

## First week back at Hill West

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

Week commencing: Monday 12<sup>th</sup> May



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## LET'S CELEBRATE 'OUR' SCHOOL



8<sup>th</sup> May 1945 – VE Day (Victory in Europe) meant an end to nearly six years of war that had cost the lives of millions; had destroyed homes, families and cities; and had brought great suffering. Yesterday as a school community we remembered with special assemblies and dedicated lessons.



## RECEPTION

<b>Key Question:</b>	<b>Who are our local superheroes?</b>
<b>Key Text for Linked Learning:</b>	Real Superheroes <i>Julia Seal</i>
<b>Song of the Week:</b>	Ring a Ring a Roses
<b>Key Vocabulary:</b>	Honesty, sidekick, recycle, frail, waste.

### Linked Learning – Knowledge and Understanding of the World and Creative Arts and Design

Next week, your child will begin learning about 'real superheroes' in our local community. They will discover the important roles that people such as postal workers, teachers, and refuse workers play in keeping our community running smoothly. The children will identify where these workers are based and how they contribute to the well-being of everyone around them. As part of this, they will learn about recycling, including sorting materials into different categories, and how this helps protect our environment. To make these concepts more tangible, the children will be engaging in hands-on activities, such as constructing envelopes, books, and lollipop signs using paper. This work will not only link to their Understanding the World curriculum but also encourage them to think creatively, develop problem-solving skills, and understand the importance of teamwork and helping others.

### PSED:

This week in My Happy Mind, the children will revisit their learning on the celebrate module. They will discuss about the character strengths – love, kindness, bravery and honesty. They will talk about times they have used these superpowers and how they can use them.

### Communication and Language:

In discussions, children will be encouraged to use the conjunction 'but' to link their ideas when sharing their ideas and thoughts.



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### Physical Development:

In PE, the emphasis will remain on games. The children will take turns, support their teammates, and work on developing their travel skills. They will also be encouraged to persist with actions that may initially feel challenging, fostering resilience and growth. In handwriting, the children will revisit more challenging letters such as z, a, w, k and s. They will be encouraged to start in the correct place and sit the letter on the line.

### Literacy:

In writing, there will be a focus on writing messages. The children will write a thank you message to our real superheroes. They will be encouraged to end their sentence with a full stop. The tricky words **you**, **all**, **love** and **do** will be a focus this week and children will learn to spell these correctly.

### Phonics:

In Phonics, the children will be reading longer words such as *forest*, *shampoo*, *tantrum* and *chimpanzee*. They will be taught to identify the digraphs/trigraphs and to chunk the multi-syllable word to help with the reading of them. They will learn four new tricky words; **there**, **when**, **what** and **one**. The children will use their segmenting fingers to spell Phase 4 longer and compound words, including *printer*, *children*, *freshness*, *lunchbox*.

### 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, children will review how numbers 6 to 9 are composed using the '5 and a bit' structure and begin exploring how 10 is made up of two parts. They will develop an understanding of the 'ten-ness of 10' by creating collections of 10 objects and using tools like double dice frames, finger patterns, and 10-frames to subitise and recognise number parts in structured ways.

### Understanding of the World:

The children will be learning about the importance of every role in our community. Our key text will support us to explore different roles. This week, there will be a focus on road workers, lollipop people, refuse collectors, librarians, bus drivers, postal workers and teachers. We will look at how refuse collectors help us and from this we will be learning about sorting recycling into the different categories.

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### Expressive Art and Design:

This week, the children will be using paper to construct with. They will be learning to folder paper to create an envelope, cutting and constructing a stop/go sign and creating their own mini books. They will need to use a range of skills and techniques taught so far this year.

### Homework:

**Every weekday:** Read aloud to your child / 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 16<sup>th</sup> 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:** Could you support your child in finding out about the job role of a family member or friend. What role do they do? How does it help people? What jobs to they do in their role?

## YEAR ONE

**Key Question:**

**Can the Koala do it?**

**Key Text for Linked Learning:**

The Koala Who Could by Rachel Bright

**Key Vocabulary:**

Dawning, koala, clung, fellow, ear-tufts, wombat, dingoes, preferred, risky leap

### Linked Learning: English and Geography

This week in English, the children will be introduced to an exciting new text called The Koala Who Could by Rachel Bright. In line with the Year 1 National Curriculum for English, we will be focusing on developing the children's comprehension skills, particularly visualising, predicting, expanding vocabulary, and making inferences.

We will begin by reading the opening pages and encouraging the children to visualise what they hear – they will draw pictures to represent what they have imagined, helping to deepen their understanding and engagement with the text this links to the National Curriculum's aims to develop pleasure in reading and motivation to read.

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Next, the children will make predictions about what might happen next, based on what they have read so far. To support this, we will use role play, allowing them to act out their ideas and practise explaining their thinking — linking to the curriculum objective of being encouraged to link what they read or hear to their own experiences.

We will also explore new and unfamiliar vocabulary from the text, such as “wombats,” “clung,” and “ear tufts,” discussing their meanings and using them in sentences, supporting the curriculum aim of discussing word meanings and linking new meanings to those already known.

As the story is set in Australia, we will take this opportunity to explore where Australia is on a map or globe, discussing how it differs from the United Kingdom. We will also look at the native animals mentioned in the story, such as koalas and wombats, and compare their habitats to those we find in the UK, helping the children develop an understanding of different environments and animal life

### **Phonics:**

This week the children will be growing the code for the following graphemes: **ph, wh, ie and g (j)**. They will also be learning the following tricky words: **friend, once, our, because and laugh**.

### **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 moving on to exploring measurements of time; Know and use the days of the week, know and use the months of the year and recognise and use language relating to dates

### **Science:**

This week the children will be continuing with our new unit all about plants. This week they will be looking at the structure of a plant, using the terms: Roots, Stem, Leaf, Flower, Bud, Trunk and Branch.

### **History:**

Children will be enjoying a visit to Warwick Castle this week! This links to our topics of castles.

### **Geography:**

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

### **Computing:**

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The children will be continuing to learn about how to write on their ipads.

### Music:

This week the children will listen to some of the music tracks 'Rainbow Connection' from The Muppet Movie. 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 using materials to make a sculpture of a bird; planning phase.

### RE /PDW:

Children will be enjoying a visit to Warwick Castle this week! This links to our topics of castles.

### P.E:

This week the children will be continuing with athletic games, practising their team games for Sports Day.

### Homework:

**Every day** – share a book / story

**This week's assigned homework should be completed and returned by Friday 16<sup>th</sup> May.**

**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 this week's homework, we would like the children to bring in (or upload) a picture of a place they have visited in the UK — this could be the seaside, countryside, a city, or even somewhere local. Underneath the picture, we would like them to write a short sentence saying where they went and what the weather was like when they were there. This activity links to our Geography learning, where we are exploring UK weather patterns, weather maps, and the differences between coastal and inland areas. It will help the children begin to recognise how weather can vary across different parts of the country.

## YEAR TWO

**Key Question:**

**Would you believe a wolf?**

**Key Text for Linked Learning:**

The Wolf's Story by Toby Forward

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### Key Vocabulary:

cuisine, speciality, altered, versatile, herbs, scooted, pretended, shelves, panicked, sore

### Linked Learning: English and PDW

This week in English, the children will continue to deepen their engagement with the key text *The Wolf's Story* by Toby Forward. Through discussion and writing, they will explore the Wolf's emotions, character and thoughts, learning to write from his perspective. This will encourage them to develop empathy and understanding of different viewpoints and will focus them on recognising that others may feel differently from themselves and reflecting on fairness and truth. As they compare this version of the Wolf to his portrayal in *Little Red Riding Hood*, the children will consider how character and narrative voice can influence how a story is told, supporting reading comprehension skills, including drawing inferences and comparing texts. When writing, children will focus on expressing character through appropriate vocabulary, sentence structure and grammar. They will then edit their work, making simple additions, revisions and corrections, ensuring the correct use of grammar, spelling and punctuation taught so far. Finally, they will publish their writing to a high standard, taking pride in presentation and building confidence in sharing their own work.

### Maths:

This week in Maths, the children will review and consolidate their understanding of telling the time to five-minute intervals on an analogue clock, focusing particularly on five-minute intervals to the hour. They will begin by revisiting how to tell the time to five minutes to the hour, building on their knowledge of how the minute hand moves and how to interpret its position in relation to the hour hand. Children will then practise drawing the hands on a clock to represent five-minute intervals to the hour, helping to reinforce their understanding of both the mechanics of time and the spatial layout of a clock face. Each lesson will include a review of the previous session, allowing time for consolidation and practice through a variety of engaging activities, including reasoning and problem-solving. By the end of the week, the children will have strengthened their confidence and accuracy in telling and recording time on analogue clocks.

### Science:

This week in Science, the children will be learning about what seeds need in order to germinate and grow into healthy plants. They will explore the conditions required for germination, focusing on the importance of water and warmth. As young scientists, they will observe and record plant growth by measuring and tracking changes over time, using simple tables to organise their findings. The children will also compare how seeds grow under different test conditions, helping them understand how

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environment affects growth. This hands-on investigation supports their curiosity and encourages them to think scientifically—asking questions, making predictions, and drawing conclusions based on real evidence. By the end of the week, the children will be able to explain what seeds need to begin growing and show their understanding through careful observation and data recording.

### **History:**

In History this week the children will be looking at how machines have 'evolved' over the past 100 years. They will then use their imagination and discuss what machines might look like in the future.

### **Geography:**

This week in Geography, the children will be learning why weather forecasts are so important. They will then create weather forecasts of their own.

### **Computing:**

This week in Computing, the children will be exploring rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.

### **Music:**

This week in Music, the children will listen to and appraise the song, 'We Go Together', from the Grease soundtrack. 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 continue to create their own version of a Guatemalan worry doll, using thread to bind the sticks together.

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

This week the children will be learning about routines and habits for maintaining good physical and mental health. They will also be discussing why sleep and rest are important for growing and keeping healthy.

**P.E.** In PE this week, children will be continuing their athletics training. They will learn to jump higher by driving their arms into the air, jumping from a balanced position, look forward during take off and landing and use different techniques to tackle different obstacles.

### **Homework:**

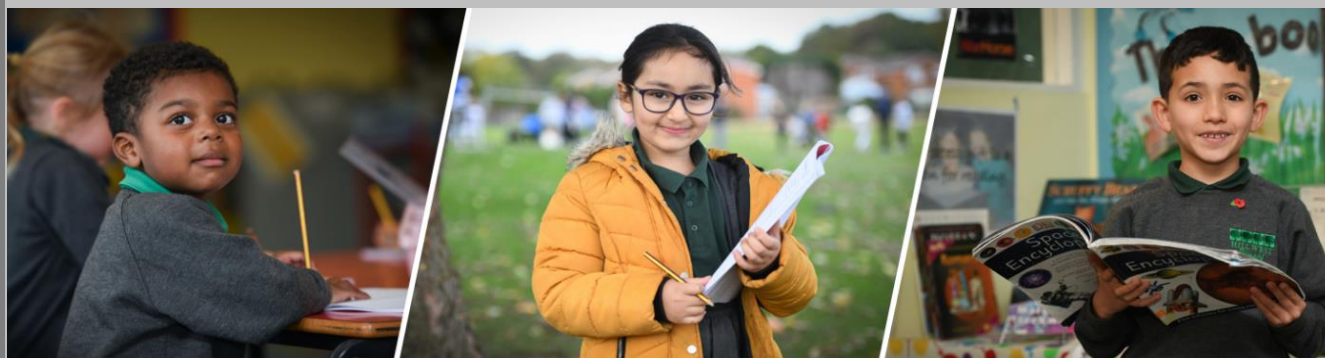
**Every day:** Please read a story to your child.

**Half Termly Spellings:** verge, badge, large, giant, whinge, dodge, fudge, range.

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**Prickly spelling words:** once, two, any, many

**This week's assigned homework should be completed and returned by Friday 16<sup>th</sup> May.**

**Task 1:** Complete one Reading Eggs Lesson

**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.**

**Task 2:** TT Rockstars, 5 minutes on Saturday and again on Sunday and complete a lesson of Mathseeds.

**Task 3:** Make an analogue clock and practice reading the following times: O clock, quarter past, half past and quarter to. Finally, have ago at writing the times down.

## YEAR THREE

<b>Key Question:</b>	<b>What is hiding under the bed?</b>
<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 continue to explore the exciting adventures of *The Creakers*. They will begin by analysing vocabulary used in the text, identifying ambitious word choices and considering how language could be improved for precision and effect. This supports the National Curriculum objective to develop vocabulary and understanding of how language contributes to meaning. Building on their knowledge of the plot so far, the children will plan and write their own narrative, predicting what might happen next. They will focus on structuring their stories with a clear beginning, problem, resolution, and ending, aligning with objectives for writing composition and narrative structure. This work links closely to Geography, as the children apply their understanding of local environments to shape the setting of their narratives. They will consider the physical and human features of their own area and explore how these might be affected by dramatic events, as in the story. This supports the geography curriculum objective to describe and understand key aspects of human and physical geography, and to use geographical knowledge in meaningful, real-world contexts.



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Alongside their narrative work, the children will also complete a short grammar and reading task, helping to show their understanding. This supports ongoing teacher assessment and gives children an opportunity to practise reading comprehension and SPAG skills in context.

### **Maths:**

This week in Maths, the children will apply their understanding of time to solve a range of worded problems. They will use both analogue and digital time to calculate durations, sequence events, and work out start and finish times in practical contexts. This supports the National Curriculum objective to tell and write the time from an analogue clock, including using Roman numerals and 12- and 24-hour clocks, and to solve problems involving time. The children will be encouraged to read questions carefully, choose efficient strategies, and explain their reasoning clearly.

To support their learning and build confidence, the children will also complete an arithmetic and 2 reasoning papers. These are to identify progress and next steps, while giving the children a chance to practise applying their skills.

### **Science:**

This week in science children will continue to learn the functions of the parts of a flower. This week's focus will be on the roots. We will be venturing into the school fields to dig up roots and take a closer look at the roots from a plant. We will then take pictures of these and use them to create another information page in our brochures.

### **History:**

Children will learn about some of the early humans that we have found evidence of such as Homo sapiens, Homo erectus, Denisovans and Neanderthals. They will explore some of the evidence and look at reconstructions of what they likely looked like. They will consider what adaptation made them successful and think of similarities between them and us today.

### **Geography:**

This half term, the children will be looking closely at the geography of their local area. To start with, the children will be looking at being able to locate their local area on a map and to use compass directions to direct towards nearby places.

### **Computing:**

In computing this week, the children will continue to focus on desktop publishing, establishing the ways in which information and images can be updated using a desktop publishing application.

### **Music:**



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This week in Music, the children will continue to appreciate music from different traditions. The children will be listening to a piece of music and guessing which Country the song is from. What instruments can they hear? The children will be encouraged to discuss the similarities and differences between the pieces of music. We will then recap the notes previously learned.

### **Art / DT:**

In Art, children will this week look at how they can make a moveable drawing, watching videos from different artists for inspiration. The children will then have a go at cutting out a range of animals and putting them back together using split pins, creating different movements in the process.

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

This week in PDW, the children will learn about making healthy food and drink choices. They will explore how different foods affect the body, recognise what makes up a balanced diet, and identify where to find reliable information to support healthy living.

### **P.E.**

This week in PE, the children will continue 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:** The children will continue to look at the Hungry Caterpillar story in French and will work to put the story into order using their knowledge of the French vocabulary for foods and days of the week. This week, the children will be learning how to say the days of the week in French. They will then be working on their pronunciation, ensuring they say each word correctly.

### **Homework:**

**Every weekday:** Please read aloud to your child every day. At least 10 minutes of independent reading too.

**Half termly spellings:** library, build, ordinary, natural, guard, surprise, island, answer, guide, increase  
**This week's assigned homework should be completed and returned by Friday 16<sup>th</sup> May.**

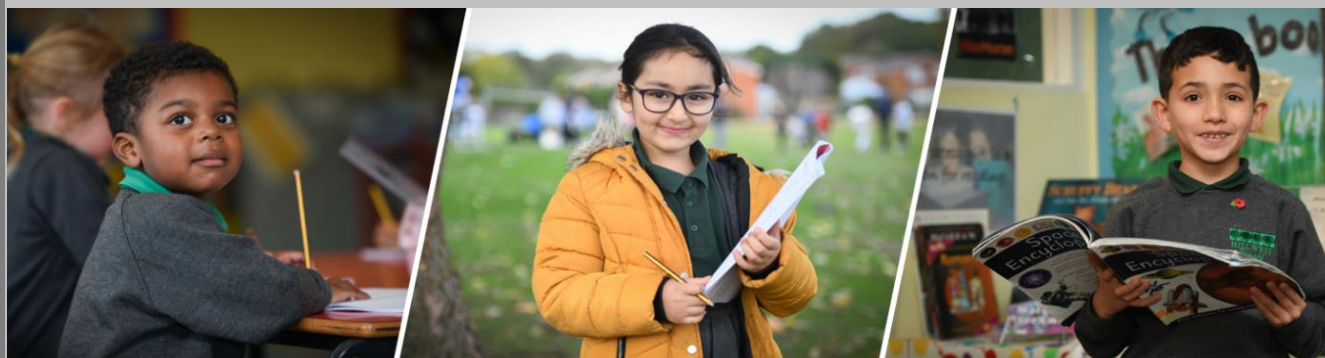
**Task 1:** Practice half termly spellings. Complete lesson 90 on reading eggs and complete handwriting practice on Showbie. Homework -> Handwriting homework -> Summer 1-> Week 3

**Task 2:** Complete this week's maths homework on Showbie. Homework -> Maths homework -> Summer 1 -> Week 3. Complete 5 minutes on TTRS on Saturday and again on Sunday.

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**Task 3:** This week in Science, Year 3 have been learning all about plants — their parts, their functions, and what they need to grow. For homework, children will become **Plant Detectives** by exploring the plants in and around their home or local area.

1. Find **3 different plants** (these can be in your garden, in a park, or even in pots at home).
2. For each plant, write down:
  - a. What the plant is called (if known)
  - b. Where it was growing (e.g., in soil, in a pot, in shade or sunlight)
  - c. What you think it needs to stay healthy (e.g., sunlight, water)

Label the parts of a plant in a simple drawing (roots, stem, leaves, flower)

## YEAR FOUR

<b>Key Question:</b>	<b>Is there anyone else in this jungle?</b>
<b>Key Text for Linked Learning:</b>	The Explorer – Katherine Rundell
<b>Key Vocabulary:</b>	Vile, immense, suitably, wonky, dimple, glade, compulsory, bewildered, clench, promptly.

### Linked Learning: English and Geography

This week, the children will begin drafting and writing their own adventure narratives, inspired by *The Explorer* by Katherine Rundell. As part of this writing unit, pupils will explore the structure of an effective story by identifying key events and moments of tension, using a story mountain to plan their narrative arc. They will focus on building a clear beginning, build-up, climax, resolution, and ending, ensuring their story is cohesive and well-sequenced. This supports the National Curriculum objective for Year 4 pupils to "organise paragraphs around a theme" and to "create settings, characters and plot" in narrative writing. To make their writing imaginative and engaging, children will be encouraged to use a wide range of descriptive devices. These include expanded noun phrases, fronted adverbials, similes, and varied sentence structures to add detail and atmosphere to their stories. The children will also work on developing their vocabulary and using appropriate punctuation for effect, such as commas, inverted commas for speech, and apostrophes. Throughout the process,

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pupils will be taught to evaluate and edit their work, making improvements to ensure clarity and impact.

### **Maths:**

In maths this week, the children will continue to focus on fractions and build confidence using them in different ways. They will consider how fractions can be equivalent (e.g.  $\frac{1}{2}$  and  $\frac{2}{4}$ ) and how equivalent fractions can be found by multiplying both the numerator and the denominator by the same number. Following this, the children will learn how to use decimal equivalents for  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$ . As well as fractions, the children will be spending time practising their multiplication tables, building confidence through different strategies to support securing them to memory.

### **Science:**

In science this week the children will be exploring different habitats and their inhabitants and presenting observations of how a woodland habitat changes over the seasons. The children will work scientifically to record observations of how a habitat changes over the seasons before presenting their observations of how a woodland habitat changes over the seasons.

### **History:**

This week in History, the children will be continuing their learning on the Celts and Romans. We will be identifying the reasons for the Battle of Warling Street. We will identify as Historians the cause and effect of the Battle and what was the real outcome?

### **Geography:**

In Geography this week, the children will be exploring the plate boundaries across the world and will discover whereabouts they are located. They will understand that most earthquakes take place on plate boundaries

### **Computing:**

The children will be identifying times or situations where they need to limit the amount of time spent on technology. They will be discussing possible strategies that could help themselves or a peer.

### **Music:**

The children will be learning about the band *The Beatles*, before *appraising the song Blackbird and singing the song as a class.*

### **Art / DT:**



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Taking inspiration from Marcus Coates, the children will continue to draw their own nests from last week but will add in extra elements of detail as part of completing their pieces. The children will use black watercolour paint to add impact to their drawings.

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

The children will continue with the module 'Engage' through the My Happy Mind programme. The children will continue to understand that engaging in activities with commitment will lead to positive outcomes for themselves.

### **P.E.:**

This week, the children will be developing their jumping technique with the aim of being able to improve the length they can jump.

### **MFL:**

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

### **Homework:**

**Every weekday: Please read aloud to your child every day and encourage at least 10 minutes of independent reading too.**

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

**This week's assigned homework should be completed and returned by Friday 16th May 2025**

**Task 1:** Complete one Reading Eggspress Lesson. You should be on or beyond lesson 129.

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

**Task 2:** Complete the maths homework activity located in the Moles/Squirrels homework folder on Showbie. **5 minutes of TT Rockstars on Saturday and Sunday**

**Task 3:** Using your iPad, research an Earthquake that has happened recently or in the past. Find information on:

- What happened?
- Where in the world did the event occur?
- Were any other countries affected?
- What was the cause of the earthquake?
- Any other facts and information.



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## YEAR FIVE

<b>Key Questions:</b>	<b>What are the main features of a narrative?</b>
<b>Key Text for Linked Learning:</b>	The Saga of Bjorn – Video Story
<b>Key Vocabulary:</b>	Valhalla, Saga, Plot, Honor, Mythology, Battle, Afterlife, Narrative, Warrior, Sacrifice.

### Linked Learning: English and History

Next week, the children will be embarking on an exciting writing project where they will craft their own version of The Saga of Bjorn and his epic quest to reach the kingdom of Valhalla. They will be using a variety of Year 5 writing techniques to bring their stories to life. For example, they will use descriptive language to create vivid images, such as describing Bjorn's sword "gleaming in the pale moonlight." The children will also incorporate dialogue to make their characters come to life, using conversations like "You must go, Bjorn," said the wise old man. "The path to Valhalla is fraught with peril." In addition, they will experiment with expanded noun phrases, such as "The towering, snow-capped mountains loomed ominously in the distance," to add detail and atmosphere to their writing. The children will start sentences with fronted adverbials, like "In the dead of night, Bjorn set out on his dangerous journey," to provide more information about how, when, or where events take place. They will also use subordinate clauses to add extra layers of meaning to their sentences, such as "Bjorn, who had trained for years, was determined to succeed." The use of past and present perfect tenses will help them reflect on events from the past while keeping the action in the present, like in "Bjorn had faced many challenges before, but none as great as this one."

Throughout the week, the children will make subtle changes to the plot of the saga, adding their own twists to Bjorn's journey—perhaps introducing new challenges, unexpected allies, or different outcomes. Once they have finished writing and editing their stories, they will publish their work, ready for display in the classroom. This will allow them to celebrate their creativity and share their versions of the saga with their peers.

### Maths:

In Maths, first the children will multiply a mixed number by a whole number. They will consider their vocabulary, sentence stems and generalisations in order for them to use efficient maths to calculate their answers and think deeply about the concept they are studying. Finally, the children will multiply a mixed number by a whole number going beyond the whole. This will be an opportunity for the

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children to make connections to previous learning and build on their knowledge and understanding of the structure of fractions through explorative bar modelling.

### **Science:**

In the third lesson of the "Living Things: Life Cycles and Reproduction" unit, the children will learn how to describe the life cycle of a bird. They will then compare the life cycles of different birds before comparing the life cycles of birds and mammals. The children will be working scientifically by: posing relevant questions about the life cycle of birds; using technology to answer their questions; and finally, by assessing the value of a question.

### **History:**

Next week in History, the children will be learning about Alfred the Great, one of England's most important kings. They will explore his leadership during the Viking invasions, focusing on how he successfully defended his kingdom and earned the title "the Great" for his bravery and intelligence. The children will also study his contributions to education, law, and culture, such as promoting learning by translating Latin books into Old English and establishing a system of law that helped unify the kingdom. They will learn about Alfred's creation of fortified towns, known as "burhs," to protect against Viking raids, and his famous victory at the Battle of Edington, which led to a peace agreement dividing England between the Saxons and the Vikings. Through examining historical sources and discussing his impact, the children will gain a deeper understanding of how Alfred's reign shaped the future of England and why he is remembered as a key figure in English history.

### **Geography:**

In Geography next week, the children will begin the first lesson of our "Save the Orangutan" module, where they will learn all about these incredible creatures and the challenges they face in the wild. They will explore where orangutans live, focusing on the rainforests of Borneo and Sumatra, and discuss the importance of these habitats to their survival. The children will learn about the different species of orangutans and their unique characteristics, as well as the threats they face, such as deforestation, habitat destruction, and poaching. As part of the lesson, they will explore how human activities impact the orangutans and what can be done to protect them. Through engaging discussions and activities, the children will gain a deeper understanding of the need for conservation efforts and how they can make a difference in helping to save these endangered creatures.

### **Computing:**



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Week commencing: Monday 12<sup>th</sup> May



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In this lesson, the children will investigate how records can be grouped, using both the paper record cards created in Lesson 1 and a computer-based database from J2E. They will use 'grouping' and 'sorting' to answer questions about the data.

### **Music:**

In Music this week, the children will explore the dynamics of music. They will consider the words of Tchaikovsky, "The bells should be large, and all of the same pitch; they should be struck in the manner of celebratory ringing." They will consider and analyse this quote to enable them to think more deeply about the music they have been studying recently.

### **Art / DT:**

In Art, the children will be completing a piece of the landscape paintings of Saoirse Morgan. They will paint their backgrounds and create elements to form the foreground interest of the piece.

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

Next week, in their Personal Development and Wellbeing (PDW) lessons, the children will revisit the Zones of Regulation. They will review the four coloured zones—blue, green, yellow, and red—and discuss the emotions and behaviours linked to each one. The students will reflect on how to recognize when they are in a particular zone and explore strategies to shift from one zone to another, such as deep breathing, taking a break, or speaking to a trusted adult. Through role-playing activities, they will practice identifying their emotions and responding to different situations in a calm and thoughtful manner. Through these discussions and activities, the children will strengthen their understanding of emotional regulation and develop effective coping skills to manage stress and enhance their overall well-being.

### **P.E:**

Next week in PE, the children will be focusing on Athletics, developing their abilities across a variety of track and field events. They will work on running, jumping, and throwing skills, aiming to improve their speed, agility, and coordination. Activities will include sprints, long-distance runs, and relay races, where they will learn about pacing, technique, and the importance of teamwork. The children will also explore jumping events such as the long jump and high jump, paying attention to their posture and form to enhance their performance. In throwing events like the shot put and javelin, they will focus on building strength and accuracy. Through both individual and team-based challenges, the children will deepen their understanding of the key skills involved in athletics, while also developing important values such as perseverance, sportsmanship, and a commitment to personal fitness.



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### **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:** Please read aloud to your child every day and encourage at least 15 minutes of independent reading too.

### **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 16<sup>th</sup> May.**

**Task 1:** Complete your next Reading Egg – Lesson 168.

**Task 2:** Complete 5 minutes of TTRS on Saturday and again on Sunday. Also...

You will be multiplying unit fractions by whole numbers.

### **Task:**

Complete the worksheet by solving the following problems, e.g.

$$1/4 \times 3 = ?$$

### **How to do it:**

To multiply a unit fraction (a fraction with 1 as the numerator) by a whole number, you multiply the numerator by the whole number and keep the same denominator.

### **Example:**

$$1/4 \times 3 = 3/4$$

Think of it as having 3 lots of 1/4, which equals 3/4.

Complete the tasks carefully and upload your work to Showbie by Friday.

**Task 3:** Art Homework - Architecture Sketch and Reflection

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For your Art homework this week, you need to find a piece of architecture that you find interesting. This could be a famous building, a bridge, a monument, or even a structure you've seen in your local area.

**Your task:**

Sketch the piece of architecture carefully on A4 paper. Take your time adding details like windows, shapes, and patterns.

Underneath your sketch, write a short explanation about why you chose this piece. What do you like about it? Is it the shape, the design, the colours, or the way it makes you feel when you see it?

Think carefully about what makes this piece of architecture stand out to you.

## YEAR SIX

<b>Key Question:</b>	<b>How do the multiple viewpoints enhance the story and its characters?</b>
<b>Key Text for Linked Learning:</b>	Wonder by R. J. Palacio
<b>Key Vocabulary:</b>	Compassion, mumble, encounter, nonchalant, reflective, oblivious, augmented, gesture, grace, influence

**Linked Learning: English, PDW**

During the third week of our persuasive writing unit, the children will focus on equipping themselves with the skills they need to craft compelling arguments. They will be introduced to the concept of persuasive writing, highlighting its purpose and key features through diverse examples. The children will explore persuasive techniques and identify them in various texts, deepening their understanding of how language can be used to influence others. They will then dedicate time to planning a persuasive piece on the significance of kindness and acceptance, drawing inspiration from thematic elements encountered in literature. Utilising graphic organisers, the children will map out their arguments, ensuring a logical structure to their writing and begin drafting their persuasive letters or speeches, advocating for their school to adopt a 'Choose Kind' policy. They will use points developed during their planning sessions to support their case effectively.

This sequence aligns with the National Curriculum aims by enhancing students' ability to write for a specific purpose and audience. It fosters critical thinking and the ability to articulate and defend

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viewpoints, which are crucial skills outlined in the English curriculum. Moreover, the focus on kindness and acceptance directly supports the goals of PDW by promoting emotional literacy, empathy, and positive relationships within the school community.

#### **Maths:**

In Maths this week, children will be recapping all their learning and skills from year 6.

#### **Science:**

The children will be able to classify the warm-blooded vertebrate groups using their common characteristics. They will work scientifically and use a classification key to classify vertebrates.

#### **History:**

In History this week, children will find out some of the main events of the 1950s and to investigate what life was like during this period.

#### **Geography:**

Children will consolidate their learning about Africa recapping the countries they have learnt about before having the opportunity to research another African country independently

#### **Computing:**

In computing this week, the children will consider key functional features of webpages and how users interact with these.

#### **Music:**

In Music, the children will apply their knowledge of technical musical vocabulary, such as dynamic, pitch, texture and timbre when appraising the wider music of Anna Meredith. They will also revisit their emerging knowledge of musical notation which we focussed on earlier in the year.

#### **Art / DT:**

In Art week, the children will consider how the structures and materials required to create a 3D model of a miniature chair contains design elements reflective of their personality.

#### **PDW:**

The children will be developing various strategies for increasing their resilience towards outside stimuli. This week they will consider the role of mindfulness practice.

#### **P.E:**

The children will identify a suitable pace for their event. They will select and apply the best pace for each running event.



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### **MFL:**

The children will continue to explore the French speaking district of Quebec, applying their knowledge of talking about the weather to learn new vocabulary about summer and winter sports in French.

### **Homework**

**Every weekday: Please read aloud to your child and also encourage at 20 minutes of independent 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 16<sup>th</sup> May.**

**Task 1:** Complete a level of Reading Eggspress. You should be at or beyond Lesson 212.

**Task 2:** 5 minutes of TTRockstars on Garage mode on Saturday and Sunday and Monster Learning – KS2 Assessments – Paper 2 – Reasoning Test 4

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

**Task 3:** Write an A4 page about yourself for the Year 6 leavers edition of the Hill West Herald. There are 7 key headings that your child can use to structure their article, if they wish to do so.

**The best thing about school is:**

**My favourite moment:**

**My most memorable moment:**

**What I am most proud of:**

**Message to the Year 6 teachers:**

**Fun facts about me:**

**What I wish for my future:**

*A separate letter has been sent to parents regarding this, including examples from previous year groups to support the children.*

*We would ask that these are returned to enquiry by **Friday 6th June**, so that we can send the collated document off to the Printers for printing, in time for the Leaver's Assembly.*



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