



Next Week at Hill West

Week Commencing: Monday 16th May 2022

Do you know what your child will be doing at school this week?

RECEPTION

Key Question Summer Week 4: What lives in the ocean?

Key Text for Linked Learning: Billy's Bucket by Kes Grey

Rhyme of the Week: 1, 2, 3,4, 5 Once I caught a fish alive

The children will be getting ready to dive to the bottom of the deep blue sea. The children will be encouraged to draw on the key text, Billy's Bucket, alongside their prior knowledge of animal groups to identify the different living creatures in the ocean. Children will be reading facts using their semantic and syntactic phonic skills to learn all about the ocean, these interesting facts will inspire our writing tasks. After listening to the story 'Billy's Bucket' and using their imagination, the children will write a descriptive sentence using simple adjectives to add interest and detail to their sentences. Children will be encouraged to include the tricky words some, here and are within their sentences. Over the week they will be designing and creating their own under the sea 3-dimensional scenes using this new found knowledge of the ocean. In PSED, children will be talking about kindness, they will be reflecting on ways of filling up a bucket with kind gestures. They will collectively celebrate when their peers have demonstrated kind and thoughtful behaviours. They will be looking at how humans can take care of the oceans so that pollution is minimised reduce plastic going into the oceans.

PSED:

To discuss and demonstrate acts of kindness to all children and adults. (Rights Respecting)

Communication and Language:

To articulate ideas and thoughts in well-formed sentences by including new vocabulary.

Physical Development:

To develop accuracy when aiming and batting (using a tennis racket, cricket bat and small ball).

Writing:

To independently write a sentence to describe something using phonic knowledge.

To begin to independently use a capital letter at the start of a sentence and full stop at the end.

To begin practise writing CVCC, CCVC, CCVCC, CCCVC, CCCVCC words using segmenting fingers.

Phonics:

To recognise Phase 4 CCVCC, CCCVC and CCCVCC, long words and compound words; **tantrum, forest, children** and **windmill**.

To begin to recognise the tricky words: **there, when, what** and **one**.

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:

To explore and represent how quantities can be distributed equally.

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Understanding of the World:

To talk about changes including the changes that have occurred to the sea.
To begin to understand the impact of pollution/plastic on our environment.

Expressive Arts and Design:

To create something for a specified purpose.
To explore and use a range of materials to create a representation of Under the Sea.

Revisit and Review

To recall some doubling facts to 10. The children will be revisiting what to do in an emergency; who to call, how to call them, what information we need to share etc. To recap the different classification of animals; mammals, amphibians and reptiles from last week.

Vocabulary:

persuaded peering pollution coral reef

Homework:

Friday 13th May: To make a poster to encourage people to protect our oceans and seas; what should they do to protect it? Watch: 'A Whales Tale – Hope Works'

<https://www.youtube.com/watch?v=xFPoIU5iiYQ>

Monday 16th May: Reread book assigned on Big Cat Collins Ebook (accessible throughout the week)

Wednesday 18th May: Refer to the 'Weekly GPC recognition and words' sent home and practise reading these.

YEAR ONE

Key Question Week 4: Where will Max go next?

Key Text for Linked Learning: Where the wild things are

Linked Learning: English, PDW

This week the children will be continuing to study the text, 'Where the Wild Things Are'. They will be continuing to explore Max's adventure to write their own setting description, particularly using the wonderful illustrations that are in the book. The children will begin by gathering lots of vocabulary that could be used to describe the variety of scenes captured within the text. They will then move on to putting these into their own sentences, trying to use expanded noun phrases and specific adjectives to describe what they can see. The children will also take part in a dictation lesson that describes one of the first scenes in the text when Max is at home with his family. Finally the children will be given a completely new scene from the book that we haven't yet looked at to write their very own setting description using lots of the language we have been gathering throughout the week.

Linking to our key text, in PDW the children will be focusing on the fact that they are entitled to be happy, healthy, safe, warm, loved, well fed and listened to. They will look at how these needs are met for Max in our key text and if there is anything else he should have.

This week the children will be having a special visitor come to school... an RNLI volunteer! He will be coming in to answer the children's questions and give them an extra insight into how this wonderful institution works.

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Phonics: This week the children will be growing the code for the following graphemes: ea, ir, ou and oy.

They will also be learning the following tricky words: any, many, who, whole and two. Children will be applying their secure phonics knowledge in their daily reading practice sessions. These sessions 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: In maths this week, the children will be bridging 10 with bead strings, beaded lines and hundred squares. They will then move on to doing the same with subtraction and finally move on to sorting calculations according to whether they will bridge 10 or not.

Science: This week they will be learning about what a flowering plant is. They will begin by looking at what it means for a plant to be flowering and then move on to finding and labelling a variety of examples. Not only plants that produce flowers but also those that produce seeds or fruits.

Geography: This week the children will be creating their own map of the KS1 area of school. They will think about drawing it from a bird's eye view including key geographical features such as hills, buildings, flowerbeds and trees.

Music: This week the children will learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

History: Continuing on from their understanding of toys from the past, the children will be investigating photographs of old toys and trying to work out its functions, looking specifically at the materials it is made from and any special features.

DT/Art: This week the children will be introduced to what a basic lever is. They will look at a variety of examples and begin to understand how this mechanism works.

RE/PDW: see above

P.E: The children will be continuing with their rugby coaching from Veseyans. They will also be practicing throwing techniques to be used in Rugby and other sports. They will also be focusing on the accuracy of throws as well as power.

Computing: The children will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. They will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will then explore the different fonts available to them and change the font for their lost toy poster.

Vocabulary:

mischievous, wild, rumpus, lonely, supper, smelled, terrible, gnashed, private, through

Homework:

Friday 13th May - We have spent a lot of time learning and revising our phase 5 graphemes this year so we would like you to spend some time completing the phonics booklet we have created for you. You have a little longer to complete this homework. **(Due in Friday 27th May)**

Monday 16th May - Access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book.

Wednesday 18th May - Spellings- once, one, hush, pull, full, our, ask, like

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Year Two

Key Question Week 4: What caused the Great Fire of London to spread?

Key Text for Linked Learning: The Great Fire of London – Emma Adams

Linked Learning: English, History

In English this week, children will plan and begin to write their recount of the Great Fire London. They will combine their knowledge of the features of a recount and time adverbials to write the first two paragraphs, whilst choosing their vocabulary carefully to suit the purpose of a recount. They will edit each paragraph and publish it to showcase their skills.

In History this week, the children will be acting as news reporters and will be reporting back all the information about the Great Fire of London they found out last week. This will support the children to complete a fact file about the Great Fire of London.

Maths:

Children will continue with the topic of subtraction this week. They will learn how to subtract numbers by counting back, before applying the strategies they know to solve problems involving addition and subtraction of pence. The week will end with children developing their addition and subtraction skills even further by solving missing number addition and subtraction problems, before using their place value knowledge to place two-digit numbers on number lines and choosing the most appropriate strategy to find the difference between them.

Science: This week in Science, children will think about the conditions for healthy plant growth. They will then observe their beans from last week and record their growth. How long will it take for them to be ready to harvest?

History: See above

Geography: This week in Geography, children will learn about the characteristics of equatorial climates and how they affect living conditions. They will continue to learn about and identify five climate zones, focusing on the equatorial Zone. Children will begin to compare conditions in the different climate zones.

Computing: This week in Computing, children will use Chrome Music Lab to investigate how music is made. They will create patterns and sequences by adding and removing notes.

Music: This week in Music, children will explore the sounds of The Fire of London to create a song using their voices to tell the story.

DT: In DT this week, children will design a printing tool to create their own masterpiece inspired by Andy Goldsworthy.

RE: This week the children will be looking at ways that we can care for animals in our environment.

P.E: Children will continue practicing maypole dancing and timing their skipping in and out around the skipping of others, whilst keeping the beat of the music.

Key vocabulary:

Strategy, temperature, beaten, ashes, throughout, ember, thatched, printing, observe, equatorial

Homework:

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Every day: 5 minutes of TT Rockstars and 10 minutes of reading

Friday 13th May - Create a fact file of the Great Fire of London, using information from History and writing skills from English.

Monday 16th May - Complete one Reading Eggs Lesson

Wednesday 18th May – Maths: Find a recipe of your choice and ½ the ingredients.

YEAR THREE

Key Question Week 4: What is remarkable about Edmund and Tenzing?

Key Text for Linked Learning: Everest- The Remarkable Story of Edmund Hillary and Tenzing Norgay.

Linked Learning: English and Art

Children will continue to explore Edmund and Tenzing's journey to summit Everest. They will spend time reading the next chapters, extracting facts and interesting information. They will then put themselves in the shoes of the explorers, thinking about what they might want to share with the world during the night before they reached the summit. They will summarise important events of their journey so far and will begin to structure these thoughts into paragraphs. They will write an informal letter to family about the journey so far. They will then contrast examples of formal and informal letters to prepare them for their formal letter writing next week. In Art children will take inspiration from Picasso and will choose their theme colour. They will then use paint to complete their portraits of Hillary and Tenzing which they sketched last week in the cubism style.

Maths: The children will start the week revising their times tables and division facts, they will need to recall as many as they can and also employ strategies using known facts to solve ones they are unsure of. They will then begin to use a formal written method, grid method, to multiply 2 digit numbers by 2 digit numbers.

Science: The children will be exploring the life cycle of flowering plants. They will be encouraged to use and learn scientific vocabulary such as, pollination, seed formation and seed dispersal.

History: Children will revise what they have learnt about the Bronze age to make comparisons to life in the Stone Age. They will be extracting information from nonfiction texts to support their ideas.

Geography: Children learn about what causes an earthquake and what destruction it can leave in its wake. They will put themselves into the shoes of a rescue team and debate the best course of rescue.

Computing: In this week's Computing lesson, the children will start to add content to the magazine templates they created last week. They will carefully choose the best locations on their template for their text and images.

Music: The children will start this week's music lesson by transitioning between the notes already learnt. They will then continue to practise the note 'f' by learning a new song.

Art/ Design Technology: See above

PDW/R.E. Children will be discussing the importance of rules and laws and how they help to keep us safe.

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P.E: During dance class, children will be performing an Egyptian dance making sure they use expression to enhance it. In tri golf, the children will complete the putting course, ensuring they hold the golf club appropriately, keeping track of their score.

MFL: Children will be practising vocabulary for food using The Hungry Caterpillar story for inspiration.

Vocabulary: From Everest- The Remarkable Story of Edmund Hillary and Tenzing Norgay : conjure, clashed, colony, dysentery, resign, mobilised, vital, treacherous, decent, abandon

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

Friday 13/05/22: Practise the song 'D is for Disco Dancers'

Monday 16/05/22: Reading - Complete one Reading Eggs Lesson, Practise spellings.

Wednesday 18/05/22: Practise converting length. Measure some items in cm and then convert them to mm and even m if you prefer a challenge!

YEAR FOUR

Key Question Week 4; Why did the Romans build straight roads? So that their soldiers didn't go round the bend.

Key Text for Linked Learning: The Explorer – Katherine Rundell

Linked Learning: English/Art/History

In English this week, the children will start the study of their new key text – 'The Explorer' They will begin the week deconstructing vocabulary, they will also write the key vocabulary for this week in to their dictionaries. The children will be introduced to a historical explorer who have inspired authors to write fiction stories. They will then use biographies of real explorers to inspire them to create a character profile for their own adventure story. This week they will concentrate of creating characters ready for our narrative story the following week. The children will consider physical features and the personality of their characters, these can be inspired by the historical figures they have read about combined with their own ideas. They will continue to read the story 'The Explorer and make connections to how their characters may become part of a similar story.

Maths: In maths this week the children will revisit addition and subtraction–At the start of the week, they will finish off unit on column and expended methods of subtraction with 3 and 4 digit numbers together with subtracting amounts of money. In the later part of the week they will move on to measure and data, converting metres, centimetres and millimetres.

Science: In science this week, children will continue the new topic of understanding how vibrations make sounds and are transferred from one area to another ; they will use waste materials (plastic bottles and cardboard boxes to create makeshift musical instruments with which they can experiment in changing pitch and volume (see homework)

History / Geography: In Geography, children will continue to explore Britain's economic and trade links with the wider world, learning about the goods and services that are exported from the UK to the rest of the world

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In History this week, children will continue their new topic of the ancient Romans by understanding the importance of Roman roads and how they were built, comparing their methods to modern ones.

Computing: In computing this week, children will continue the topic of programming a screen turtle using FTP logo to instruct the 'turtle' to make infinite loops and count-controlled loops, then modify the program to remove the infinite loop, explaining how they did so.

Music: In music this week, as well as the regular clarinet lesson focussing on the elements of music. Over half-term they will have practised a new note – C – and be able to integrate that note into a composition using their prior learning of D and E – writing, then reading their own stave.

Art / Design Technology: In art, children will continue their new topic of collage design – experimenting with colour, material and layering depth, they will create 4 different 'surfaces' for collages using coloured pencils or crayons.

PDW / R.E: In PDW this week, children will learn more about peer and media pressure – particularly with reference to underage drinking – They will be given scenario cards where they will discuss techniques for avoiding having to submit to the pressure exerted by their peers.

P.E: In P.E children will continue to learn the required skills for 'Kwik Cricket' – they will learn the rules and how to set out the pitch then practise some accurate (straight) underarm bowling, then batting.

MFL: In French, children will: Translate English sentences into French thinking really carefully about the position and spelling of the adjective, varying it according to the noun.

Vocabulary:

Ager, Barbarian, Basilica, Bulla, Caldarium, Frigidarium, Groma, Hypocaust, Lararium, Ligula

Homework: 10 minutes of TT Rocks Stars every evening and at least 10 minutes of quiet reading

Friday 13th May: for Science on Friday, bring in a range of materials to create musical instruments – plastic bottles, elastic bands, pasta, dried pulses, and small cardboard boxes.

Monday 16th May: One lesson on Reading eggs

Wednesday 18th May: Listen to or read another poem by Aoife Mannix.

YEAR FIVE

Key Question Week 4: Where are the Rainforests?

Key Text for Linked Learning: The Vanishing Rainforest

Linked Learning: English, Geography

In English, children will begin exploring a new text 'The Vanishing Rainforest' by Richard Platt. Children will begin by using their inference skills to predict what they think the book will be about based on illustrations and text on the front cover. Children will use their vocabulary skills to discuss what vocab the author has used to create an atmosphere of the rainforest. Using their cross curricular links in Geography, children will use their knowledge of the Rainforest to find facts about the rainforest within the text – how does this impact the reader's feelings? Children will then begin to explore the persuasive elements in the book. Particularly looking at the

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information page about the rainforest, why did the author include this extra page at the end of the story? What elements of the text do the children find the most persuasive and why? Is it the characters? The Additional facts? Children will discuss these informative devices and how they influence their understanding of the text.

Maths: Children will multiply and divide numbers mentally, drawing on known facts. The children will then solve word problems using mental multiplication or division. Then the children will solve single- and multi-step problems, working out which calculation(s) are necessary. Children will then begin to revisit factors and multiples.

Science: Children will continue their exploration of forces, specifically focusing on how the force of water resistance keeps a Longship afloat. Using a piece of plasticene they will investigate which boat shape is most effectively supported due to water resistance, before considering how to refine a boat shape to allow it to move through the water with greater speed.

History: In History, children will explore the many battles during the Viking age i.e. The Battle of York, The Battle of Edington and the Battle of Englefield. They will discuss how this resulted in the Vikings attempting to occupy Britain.

Geography: In Geography, children will begin their new topic 'Rainforests'. Children will learn what and where the rainforests are. Using an atlas, they will locate the main tropical rainforest regions. They will then use this to compare the relation between where the equator is to where the rainforests are – understanding the idea that equatorial countries have wet and hot climates.

Computing: In computing, children will explain that computers can be used to compare data visually. They will select an appropriate chart to visually compare data and refine it by selecting a particular filter.

Music: Children will continue to explore 'The Planets' by Gustav Holst. They will listen to the Mars suite and identify the rhythm of the melody. They will then be asked to recreate a rhythmic line using their knowledge of crotchets, quavers and semi-quavers.

Art: Children will sketch and shade their Renoir photograph from the previous week. They will look at how light and shade has influenced the picture. They will then recreate these effects in their drawings.

Design Technology: Children will be introduced to cams and how they can be incorporated into a mechanism. They will review the design of a cam and attempt to create one.

PDW / R.E: In RE, children will review Buddhism; specifically the concept of Nirvana. They will learn how being silent and attentive can help to cultivate a sense for the sacred and transcendent

P.E: Children will be given an opportunity to explore golf through a session directed by an external coach. They will also be given an opportunity to practise and apply their tennis skills through a tennis session directed by a coach.

MFL: Children will review the names of different members of the family and how to communicate members of the family using the correct determiner: mon, ma, mes.

Vocabulary:

nabë, deforestation, equator, tropical, climate, density, water resistance, buoyancy, surface area,

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Homework: to be completed next; Every day: 5 minutes of TT Rockstars and 15 minutes of Quiet reading

Friday 13.05.22: Research a tribe in the Amazon rainforest.

Monday 16.05.22: Complete your next reading eggspress lesson

Wednesday 18.05.22: There are nine different two-digit prime numbers, which after reversing the digits, remain prime. What are they?

YEAR SIX

Key Question Week 4: Would you leave your world behind?

Key Text for Linked Learning: The Arrival – Shaun Tan

Linked Learning: Art, PDW

This week, Year 6 will be looking at the visual literacy text called 'The Arrival' by celebrated author Shaun Tan, his unique and artistic style of storytelling will enable children to piece together the story making inferences about the character and the setting. The other-worldly illustrations will inspire the children's writing, which will initially be a persuasive text, but will also lead on to some creative narrative writing in the next term. Children will develop their use of formal tone and learn about emphasising points through repetition and use of rhetorical questions. In addition to this, children will learn how to develop a balanced argument using appropriate conjunctive adverbs such as 'On the other hand' or 'However'. Children will compare this text with some of the other visual literacy texts they have seen over the course of Year 5 and 6, identifying similarities and differences between the styles of illustration.

In PDW, children will use the storyline of the text to discuss people's differences and refugees. They will compare these ideas with the Michael Rosen anthology - 'On the Move' and make parallels with the crisis in Ukraine.

In Art, children will take inspiration from the illustrations in 'The Arrival' to create ephemeral art which champions the nature they experience around them in school. Children will create a sculpture which represents 'another world' which will be photographed and used as a stimulus for further development of their ideas.

Maths: In Maths, children will be revising their learning from throughout Year 6. In order to achieve this, children will take part in a series of investigations to secure their knowledge and test their mathematical thinking.

Computing: In computing, children will be introduced to the dimensions of shapes in Tinkercad which will enable them to accurately resize and move shapes. They will then be introduced to placeholders which can be used to create holes in objects. Finally children will duplicate, then resize multiple objects to create a meaningful 3D object.

PDW: In PDW, children will be revisiting the scenarios from last week. They will continue to explore positive character traits in each other and how these can help when faced with challenges.

Art: In Art, children will investigate and exploit the potential of new and unfamiliar materials to communicate to others. They will research and discuss the ideas and approaches of various

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artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.

French: In French, children will be revisiting their conversational language and how to ask about the price of items in a café or souvenir shop.

PE: In PE, children will be continuing their hockey lessons. They will be refining their technique on how to hold the hockey stick correctly, to dribble, block, control and pass the ball. They will work on being able to move and pass accurately. Children will also learn the technique of striking the ball when shooting.

Key Vocabulary:

immigrants, emigrate, migrate, symbolism, similarities, contrasting, refugee, persecution, displaced, asylum-seeker.

Homework: Daily: 5 minutes of **TTRockstars** and 15 minutes of **reading**.

Friday 13.05.22: In preparation for our learning next week and to dive deeper into the History behind our key text, research 'Ellis Island' on [Kids Britannica](#), [DK Find out](#) and [Ducksters](#). Create a Presentation or similar to show your findings to the class.

Monday 16.05.22: Reading – Complete one lesson on Reading Eggs.

Wednesday 18.05.22: Maths – Complete the challenge on this link:

https://nrich.maths.org/twoandtwo?utm_source=primary-map