goldsworthy, a British Sculptor known for making things from what he finds.

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

No RE/PDW due to ATLP Day

### **P.E.**

In PE this week, children will begin the topic of Athletics. They will begin by learning to alternate their arms and legs when running, run on the balls of their feet and increase their stride to run faster.

**Homework:** Every day: 5 minutes of TT Rockstars and at least 10 minutes of reading

### **Half Termly Spellings:**

Spelling words: verge, badge, large, giant, whinge, dodge, fudge, range.

Prickly spelling words: once, two, any, many

**Task 1:** Complete one Reading Eggs Lesson (at least Lesson 120)

Spellings: Practice your spellings and then test yourself.

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

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**Task 2:** 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.

**Task 3:** Find an Easter story and retell the tale, orally to your adult. You can change the characters or the setting to make it your own. There must be a beginning, middle and end.

## YEAR THREE

<b>Key Question:</b>	What is hiding under the bed?
<b>Key Text for Linked Learning:</b>	The Creakers by Tom Fletcher
<b>Key Vocabulary:</b>	From The Creakers: Silhouette, peacefully, quirky, tingled, remarkable, piercing, ringing, brewed, trundle, pristine.

### Linked Learning: English and Geography

This week, the children will begin a new text, *The Creakers* by Tom Fletcher. They will start by immersing themselves in the story through prediction and enquiry, asking thoughtful questions and making informed guesses about the plot, setting, and characters. As they read, they will explore how the characters respond to unusual and unsettling events, interpreting feelings and creating detailed character profiles to demonstrate their understanding. Towards the end of the week, the children will begin to examine the language, structure, and grammar used in the text, identifying how the author creates atmosphere and engages the reader.

This learning links closely to Geography, where the children are exploring their local area. As the story takes place in a familiar, everyday town that changes dramatically, the children will be encouraged to compare the fictional setting to their own community. They will consider what makes their local area special, what physical and human features are essential to daily life, and how a place might change when people and services disappear. This cross-curricular link will help children reflect on the importance of community and understand the geographical features that shape the places where we live.

### Maths:

This week, the children will revisit their learning on measurement, focusing specifically on time, which they began before half term. They will begin by recapping key concepts to consolidate their understanding before moving on to sequencing events using AM and PM, developing their ability to order and interpret daily activities accurately. As the week progresses, the children will practice



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telling the time to the nearest minute on an analogue clock, building fluency and confidence with one-minute intervals. To conclude the week, they will apply their understanding by drawing the hands, on an analogue clock to represent specific times, ensuring a secure grasp of this essential life skill.

### **Science:**

Children will be planting sunflower seeds and runner beans this week and will record their observations over this half term. We will then be learning about the important parts of a flower and their functions. The parts and functions we will be learning about are: the flower, stem, leaves and roots. We will be creating a booklet on flowers over the course of this term. The second page will be a fact sheet on the functions and parts of a flower.

### **History:**

Heading way back in time again, children will recall their prior learning about the Stone Age and will begin to think about what they may already know about the Bronze and Iron age. They will think about what else they would like to find out as they continue to learn about prehistoric Britain. Children will learn about changes from the Stone age to the Bronze Age. They will focus on the development of tools and will begin to learn about some of the advances and inventions that took place.

### **Geography:**

This week, the children will look at their local area, considering the human and physical features that can be seen. The children will learn what human and physical features are, before working to establish whether certain landmarks are human or physical features.

### **Computing:**

This week, the children will build upon their previous learning to understand how desktop publishing works. With the advancement of technology, desktop publishing can take place on a number of different device types on a number of different applications. The children will work to identify the tools and features which allow them to change the size, colour and types of fonts used on desktop publishing applications.

### **Music:**

The children will start this week's music lesson by transitioning between the notes already learnt. They will then be introduced to a new note, f.

### **Art / DT:**



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In Art this week, the children will be looking at how puppets are used for making animations. The children will view and explore puppets created for different animations and make notes about what they have observed.

### R.E. /PDW:

The children will be looking at the zones of regulation, working out how to respond effectively when they are in certain zones.

### P.E.

This week in PE, the children will begin their athletics unit by developing fundamental movement skills such as balance, coordination, and agility. They will take part in activities that focus on controlled running and changing direction. The lesson will encourage teamwork and build confidence in physical movement.

### MFL:

This week the children will be learning how to order food in a French cafe, using the phrases, 'je voudrais' and 'voilà'.

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

**Half termly spellings:** library, build, ordinary, natural, guard, surprise, island, answer, guide, increase

**This week signed homework should be completed and returned by Friday 2<sup>nd</sup> May.**

**Task 1:** Practice half termly spellings. Complete lesson 88 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Summer 1-> Week 1

Please practice your half termly spelling, set a timer and practice writing them out quickly, see if you can beat your own score, what's your fastest time?

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

**Task 3:** In History we will begin our learning on the Bronze Age. Research the 5 facts showing how the Bronze Age was different compared to the Stone Age. This could be based on the tools used, clothes worn and/or where they lived.

To support children in science this week, please send your child into school with a small, labelled plant pot (with base) filled with soil. We will use these to plant sunflower seed and will be recording the progress over the half term.

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### YEAR FOUR

<b>Key Question:</b>	What is in the depths of the Amazon jungle?
<b>Key Text for Linked Learning:</b>	The Explorer – Katherine Rundell
<b>Key Vocabulary:</b>	Crater, crust, mantle, core, tectonic, epicentre, tremors, volcanos, vibrations

#### **Linked Learning: English and Geography**

This week, the children in Year 4 will begin reading their exciting new class text *The Explorer* by Katherine Rundell. They will be introduced to a range of characters and use evidence from the text to make inferences about their thoughts, feelings, and motivations. In line with the Year 4 English National Curriculum, pupils will develop their reading comprehension by discussing themes, identifying language that captures the reader's imagination, and answering a range of question types, including retrieval, inference, and vocabulary-based questions. Later in the week, the children will take part in group discussions and a role-play activity to explore the characters more deeply and predict what might happen next. These activities will support the development of spoken language skills, encouraging children to express ideas clearly, listen to others, and build on shared ideas. This immersive approach to reading aims to enhance pupils' understanding of the text, while fostering a lifelong love of literature.

#### **Maths:**

This week in maths, the children will be completing the unit on decimals. To begin the week, the children will work to round decimal numbers to the nearest whole number, before moving on to converting from pounds to pence using money. To end the unit of work, this will then switch to converting from pence to pounds. The children will then begin their next unit which will be all about fractions and equivalence. The beginning of this unit will involve adding fractions with the same denominator within and beyond a whole.

#### **Science:**

The children will be working on the scientific unit of Living things: classification and changing habitats. The lesson this week will involve the children grouping different plants based on shared and different characteristics. They will work scientifically by using a classification key.

#### **History:**

History learning for this half term will begin with a focus on the terms 'invader' and 'settler'. The children will work to build an understanding of these terms in relation to the Romans.



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### Geography:

The children will begin the unit of work all about earthquakes by understanding the structure of the Earth, which will support them in understanding how earthquakes occur

### Computing:

The children will begin a new unit looking at programming in computing. The unit will begin by understanding that having accuracy whilst programming is of high importance.

### Music:

The children will continue their learning on the clarinet and flute, using the notes learned to play a variety of pieces.

### Art / DT:

This week in art, the children will be exploring how they can learn about themselves through art. They will explore the work of Marcus Coates and his work 'Conference for the Birds'

### R.E. /PDW:

This week in PDW the children will identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. They will consider what good physical health means and how to recognise early signs of physical illness.

### P.E.:

This week, the children will begin to focus on athletics. The session will involve the children thinking about running and stamina, with it being important to consider understanding of speed of running in relation to distance being run.

### MFL:

This week, the children will continue to learn how to describe themselves in French, with the focus this week being on height.

**Homework: Every weekday; 5 minutes of TT Rockstars and at least 10 minutes of reading.**

**Half Termly Spellings:** extreme, therefore, important, position, suppose, mention, island, knowledge, possible, separate

**This assigned homework should be completed and returned by Friday 2<sup>nd</sup> May 2025**

**Task 1:** Complete one Reading Eggspress Lesson. You should be on or beyond lesson 127.

**Spellings:** Practise your spellings and then test yourself.

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



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### Task 3:

In preparation for our history topic next half term all about the Romans, research some interesting facts about the Romans.

## YEAR FIVE

<b>Key Questions:</b>	<b>How will Bjorn make it to Valhalla?</b>
<b>Key Text for Linked Learning:</b>	<b>The Saga of Bjorn – Video Story</b>
<b>Key Vocabulary:</b>	Valhalla, Saga, Viking, Honor, Mythology, Battle, Afterlife, Gods, Warrior, Sacrifice.

### Linked Learning: English and History

Next week, the children will dive into Viking customs as they study the Saga of Bjorn, focusing on his final battle and quest to reach Valhalla. They will explore the Viking belief system, including their views on the afterlife and the heroic values that guided warriors like Bjorn. As part of the lesson, students will analyse the plot of Bjorn's final battle, discussing key moments of bravery, strategy, and sacrifice that lead to his ultimate fate. They will work in groups to break down the battle scenes, examining how the narrative builds suspense and highlights Viking customs, such as the role of gods and the concept of honour in combat. Afterward, the children will begin to plan their own version of Bjorn's final battle, incorporating Viking traditions and mythical elements into their storylines. In future weeks, they will write and refine their battle narratives, applying what they've learned about Viking storytelling techniques, character development, and cultural beliefs. This hands-on activity will help them not only understand Viking history but also engage creatively with the material.

### Maths:

In Maths, first the children add mixed and proper fractions with denominator multiples to give a mixed number answer going beyond the whole. Next, they will link their adding fraction learning to subtracting fractions. The children will subtract proper fractions from mixed numbers with the same denominator within the whole. After that, the children will subtract proper fractions from mixed numbers with the same denominator across the whole. Finally, they will subtract proper fractions with denominator multiples within the whole.

### Science:



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In the first lesson of the "Living Things: Life Cycles and Reproduction" unit, the children will explore the reproduction processes in plants, focusing on both sexual and asexual methods. They will learn that sexual reproduction in plants involves the fusion of male and female gametes, leading to the production of seeds. Key stages such as pollination, fertilization, seed formation, and dispersal are examined. Additionally, the children will investigate asexual reproduction methods, including techniques like taking cuttings, which result in offspring genetically identical to the parent plant. Through practical activities and discussions, the children will gain a comprehensive understanding of how various plants reproduce and the significance of these processes in their life cycles.

### **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:**

Next week, the children will focus on geography by comparing a South American country, such as Brazil, with the United Kingdom. They will explore both physical and human geography to understand the contrasts between the two regions. In terms of physical geography, they will study Brazil's Amazon Rainforest, the vast rivers like the Amazon River, and the Andes mountains, while also looking at the UK's varied landscapes, including rolling hills, coastal cliffs, and mountain ranges like the Scottish Highlands. For human geography, the students will compare the population density, major cities such as São Paulo and London, and the different types of industries in each country, such as Brazil's agriculture and the UK's service and technology sectors. They will also investigate cultural aspects, such as language, traditions, and food. By examining these elements, the children will gain a

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

Week commencing: Monday 28<sup>th</sup> April



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deeper understanding of how both natural environments and human activities shape life in different parts of the world.

### **Computing:**

In this lesson, the children will use a computer-based database to examine how data can be recorded and viewed. They will learn that a database consists of 'records', and that each record contains 'fields'. In addition, they will order records in different ways and compare this database to the paper database they created in Lesson 1.

### **Music:**

In Music this week, the children will compare two compositions of music. They will explore Tchaikovsky – Waltz from Sleeping Beauty – and Mozart – The Magic Flute. They will listen to the two pieces of music; identify the instruments used in each piece; and spot what is similar and different.

### **Art / DT:**

In Art this week, the children will start their new unit on architecture. They will identify the responsibility of an architect and explore different types of architecture to draw out generalisations about the skills needed.

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

Next week, during their Personal Development and Wellbeing (PDW) lessons, the children will recap their knowledge of the Zones of Regulation. They will review the four coloured zones—blue, green, yellow, and red—and discuss the emotions and behaviours that correspond to each zone. The students will reflect on how to identify when they are in each zone and explore strategies for moving from one zone to another, such as deep breathing, taking a break, or talking to a trusted adult. They will engage in role-playing activities to practice recognizing their emotions and responding to different situations in a calm and thoughtful way. Through discussions and activities, the children will reinforce their understanding of how to regulate their emotions and develop coping skills, ultimately helping them manage stress and improve their overall well-being.

### **P.E:**

Next week in PE, the children will be focusing on Athletics, where they will develop their skills in a range of track and field events. They will practice running, jumping, and throwing, working on improving their speed, agility, and coordination. The children will participate in sprints, long-distance running, and relay races, learning the importance of pacing, technique, and teamwork. They will also explore different types of jumps, including the long jump and high jump, focusing on their posture and form to achieve their best performance. In addition, they will practice throwing events like the



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shot put and javelin, developing strength and precision. Through a combination of individual challenges and team-based activities, the children will gain a greater understanding of the athletic skills needed for competition, while also learning about the values of perseverance, sportsmanship, and personal fitness.

### **MFL:**

Next week, in their French lessons, the children will focus on using the pronoun "my" accurately, depending on whether the noun is masculine or feminine. They will learn the different forms of "my" in French: mon for masculine nouns, ma for feminine nouns, and mes for plural nouns. Through various activities, such as matching exercises and sentence construction, the children will practice identifying the gender of nouns and using the correct form of "my" in context. They will also learn to recognize exceptions, such as when a feminine noun begins with a vowel sound, in which case "mon" is used instead of "ma" (e.g., "mon amie" for "my friend"). By the end of the week, the children will have a solid understanding of how to apply this rule in both written and spoken French, enhancing their ability to describe possessions and relationships accurately.

**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

**Task 1:** Complete your next Reading Egg – Lesson 166.

**Task 2:** For your maths homework this week, you will be practising adding and subtracting fractions. You will start by adding proper fractions with the same denominator, then move on to adding mixed numbers and fractions. Next, you will link this to subtraction by subtracting fractions from mixed numbers, including when crossing the whole.

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

### **Task 3: Science – Label part of a flower**

Find a diagram of a flower and label the key parts involved in reproduction, including the **stamen, pistil, ovary, and pollen**. Explain the function of each part in the reproduction process.

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



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### YEAR SIX

<b>Key Question:</b>	How does an author effectively set the stage for their story?
<b>Key Text for Linked Learning:</b>	The Woman in Black by Susan Hill
<b>Key Vocabulary:</b>	hemmed, foreboding, intuition, apprehension, blithely, dormant, dreary, pungent, morose, chilling

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

On our return in English, the children will be exploring the horror genre through visual literacy. As part of their learning, they will watch and analyse a carefully chosen short film, developing their understanding of how stories create suspense and atmosphere.

Before watching the film, the children will be introduced to the horror genre through an extract from the gothic novel *The Woman in Black* by Susan Hill. They will examine the use of figurative language, including similes, metaphors, and personification, and discuss how these literary devices contribute to the overall mood and tension of the text. Through guided discussion, they will consider the impact of the author's choice of vocabulary and imagery in the opening of the novel. Why has the writer chosen these words? How do they influence the reader's emotions?

This unit links to the English National Curriculum, which encourages children to read and discuss a wide range of fiction, identifying how language, structure, and presentation contribute to meaning. It will also support their writing by helping them develop their own descriptive techniques.

In addition, this learning ties into PDW as the children will reflect on how emotions such as joy, fear and empathy are expressed. They will explore how characters in stories react to unsettling situations and how this relates to their own experiences of managing feelings in different scenarios.

#### **Maths:**

In Maths this week, children will continue with their learning on ratio, proportion and scale factors. Later in the week, they will learn to convert between metric units from the smaller to the larger and vice versa. They will convert between units of time and mile/kilometres.

#### **Science:**

The children will conclude their learning about evolution by examining evidence of Charles Darwin's theory by examining images of fossils. The children will be able to explain how organisms are classified using the Linnaean system.

#### **History:**



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The children identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.

### **Geography:**

The children will continue their learning about the continent of Africa. They will explore eastern Africa and Tanzania.

### **Computing:**

In this lesson, the children will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.

### **Music:**

The children will appraise 'Heroes & Villains' by Eska and 'Shades of Blue' by Eska.

### **Art / DT:**

The children will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks. They will consider and discuss his inspirations and influences.

### **PDW:**

The children will be considering the questions: How do people express joy? How do people express happiness? Is there a difference between happiness and joy?

### **P.E:**

The children will demonstrate a consistent stride length when sprinting. They will work collaboratively in a team to share ideas.

### **MFL:**

In French, children will be identifying where French is spoken around the world. They will use simple sentences to describe Morocco and Quebec – which continents they are on, what the flags look like, how many people live there and the name of the capital cities.

### **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 2<sup>nd</sup> May.

**Task 1:** Complete a level of Reading Eggspress. You should be at or beyond Lesson 210.

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

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

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**Task 3:** Write down the co-ordinating conjunctions (fanboys) and main sub-ordinating conjunctions (isawawabub). Write an example sentence using each one.



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