

## Next Week at Hill West

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

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



*ACE; Ambitious, Curious and Ever-respectful*

## LET'S CELEBRATE 'OUR' SCHOOL



Congratulations to Mrs Jones at our Hill West Nursery, following a highly successful OFSTED Inspection, where it has been recognised that they are 'GOOD' across all inspection areas. Very well deserved.



## RECEPTION

<b>Key Question:</b>	What is a village like in Africa?
<b>Key Text for Linked Learning:</b>	Handa's Surprise
<b>Nursery Rhyme/Song of the Week:</b>	Oats and beans and barley grow
<b>Key Vocabulary:</b>	village wonder ripe guava adjective

### Linked Learning:

Our journey in Africa continues this week as we begin to explore what life can be like in a small village in Kenya, Africa. We will follow the life of an eight-year-old girl named Naresiah. Through this learning, we will encourage children to look at the similarities and differences between her life and their own. In order to broaden the children's knowledge and understanding, we will carefully look at images of Naresiah's home, her pets, her hobbies and her classroom. Children will be taught to identify the Kenyan flag. During craft activities we will be replicating mud huts, making tribal necklaces, decorating African masks and much more. In Mathematics we will focus on weighing and comparing heavy and light. Through our fruit tasting sessions, children will be encouraged to use adjectives to describe what they try. The children will continue to apply their Phase 3 and 4 tricky word knowledge, with a focus on 'like' 'out' 'said' and 'here'. For our craft activities we will need lots of empty kitchen/toilet rolls please.

### PSED:

This week the children will be exploring friendship. They will be discussing what friendship means and how being around friend makes you feel. Links will be made to our key text 'Handa's Surprise'.

### Communication and Language:



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This week, children will be engaging in non-fiction books, listening and talking about new knowledge and vocabulary. Children will be encouraged to ask questions and make comments about what they have heard and ask questions to clarify their understanding.

### **Physical Development:**

In PE this week the children will be taking a trip to the 'Far East'. They will learn to work cooperatively as a team to complete activities like 'along the dragon' where they pass a beanbag over their head or through their legs in a team.

### **Literacy:**

In Literacy, the children will be using our key texts to inspire descriptive words for fruits from around the world. In sentences, the children will use an adjective to describe fruits from the story and those that they like to eat. The children will be practising the spelling of Phase 3 and 4 tricky words throughout the week, with a focus on 'like' 'out' 'said' and 'here'.

### **Phonics:**

The children will be consolidating their phonic knowledge this week. They will be using the chunking method to read longer words with independence. In phonics, the children will be applying their phonic knowledge to write sentences e.g. My cat is the sweetest, plumpest cat. Tricky words will continue to be practised.

### **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 in Mathematics the children will be consolidating their knowledge of weight and how to use scales. They will be exploring how much items weigh and ordering them by weight.

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

The children will be learning about life in Kenya as a child. What are the homes like? How do people cook? Do children go to school? Do children like sports?

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



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This week we will be undertaking a range of African themed crafts, including making bracelets and necklaces, creating representations of homes and decorating African masks. Children will need to use several taught skills including; folding, cutting, joining and paper fringing.

**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 12<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:** Please support your child to create a piece of work that represents their understanding of Africa, this could be written sentences, a drawing, images with quotes from your child or a craft task.

## YEAR ONE

<b>Key Question:</b>	<b>What might you find in your garden?</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 continuing to explore our text 'There's a tiger in the garden.' They will spend the week planning and writing their own retelling of this wonderful story. They will begin by creating their own plan of the main events from the text then move on to writing up each section using their own descriptive vocabulary. They will be selecting adjectives to add detail to their sentences. They will then use the last part of the week to edit and improve their work.

### Phonics:

This week the children will be growing the code for the following graphemes: **(or)** augh, our, oar, ore. **(word endings)** ce, se, ze, le, al. **(review)** gn, kn, mb, dge, ge, g.

They will also be learning the following tricky words: **more, improve, parent, shoe.**

### 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



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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 complete a topic of Mass; Compare capacity of containers, Order capacities, Measure Capacities, using non-standard units, Measure capacities using standard units.

### **Science:**

This week in science, the children will be spending time looking back at materials and their properties, matching up objects to the materials they are made from and some of the properties that make it suitable.

### **History:**

This week, children will be comparing major time periods. They will create a timeline that includes all the major periods of British history (Tudor, Victorians and present day).

Children will use what they have found about the three queens to compare three different time periods. They will describe the difference between the Tudor period, the Victorian period and life today. They will discuss what has changed over time.

### **Geography:**

Children learn about animal's native to the UK, including the differences between wild animals, livestock and pets. They investigate their local area or school grounds to see which animals they can spot and record their observations in different ways.

### **Computing:**

During this lesson 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 listening to and appraising - The Lamb by Sir John Tavener (20th Century music). They will then compare this to Rainbow Connection sung by Kermit The Frog commenting on the musical features such as rhythm, tempo, pulse and pitch.

### **Art:**

This week the children spend time looking back at the work they have produced over the year and discuss which is their favourite and why. They will look at the range of materials they have used where they feel they have made improvements.

### **PDW:**



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Children will think about what they would like to be when they grow up. Discussing what qualities, we'd like to develop or remain the same and what aspirations we have for ourselves.

### P.E:

This week the children will be continuing to focus on their Athletics skills.

**Homework: Every week day:** 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 12<sup>th</sup> July.**

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Summer 2 Week 4.

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

**Task 3:** As we are nearing the end of the academic year, we would like you to spend some time reflecting back on your time in Year 1. What have been your favourite moments of Year 1? Which topics have you enjoyed learning about? Think back to special times such as Hatton farm, the pantomime, class assemblies, making gingerbread men, sports day etc. You may present this however you wish including a video, a PowerPoint, a piece of writing, model, artwork etc. We can't wait to see your favourite memories!

## YEAR TWO

Key Question:	What sandwich filling would you give a pigeon?
Key Text for Linked Learning:	'The Lighthouse Keeper's Lunch' by Ronda and David Armitage
Key Vocabulary:	Baffle, accomplished, ingenious, drooped, peered, thoughtfully, scrumptious, surveyed, mused, leisurely

### Linked Learning:

In English this week, the children will continue to explore their key text, 'The Lighthouse Keeper's Lunch'. They will start the week by developing their understanding of the key language features of instructions before planning their own set of instructions for a new disgusting sandwich that Mrs Grinling could make. The children will revise and edit their work, ensuring their have included time adverbials, commas in a list and imperative verbs.

### Maths:



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This week in Maths, the children will complete their Place Value revisit and then move onto addition and subtraction. They will recall and use addition and subtraction facts to 10 and know that addition is commutative.

### **Science:**

In Science this week, the children will be furthering their knowledge of invertebrates. They will carry out research about one or two insects and then create an information leaflet that tells us how to identify them.

### **History:**

In History this week, the children will be comparing the lives and works of William Caxton and Tim Berners-Lee.

### **Geography:**

In Geography this week, the children will explore the question 'Can a compass help us to move around a country? They will work in pairs and use the different clues of directional language to travel to different beaches around the United Kingdom.

### **Computing:**

This lesson introduces the concept that images can be changed for a purpose. The children are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real. The children are first challenged to take their best photograph by applying the photography composition skills that they have developed during the unit.

### **Music:**

In Music this week, the children will listen to and appraise the music, 'The dance of the Sugar Plum Fairy'. 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:**

In Art this week, the children will continue to explore "Backwards forwards" sketching, which is a simple activity that helps develop two key skills: It helps develop understanding and knowledge of subject matter through slow, careful observation and helps match speed of looking with speed of drawing, and therefore helps develop hand and eye coordination.

### **PDW:**

In PDW this week, the children will begin discussing their transition into KS2. We will talk about their new classroom and the different routines the children will be taking part in once they are in Year 3. As



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part of their preparation the children will create an 'all about me' poster that they will send to their new teachers.

### P.E.

This week in P.E. the children will take part in an athletics carousel using the skills they have been developing this term.

**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:** action, collection, inspection, act, collect, inspect

**This week's assigned homework should be completed and returned by Friday 12<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:** Choose an invertebrate, can you then make a 3D model of your insect. You can use any materials, then take a photo and upload it to the homework folder.

## YEAR THREE

<b>Key Question:</b>	<b>How can we present the past?</b>
<b>Key Text for Linked Learning:</b>	<b>The History Detective Investigates: The Stone Age to the Iron Age.</b>
<b>Key Vocabulary:</b>	<b>artefact, barrow, discovery, intricate, vital, ancient, innovative, primitive, solstice, and alloy.</b>

### Linked Learning: English

This week children will begin a new key text, The Stone Age to Iron Age. They will read much of the text over the week, revising subject-specific vocabulary and extracting interesting information. They will recall common features of a nonfiction text and find evidence of them independently. They will spend time analysing the layout and exploring the visual impact of the position of the features. To prepare themselves for writing next week, they will practise writing a range of complex sentences



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ensuring they have secured their understanding of a clause. As a class they will then select their areas of expertise and decide on the content of our own explanation text, starting to plan some ideas under our headings. In History, we will look at some evidence archaeologists have uncovered about Iron Age hill forts by looking at images of maps and locations. We will begin to discuss how they provided protection to those who live there and how the structures were formed.

### **Maths:**

This week, the children will begin the final maths unit of year 3 which is all about statistics. The unit will begin with the children working to interpret pictograms, before using their knowledge to then construct their own pictograms to show a variety of information. As the week progresses, the children will move on to looking at bar charts, and will be firstly interpreting data found within them, before then being able to construct their own bar charts to show a variety of data.

### **Science:**

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

### **History:**

This week, the children will bring together all of the learning they have done this year in history. They have studied, the Stone Age, Bronze Age, Iron Age and the Ancient Egyptians. The children have done lots of work looking at settlements and will be deciding from which era of history they would prefer to live in a settlement of. They will produce presentations to provide historical reasoning for their ideas.

### **Geography:**

This week children will recap their knowledge of human and physical geographical features. Children will then choose a European country they would like to explore in more detail. They will be creating a list of the facts that interest them about the country they have chosen.

### **Computing:**

Children will be recapping on their learning from last week. Children will be asked to give examples of what anyone may or may not be willing to share about themselves online and the need to be careful before sharing anything personal. Children will then be learning about simple strategies for creating and keeping their passwords private.

### **Music:**

The children will recall notes played on the recorder before learning the note f#.



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### Art:

Children will complete their artwork inspired by Anthotype Photography.

### PDW:

This week children will be thinking about how they interact using their social skills. Children will be given scenario cards to discuss how each scenario should be dealt with. Children will then be given social skill name cards and will then be asked to match these up against definition card.

### P.E:

Children will begin by recapping the skills they have learned this term; they will then be given the opportunity to take part in netball matches in small groups. During the second half of the lesson children will learn how to effectively take part in a relay race by holding the bottom of the relay baton for smooth changeovers.

### MFL:

The children will continue to look at the Hungry Caterpillar story in French and will be focusing on recalling more parts of the story, including the foods eaten by the caterpillar and the days of the week.

**Homework: Every week day:** 5 minutes of TT Rockstars every day 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 12<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:** Think about all the topics we have learned over the year. Create a poster detailing all the things you have enjoyed most. House points will be awarded for creativity!

## YEAR FOUR

Key Question:	Can I be as empowering as Queen Boudicca?
Key Text for Linked Learning:	Boudicca's Letter / The Roman News
Key Vocabulary:	slaughter, gathered, volleys, flanks, engage, discipline, disarray, impended, province, native.

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### Linked Learning:

In English this week, children will be planning and writing a Newspaper article about the Battle of Watling Street, they will begin by considering the orientation of the report. They will continue to write in paragraphs conveying the events in detail. The children will include notes from an interview in support and against Boudicca's opposition to the Roman invasion. They will conclude by reorientating the reader. Throughout this process they will use a formal tone and technical vocabulary.

### Maths:

In Maths this week, the children will be continuing their learning on geometry. The children will begin to consider the movement of shapes on a grid and will build up to looking at naming coordinates.

### Science:

In Science this week, the children will look at a variety of leaves, they will make rubbings and consider the ID of the leaf, they will then calculate the area of individual leaf. They will aim to answer the question: What do scientists do to identify different species?

### History:

This week in History, the children will be recapping everything we have learnt about Romans so far, within this process we will be learning about the fall of Rome and what came after the Romans...

### Geography:

This week in Geography Year Four are researching Madagascar's animals. We will be considering why there are only certain animals in the world that can be found in Madagascar.

### Computing:

This week in computing the children will be creating their own processes/ instructions and games on scratch.

### 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 evaluate their 3D food containers. The children will self-evaluate, then group critique their creations.

### PDW:

This week in PDW the children will be having conversations about how they are feeling getting ready to transition to Year 5. They will be giving advice to other children in their position and considering what techniques they can use if they are feeling worried or anxious.

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### P.E.

Due to the inset day last week the children will be continuing their learning on building strength and stamina, this week using 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.

**Homework: Every week day:** 5 minutes of TT Rockstars every day 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 12<sup>th</sup> July.**

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

**Task 2:** Maths: Can you describe the coordinates on the grids (homework will be sent and completed on showbie)

**Task 3:** PDW: Can you create a poster in your homework books with the theme "All About Me" ready to meet your new teacher in the last week of term. Make sure to include all the fun facts about yourself (hobbies, pets, strengths, likes, dislikes, favourite T.V shows etc.)

## YEAR FIVE

### Key Questions:

How can we utilise the structure of Funky Chicken in our own poems?

### Key Text for Linked Learning:

Funky Chicken – by Benjamin Zephaniah

### Key Vocabulary:

xenophobia, exclusion, refugees, indigenous, knothole, colouration, distorted, cellar, terriers, overgrown

### 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 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:



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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. After completing our learning from the Year 5 curriculum, the children will be continuing to work on areas they have found tricky throughout this year.

### **Science:**

In Science, the children will be exploring different life cycles of different species from when the start of their life, right up until the end. We will be exploring the lifespan of many organisms, including their life expectancy and changes that happen to the animal in question.

### **History:**

Children will be creating our own double-paged spread (non-chronological report) about the Vikings and Anglo-Saxons.

### **Geography:**

In Geography next week, the children will enjoy the penultimate lessons of their topic about orangutans. They will be exploring the reasons why palm oil is a main explanation for deforestation in Indonesia and will be exploring arguments for and against this action. The children will then be playing the roles of different characters and debating the arguments for both sides.

### **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:**

In Music, the children will be considering the structure and composition of an orchestra. They will focus on the different sections and imitate this within a drawing to gain a deep understanding of how it is constructed effectively.

### **Art:**

The children will be using their 2D designs from the Yanomami clothing brief and start to consider how turn this into a 3D design. They will be looking at how fabrics are attached and modelled on mannequins.

### **PDW:**



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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 12<sup>th</sup> July.**

**Task 1:** Complete your next Reading Egg – Lesson 175.

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

**Task 3: English** – In your homework book or on an A3 piece of paper, create a fact file about famous poet Benjamin Zephaniah.

## YEAR SIX

Key Question:

Should August start school?

Key Text for Linked Learning:

Wonder – R. J. Palacio

Key Vocabulary:

disfigurement, symptoms, empathetic, disability, inclusion, precept, cleft palate, alignment, contagious, aversion



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### **Linked Learning:**

The children will be reviewing persuasive devices and writing and beginning to construct a persuasive speech about the importance of kindness. They will delve into their speeches, carefully selecting key words and phrases that effectively support their message and evoke an emotional response from the audience. As part of their practice, the students will work on perfecting their annunciation and expression, ensuring that their speeches are not only academically persuasive but also emotionally compelling. Throughout the week, they will engage in peer feedback sessions, providing constructive criticism and offering suggestions to enhance each other's speeches. This collaborative approach will encourage teamwork and foster a supportive learning environment. By the end of the week, the students will have honed their persuasive writing skills and improved their public speaking abilities, enabling them to deliver speeches that inspire and promote kindness in their communities.

### **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 build complete series circuits and find faults in circuits. They will draw accurate diagrams of their circuits using the symbols from previous lessons.

### **History:**

In History this week, children will review the decades in Britain since 1948. They will split themselves into groups of 4. Each group will be issued 1 theme: · Invention – technology, medicines, machines · Monarchy – events around the reign of Elizabeth 2 (births, deaths) · Music – popular genres, groups and artists · Transport – how goods were transported to different areas, how people transported to different areas, world travel. Each theme must be researched within the following decades: · 60's · 70's · 80's · 90's Each decade must showcase the theme and how it is applied.

### **Geography:**

In Geography, children will compare the life of a Japanese school child with a UK school child.

### **Computing:**

In Computing, children will develop and improve a digital 3D model. They will decide how their model can be improved, modify their model to improve it and evaluate their model against a given criterion.

### **Music:**



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In Music, children will review the genre of classical music. They will look at the piece 'Homelands' by Nitin Sawhney and identify the instrumentation. When not reviewing classical music, children will be expected to learn the compositions for their end of year production.

### Art:

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 creating the atmosphere of an Arabian marketplace and signs required for various scenes.

### PDW:

The children will be considering how people express joy and happiness. They will discuss how Muslims express joy in their everyday life.

### 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 deciding 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:

The children will be reviewing all the French phrases they have been learning over the past weeks and creating a non-chron piece in French about the French speaking world.

**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 12<sup>th</sup> July.**

Task 1: Complete a level of Reading Eggspress – you should be on or beyond lesson 215.

Task 2: Complete the activity on the following website: <https://nrich.maths.org/7192>

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.