

## Next Week at Hill West

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

Week commencing: Monday 1<sup>st</sup> July 2024



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## LET'S CELEBRATE 'OUR' SCHOOL



'93% of parents have told us that their child is happy in school, on the most recent parent view survey (2024).



## RECEPTION

**Key Question:**

**What is the weather like on the Savannah?**

**Key Text for Linked Learning:**

**The Ugly Five by Julia Donaldson**

**Nursery Rhyme/Song of the Week:**

**We're going to the zoo**

**Key Vocabulary:**

**enclosure vile humid raiding climate**

**Linked Learning:**

What an exciting week Reception have this week! The children will deepen their learning about Africa by continuing to explore the animals that live there and what the climate is like. On Tuesday, the children are having a super active day with a 'Relax Kids' taster session, followed by their first Sports Day in the afternoon. On Wednesday, the children will be heading to Twycross Zoo for an exciting adventure (Let's hope for a dry day and a little bit of sunshine!).

In preparation for the trip, the children will be revisiting their learning about maps and identifying animal enclosures we could visit using the Twycross Zoo map! After our visit, they will be orally recounting their trip using the iPads to rehearse a sentence. They will also be writing a dictated sentence to recount their visit using the tricky words 'there' 'were' and 'when'. In Expressive Arts and Design, children will be quite literally rolling their sleeves up to create arm and handprint giraffes- we cannot wait to see the outcome!

**PSED:**

A discussion will be had on how to remain safe at the zoo and the importance of listening to their group adult.

**Communication and Language:**



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This week children will be using the ipads to verbalise what they are hoping to see at the zoo. On our return, children will record a recount of their favourite part of the day- we will be encouraging children to use detailed sentences, adjectives and expression to add interest.

### **Physical Development:**

The children are visiting another country this week in their PE lesson! They will be using a racket to play games, practicing hitting the ball in the middle of the racket. The children also have their first Sports Day on Tuesday! They have been practicing lots to take part in the races.

### **Literacy:**

There will be a focus on the accurate spelling of the tricky words 'when', 'like' 'were' and 'there' this week. The children will be applying their phonic skills to support them in writing a recount of the zoo trip.

### **Phonics:**

This week, the children will be revisiting the Phase 4 tricky words. They'll be encouraged to read with accuracy and speed. There will be a focus on reading words ending in -es, -ed /id/ and -ed /t/.

### **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:**

In maths this week the children will be consolidating their knowledge of halving. They will begin recapping what a half is and finding examples in our environment. The children will then use practical resources to help them find half of a given number.

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

The children will be looking at the map of Twycross Zoo and identifying areas of interest. After the zoo visit, the children will draw their own map of the zoo, using their memories to recreate their visit. The children will also explore what the weather is like on the African plains and compare the climate to here in the United Kingdom.

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

Children will be continuing with their creativity this week. They will be colour mixing to create elephants. We will be consolidating our prior learning about how we can make colours lighter or

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darker using paints. Children will also create elephants and giraffes using a range of taught techniques.

### 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 5<sup>th</sup> July.**

**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 making a mask of their favourite African animal. It may be one of the 'Big 5', an animal from 'The Ugly 5' or another animal from Africa. We can't wait to see their creations!

## YEAR ONE

<b>Key Question:</b>	<b>Can you see a tiger lurking in the bushes?</b>
<b>Key Text for Linked Learning:</b>	<b>There's a tiger in the garden – Lizzy Stewart</b>
<b>Key Vocabulary:</b>	<b>magnificent, whizzes, grumpy, ridiculous, wretched, admits, extraordinarily, replies, absolutely, definitely</b>

### Linked Learning: English

This week the children will be starting their new key text 'There's a tiger in the garden'. This is a wonderful book about a little girl's imagination and what she imagines in the garden. They will begin the week by making their own predictions about what they think might happen in this book, based on the information they already have. They will move on to picking out some of the key vocabulary, looking at its meaning then using it in their own sentences. After, the children will work in pairs to describe various pages from the story verbally to their partner. Children will build up to the word tennis activity to describe one of the pictures with their partner.

### Phonics:

This week the children will be growing the code for the following graphemes: **(sh)** ti, ssi, si, ci. They will also be learning the following tricky words: busy, beautiful, hour and pretty.

### Reading:



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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 begin to complete a topic of Mass; Compare mass of objects, heavier /lighter than, Order objects by mass, Measure the mass of objects using non-standard units.

### **Science:**

This week the children will continue to revise the topic, animals including humans. They will be focusing on the features of each animal group and play a game sorting animals into their correct groups and explaining why.

### **History:**

Children will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Children will learn the life and achievements of Elizabeth II.

### **Geography:**

Children will explore the UK and the four countries within it by looking at the flags of each country and then their national animals. They will then expand this investigation to national animals of the world's countries. They are challenged to use world maps and atlases to place and match national animals to their country.

### **Computing:**

This week the children will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.

### **Music:**

This week the children will be composing simple rhythms using un-tuned instruments and making up their own chants to remember their different rhythms.

### **Art / DT:**

This week the children will be creating their own mini beast collage inspired by the illustrator Eric Carle- author of the Hungry Caterpillar. They will be using water colours to paint smaller pieces of paper and creating their own shapes to form their mini beasts and habitats.



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### RE /PDW:

The children will continue to be learning to recognise and correctly know the names of the body, including private parts.

### P.E:

This half term the children will be focusing on their Athletics skills in preparation for Sports days which is 2<sup>nd</sup> July. This week they will be developing their own races for our Novelty Race.

### Year One

**Homework: Every weekday:** Share a book / story. Books will be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

**This week's assigned homework should be completed and returned by Friday 5th July.**

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Summer 2 Week 1.

**Task 2:** Please access your child's Mathseeds lesson to complete the next lesson.

**Task 3:** As part of our history topic, the children have been learning all about famous English Queens. We would like you to choose one of the following Queens to research. You can choose from- Queen Elizabeth I; Queen Victoria; Queen Elizabeth II

You can present this however you like such as a poster, PowerPoint, video or artwork.

## YEAR TWO

<b>Key Question:</b>	<b>What are you having for lunch?</b>
<b>Key Text for Linked Learning:</b>	<b>'The Lighthouse Keeper's Lunch' by Ronda and David Armitage</b>
<b>Key Vocabulary:</b>	<b>Lighthouse, keeper, industrious, toot, concocting, scavenging, appetising, gusto, brazen, perched</b>

### Linked Learning:

In English this week, the children will begin their new key text, 'The Lighthouse Keeper's Lunch'. They will begin the week by listening to the story, predicting what might happen next based on what they have seen or heard so far before sequencing the story using a story map. In addition, key vocabulary will be identified and explored to support the children's understanding of the text. The children will then use commas in a list using Mr Grinling's lunch items. Finally, the children will explore the key features of instruction texts.

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### Maths:

In Maths this week, the children will be revisiting place value to secure their knowledge ready for year 3.

### Science:

No Science due to ATLP training day.

### History:

In History this week, the children will be exploring what may have happened if Tim Berners-Lee & William Caxton didn't share their invention. The children will be asked to imagine what their day would be like without the internet.

### Geography:

This week, the children will be identifying the similarities and differences between a British beach and a beach in another country.

### Computing:

This lesson introduces the concept of simple image editing. In this lesson, the children are introduced to the Pixel image editing software and use the 'Adjust' tool to change the colour effect of an image.

### Music:

No Music due to ATLP training day.

### D & T:

For our last D & T Day of the year, the children will be designing and structuring a greenhouse that will allow light and heat in to encourage their seeds to grow.

### R.E.

The children will be listening to the parable, The speck and the plan, to discuss how a Christian story may help people change for the better.

### P.E.

This week, the children will be developing throwing with accuracy. They will practise throwing from a balanced starting posing, pointing their hand at the target after the ball has been thrown making sure they keep their eyes on the target.

### Homework:

**Every weekday:** 5 minutes of TT Rockstars and at least 5 minutes of reading. EBooks will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

**Half Termly Spellings:** one, two, three, four, five, six, seven, eight, nine, ten, twenty, thirty



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**This week's assigned homework should be completed and returned by Friday 5<sup>th</sup> July.**

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

Spellings: Practise your spellings and then test yourself.

**Task 2:** TT Rockstars, 5 minutes a day on the Garage and complete a lesson on Mathseeds. Practice your 2-, 5- and 10-times tables. When you are ready begin to learn your 3, 4 and 6's.

**Task 3:** Continuing on from this week's History lesson, try making your own telephone communication device.

<https://www.dixie.com/lifestyle/how-tos/Play-Telephone-with-Dixie-Cups#:~:text=Instructions%3A,you%20listen%20through%20the%20other>

## YEAR THREE

<b>Key Question:</b>	<b>Would you keep a promise?</b>
<b>Key Text for Linked Learning:</b>	<b>The Invisible</b>
<b>Key Vocabulary:</b>	<b>cracked, broken, scratching, snatch, strength, heroes, stray, silently, completely, pale</b>

### Linked Learning: English

This week children will use language techniques and various conventions explored over the past few weeks to use within their story writing. Children will be given a scenario to carefully think about how they would react if they lived in a dull and grey city. What would you do to bring colour and life into your city, if this was where you lived? Once children have thought of an idea, they will begin to draft their own story. Children will then revise and edit their work before publishing their final pieces. Towards the end of the week children will be given the opportunity to perform and read aloud their writing to their peers.

### Maths:

This week will mark the end of the unit all about angles. The children will use their knowledge gained about angles to make decisions on whether different angles are more than less than a right angle. The children will then take part in various reasoning and problem-solving activities to help secure the knowledge they have gained and to deepen their understanding.

### Science:

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The children will be continuing with their fact files all about the life cycle of plants. This week, the focus will be on the germination point of the cycle.

### **History:**

This week, the children will be thinking about all the history they have been learning this year. The focus will be on where people lived, with the children deciding which settlements they believe would have been the best to live in during the times of ancient history studied. They will begin to build presentations to show their opinions.

### **Geography:**

This week children will begin recalling the European countries. We will then explore Paris' landmark in detail and then children will research and learn about some of the other famous landmarks in Europe.

### **Computing:**

In computing this week, children will be given examples of what anyone may or may not be willing to share about themselves online. Children will also learn about the need to be careful before sharing anything personal and who to ask if they are unsure about putting something online.

### **Music:**

This week, the children will continue to look at the expressionist genre of music and will begin to work towards creating their own expressionist piece.

### **Art:**

Children will continue to use a selection of natural materials and household ingredients to craft their own dyes and paints to use in their own creative and expressive pieces. We will then use objects to place against our dyed work to create a contrast of shadow work.

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

This week children will explore the differences between peer influence and peer pressure. Children will be given various scenarios to discuss with their peers to decide which categories they would fall into. They will then discuss the correct ways these scenarios should be actioned.

### **P.E:**

Children will recap their ball skills learned so far. Children will think about their stance ensuring they begin with their feet shoulder width apart and will then learn to throw the ball high above their heads. Children will then develop their throwing skills for distance in a pull throw.

### **MFL:**



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The children will continue to look at the Hungry Caterpillar story in French and will be focusing on pronunciation of the words and recalling parts of the story.

### DT:

During DT Day this term, children will be learning all about gears, pulleys and levers. They will explore the uses of these in our day to day lives and will then design a simple lever or a lever with a pivoting mechanism. Children will then evaluate their construction and then critique the work produced by their peers. For a successful DT Day, please send your child in with some cardboard on Monday, all of the other resources will be provided.

### Homework:

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

**Half termly spellings:** Through, circle, different, minute, interest, exercise, strength, were, certain, popular.

**This week's assigned homework should be completed and returned by Friday 5<sup>th</sup> July.**

**Task 1:** Practice spellings and complete one lesson of Reading Eggs / Eggspress.

**Task 2:** Complete this week's maths homework on Showbie, by following:

Rabbits/Hedgehogs- Maths Homework- Summer Term

**Task 3:** To support the language and conventions used in English, children are to create 5 similes, 5 short snappy sentence and 5 sentences using alliteration. House points will be awarded for the most creative sentences!

**Please send cardboard in with your child on Monday for a successful DT Day. All the other resources will be provided.**

## YEAR FOUR

**Key Question:**

**Will Boudicca rally support??**

**Key Text for Linked Learning:**

**Boudicca's Letter / The Roman News**

**Key Vocabulary:**

**Ruthless, belonging, revenge, courageous, determined, censor, donative, legion, toga, brutality**

**Linked Learning:**

In English this week, children will practise writing their own persuasive sentences, inspired by those written in Boudicca's letter. They will then move onto looked at another linked text, *The Roman*

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News, in which they will analyse a number of news-paper articles set in the Roman Empire identify key features of this genre of writing.

### **Maths:**

In Maths this week, the children will continue developing their understand and fluency of calculating the area and perimeter of a range of shapes.

### **Science:**

In Science this week, the children will be using their retrieval practice to combine their leaf ids created in previous weeks and use their recent classification key skills to classify them. They will be choosing any distinguishable features to sort the leaves out like Scientists.

### **History:**

This week in History, the children will be exploring how the Romans used walls as defences. We will be studying both Hadrian's Wall and the Antonine Wall. As Historians the children will identify the strengths and weaknesses of the walls and weighing up how successful they truly were.

### **Geography:**

This week in Geography Year Four are looking at Madagascar's climate to see why they have different seasons in comparison to the UK. We will be creating bar charts to show the differences in rainfall, sunlight hours and temperature.

### **Computing:**

This week in computing the children will be exploring Scratch. We will be delving into the world of animations and considering how scratch can be a useful programming tool. The children will be ACE at creating their own scratch themed game.

### **Music:**

This week the children will be continuing to practice writing and playing their own short tunes and melodies. They will then reflect on how they could improve their performances.

### **Art:**

This week in art, the children will continue to develop their package drawings, they will start to make their 2D images into a 3d image. During our DT day the children will be exploring how to create their own working Roman chariot!

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

This week in PDW the children will continue to focus on how disability to contribute to thoughts, feelings and mental health.

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### P.E.

In Physical Education this week the children will be building their strength whilst practicing their throwing skills to work their way up to throwing our javelins.

### MFL:

This week in French the children will be using our ATLP knowledge organisers to study which areas of the curriculum we feel confident and which areas we should review as we near the end of term.

### DT:

In Design Technology this week, the children will explore how wheels, a chassis and axels work. They will then design and make a Roman chariot, using wood, card, blue tac, and straws. They will use the following tools when making: a vice, saw and a clamp

### Homework:

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

Half termly spellings: remember, quarter, various, famous, purpose, ordinary, history, possess(ion), Enough, perhaps.

**This week's assigned homework should be completed and returned by Friday 5<sup>th</sup> July.**

**Task 1:** One lesson of Reading Eggs

**Task 2:** Maths: Have a go at completing these Perimeter questions. The children will have the sheet printed for them and handed out on Friday (28.6.24)

**Task 3:** History: Consider this statement: "The Roman invasion was the best event to happen to Britian" Discuss your thoughts using the evidence learnt this term. Children should present their argument/ debate (no more than 1 page) ideas in their homework books ready for a debate for next lesson...

## YEAR FIVE

### Key Questions:

**Why was the chicken funky?**

### Key Text for Linked Learning:

**Funky Chicken – by Benjamin Zephaniah**

### Key Vocabulary:

**dislocated, raggedy, vague, splodge, merciful, ingratitude, triumphantly, overgrow, clump, meadow, rockery**

### English:

In English, the children will be analysing the style and structure of Benjamin Zephaniah's Funky Chicken. They will look at the rhyme scheme, poetic devices, and the imagery. They will then use their



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knowledge to create a poem of their own in the same style. Towards the end of the week, they will be analysing performances and performing Funky Chicken in groups.

### **Maths:**

In Maths, the children will be concluding their lessons from the 'Can Do Maths' scheme and will be exploring statistics. We will be examining statistics in both tables and charts to find out information about a wide range of topics. The children will be using these skills to answer reasoning and fluency questions.

### **Science:**

In Science, the children will be continuing their learning about forces and how objects act in different settings. We will be learning about water resistance and how it affects objects either floating or sinking. We will be completing an experiment testing two varied materials to determine whether they will float or sink. We will then be recording the results of the experiment in our books.

### **History:**

Children will explore Viking jobs and the fashion styles of the Vikings. They will begin to comprehend how each Viking helped to build and maintain a community.

### **Geography:**

In Geography next week, the children will continue their learning about the endangered Southeast Asian species of the orangutan. After learning important reasons why they are endangered last week, the children will be exploring how rehabilitation centres in Borneo are working hard to preserve their existence. The children will then create their own job advert for someone to work at the conservation centre, including listing key qualities for the separate roles.

### **Computing:**

In Computing, the children will plan a video by creating a storyboard. Their storyboard will describe each scene, and will include a script, camera angles, and filming techniques. The children will use their storyboard to film the first scene of their video.

### **Music: DT Day**

### **Art / DT:**

In DT, the children will be exploring Ancient Greece to link back to their topics from the beginning of the year. We will be looking at iconic Greek dishes and will be making some Greek tzatziki. The children will be writing instructions about how to make this Greek dip, including each step being presented in a detailed way.

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### R.E. /PDW:

In PDW, Children will continue to work through the Zones of Regulation by applying the zones to those around them. They will discuss how a child may feel in a particular zone and how this might affect other people around them. They will then explore expected and unexpected behaviour and how this might affect people around them.

### P.E.

In PE, the children in Year 5 will be learning about Hockey and Athletics with the classes switching between the two each week. The children will be learning important techniques about both and will be gaining crucial experience working within a team.

### MFL:

In French, the children will recap the learning they have done this year throughout a variety of different topics. The children will be using their new vocabulary orally and will be attempt to master the pronunciation of certain graphemes and sounds. We will then use this to have our own conversations about a variety of different issues.

**Homework: Every day:** 5 minutes of Garage mode on TT Rockstars and at least 15 minutes of quiet reading

### Half-termly Spellings:

Sincere(ly), interfere, amateur, criticise, bargain, muscle, queue, recognise, cereal, serial

**This week's assigned homework should be completed and returned by Friday 5<sup>th</sup> July.**

**Task 1:** Complete your next Reading Egg – Lesson 174.

**Task 2: Maths** - Complete the Maths activity on Showbie about finding equivalent fractions. This will be found in your child's class homework folder on Showbie.

**Task 3: History** - Pick a famous historical figure of your choice and create a piece of work which tells us something interesting about them.

## YEAR SIX

### Key Question:

What is it like to acclimatise?

### Key Text for Linked Learning:

The Arrival – Shaun Tan

### Key Vocabulary:

liberty, mooring, immigration, examination, visa, passport, metropolis, cacophony, translate, dormitory



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**Linked Learning:** In English, children will explore chapter 3 of *The Arrival* by Shaun Tan. They will explore how the father feels as he progresses in the story. Using the beautiful illustrations, the children will use their observation and inference skills to discern the thoughts and feelings of the father in his new environment. They will examine the father as a character and explore his development as the story progresses. As the character develops, does he think back to his family back home? What changes and what stays the same? To enhance meaning, children will then look at and examine their vocabulary choices and begin to adjust their character analysis. As the book is filled with images and motifs, explanations will have to reflect the symbolism behind these motifs to match the tone of the narrative. We will finish the week by creating a character file on the father. This file will explore the reasons that he left home, the reason why he might not be able to return and the changes that occur to him as the story progresses. Children will make sure to include an accurate comparison of the father in the different parts of the story and give a realistic contrast between the character at the beginning of the story and where they will be in the story at the end of the week.

### **Maths: Theme Park Project:**

Children will continue to work in groups with their business partners to plan, cost and market a theme park of their design

### **Science:**

In Science, children will use their understanding of circuits and electricity to build their WWI tanks. They will aim to include the relevant components and motors to add sound, light and movement to their tanks.

### **History:**

In History this week, children will find out some of the main events of the 1990s and these events would influence modern Britain.

### **Geography:**

In Geography, children will explore the human geography of Japan.

### **Computing:**

In Computing, children will analyse a 3D model, choose objects to use in a 3D model and combine objects in a design.

### **Music:**



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In Music, children will review the genre of classical music. They will look at the piece 'Sonata for Horn in F' by Paul Hindemith and identify the instrumentation. When not reviewing classical music, children will be expected to learn the compositions for their end of year production.

### Art / DT:

In Art, the children will be using their research, creativity and design skills to create solutions for a real-life situation – the set of our upcoming play. This currently involves building a cave and creating Arabian vases.

### PDW

The children will be considering the **how people express joy and happiness**. They will discuss **how Muslims express joy in their worship**.

### P.E.

This half term, the children will be engaging in both Rounders, Rugby and Athletic skills. In Rounders, children will be honest and play to the rules, consider where they are in relation to the ball before choosing which technique to use, think about where the batter is before making a decision and whether they want to get them out or stop them from running.

Foxes will be practising their Rugby skills and learning to work to communicate on the pitch.

### MFL

Having introduced the concept of La Francophonie in the first lessons, the focus now moves to one French speaking area – Morocco. They will recall simple facts about Morocco and understand why French is spoken in Morocco.

### Homework:

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

**Half termly Spellings:** decided, absolutely, education, information, knowledge, insignificant, ecstatic, woeful, dejected, unobtrusive

**This week's assigned homework should be completed and returned by Friday 5<sup>th</sup> July.**

**Task 1:** Complete a level of Reading Eggspress – you should be on or beyond lesson 214.

**Task 2:** Complete the activity on the following website: <https://nrich.maths.org/6522>

**Task 3:** Continue to consolidate your lines, song lyrics and choreography for the play. Put the finishing touches to your costume and begin to bring in props for your character.