



First Week Back at Hill West

Week Commencing: Monday 06th June 2022

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

RECEPTION

Key Question Summer Week 6: What makes a vegetable super?

Key Text for Linked Learning: Supertato by Paul Linnet

Rhyme of the Week: Ten in a Bed

Oh no- a crime scene in the classroom! What has happened to the vegetables? Is it the work of the EVIL PEA!!!? The children will use their tricky word and GPC (Grapheme-Phoneme Correspondence) knowledge to read the clues from Supertato. The children will then read a letter from Supertato asking for their assistance on his quest to catch the Evil Pea. Children will use their writing skills to create a wanted poster by making phonetically plausible attempts at writing interesting adjectives to describe the Evil Pea. Applying their creative skills, the children will be working collaboratively to design, build and evaluate traps to catch the Evil Pea. They will be encouraged to use different resources such as recycled materials or construction. Children will be looking at healthy lifestyles and discussing what their bodies need. Children will be encouraged to talk about their own healthy lifestyle choices and how these can have a positive impact on their physical and mental health.

PSED:

To talk about lifestyle choices including healthy food choices and exercise.

Communication and Language:

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

Physical Development:

To know the importance of a healthy diet.

To demonstrate overall body strength, co-ordination, balance and agility.

To negotiate space and obstacles effectively when playing with themselves and others (practising for sports day).

Writing:

To write a sentence using a capital letter and full stop accurately.

To read their work back independently.

Phonics:

To read the Phase 4 tricky words – *said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.*

To read short vowel words.

To chunk longer words to read.

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 recall number bonds to 5 with speed and accuracy.

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Understanding of the World:

To discuss the importance of seasonal changes (spring to summer)

Expressive Arts and Design:

To choose additional tools to paint e.g. stamps, rollers, vegetables etc.

Revisit and Review

To recall the story of the Three Little Pigs, discussing the main characters, setting and main events. To revisit their understanding of 2D and 3D shapes.

Vocabulary:

distress rescue depths summoned lifestyle

Homework:

Friday 27th May: To create your own superhero out of fruits and vegetables. Take a photo and bring it into school on Monday 6th June. Feel free to also showcase this on our school twitter @hillwestprimary

Monday 6th June: Read book assigned on Big Cat Collins Ebook (accessible throughout the week)

Wednesday 8th June: Refer to the 'Weekly GPC recognition and words' sent home and practise reading these.

YEAR ONE

Key Question Week 1: Can you see a tiger lurking in the bushes?

Key Text for Linked Learning: There's a tiger in the garden by Lizzy Stewart

Linked Learning: English, Science and Art

This week the children will be introduced to our exciting key text, 'There's a tiger in the garden'. Before reading the text, the children will begin by using the front cover and any prior knowledge to make accurate predictions about the text. They will then move on to exploring the vocabulary and deconstructing new language to help deepen their understanding of the narrative. The children will then spend some time working on their visualisation skills, thinking carefully about the language choices to help build images in the readers mind. They will also be looking closely at the sequence of events and ordering sentences from the story in the correct order so they are familiar with the beginning, middle and end parts of the story.

In Art, the children will be introduced to the artist Henri Rousseau. They will be understanding his style of art and the materials he uses. The children will be looking at examples of his artwork and examining the common features they all have and what inspired Rousseau.

In Science, the children will be continuing their understanding of plants. They will be focusing on labelling the parts of a plant and discussing the jobs each part does. They will be presenting this by dissecting a flower and putting the parts into their books.

Phonics: This week the children will be growing the code for the following graphemes: .

They will also be learning the following tricky words:

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 revisiting what they have learnt about money.

They will be finding money totals and choosing an order to add. Then they will be giving change

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by counting up to find the difference and giving change using number facts. Additionally, they will be adding single-digit numbers of pennies, bridging 10p and subtracting single-digit numbers.

Science: see above

Geography: The children will be beginning their fieldwork investigation on the local area, focusing on our school grounds. They will be making observations of plants and natural materials found in a designated area and record their findings in a tally chart.

Music: The children will be listening and appraising the song. 'A Song Before Sunrise' by Frederick Delius (Early 20th Century) and comparing this to 'The Fresh Prince Of Bel Air' by Will Smith. They will be listening to remember these songs, instruments and their sounds. They will be reflecting on their favourite piece and commenting why this is their favourite. Additionally, they will be applying their musical knowledge of pulse and rhythm to comment on these songs.

History: The children will be continuing their learning of toys from the past. Through their new topic of the history of Lego, the children will investigate toys from a time before they were born. They will discover the inventor of Lego and how his idea came to life.

DT/Art: see above

RE/PDW: The children will be sharing stories from the Christian Bible exploring themes of hope and miracles. This includes stories such as, 'Jesus Calms the Storm', 'The Parable of the Lost Sheep' and 'The Parable of the Good Samaritan'. They will be considering the important message of hope throughout.

P.E: This week the children will be using their body to maximize performance when sprinting. They will be able to explain the different types of running speeds. The children will also be considering how they use their bodies differently for the different types of runs.

Computing: This week the children will become accustomed to the Scratch Jr programming environment. They will discover that they can move characters on screen using commands and compare Scratch Jr to the BeeBots used in Spring term.

Vocabulary:

magnificent, whizzes, grumpy, ridiculous, wretched, admits, extraordinarily, replies, absolutely, definitely

Homework:

Friday 27th May - (Due in 10th June) Look at the grow the code grapheme chart that has been sent home with you on Friday. Please let us know if you lose this as we can email a copy out. Your challenge this week is to use this code to make as many interesting and varied alien words as you can by combining different graphemes. We would also like you to spend some time over the half term holidays re-reading your library of Ebooks on your Big Cat Collins apps. Read through a selection of your previous stages too, not just your current stage.

Monday 6th June - Access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book.

Wednesday 8th June - Spellings

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Key Question Week 6: How do plants thrive?

Key Text for Linked Learning: DK Plants

Linked Learning: English, History

This week in English the children will be exploring a non-fiction text (DK Plants) to write a Non-Chronological Report about 'What Plants need to thrive'. The purpose of this piece is to inform the reader of what plants need to survive. The children will revisit their Science knowledge from the previous term to support the context of the recount. Children will be identifying the features of a report to help them plan their own piece of writing.

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: This week, children will begin their Maths learning by using the addition and subtraction strategies they know to solve worded addition and subtraction problems involving money, before revisiting and building upon previous learning of multiplication, division, fractions and time. Children will solve missing number multiplication and division problems, before finding fractions of amounts and telling the time to the nearest five minutes.

Science: This week in Science, the children will design and plan a playground allotment. They will understand that they are habitats that may attract some mini-beasts. They will also explore the growing conditions needed for plants to grow.

History: *See above*

Geography: In Geography this week, children will learn about the characteristics of polar climates and how they affect living conditions. They will continue to learn about and identify five climate zones, focusing on the polar zone. Finally, they will begin to compare conditions in the different climate zones.

Computing: This week children will re-visit Scratch Junior and write a simple programming sequence with a start and end point.

Music: In Music this week, children will explore the difference in spikey and smooth in the context of music. They will learn the musical term for spikey is staccato and smooth is legato.

DT: This week in DT, children will be making their nature themed printing tool using their plans from the previous term.

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

P.E: Children will continue to learn their part in the maypole dance for the Summer Fayre, combining this with their skipping in and out of others' parts, and keeping time to the beat of the music.

Key vocabulary: pollen, spikey, staccato, smooth, legato, stem, root, oval, petal, anther, habitat, environment

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

Friday: 27.5.2022. How do bees help the environment? Find 5 facts to share with your class.

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Monday 6th June: Complete one Reading Eggs Lesson

Wednesday 8th June: Write 5 of your own addition and subtraction word problems involving money

YEAR THREE

Key Question Week 7: How are we going to change our local environment?

Key Text for Linked Learning: How to make a better world By Keilly Swift

Linked Learning: English, Geography

This week children will bring together their English and Geography to begin their community project based on issues within our local environment. Last week during our nature survey, we talked about the world's bee population, and how essential to our environment they are. Inspired by our key text we are going to make a change within our local area and community to improve the habitat for our local insects and bees. Children will secure their understanding of bee conservation and what they do for our planet. This will form part of their base knowledge for their writing this week. In English children will revise features of persuasive writing, namely persuasive letter writing, looking at examples. Once the children feel confident that they can organise their ideas into a persuasive letter based on fact and evidence, they will write and edit their work to ensure impact. This letter will be aimed towards our local community to encourage them to support our plea to improve the local habitat for bees. Year 3 will also be making and selling bee friendly flower kits to be sold at our upcoming school fair in support of this project.

Maths: Children will begin the week by looking at 3D shapes in more depth. They will be using mathematical language such as, vertices, edges and faces to describe the 3D shapes. They will then be using their addition and subtraction knowledge to solve word problems.

Science: The children will be investigating the way water is transported in plants. They will be using coloured water and celery sticks to explore and discuss the changes they notice, using scientific language such as xylem and capillary action.

History & DT: Children will deepen their understanding of what hunting and gathering meant for Stone Age life and will look at the typical diet of a Neolithic farmer. Linking with our learning in D&T this week children will prepare and cook a Stone Age stew based on 'gathered' ingredients. (*Shop brought and placed outside for them to find, they will not be eating random foliage*). Whilst the stew cooks children will learn about how food (plants and animals) were bred to improve yield and flavour by Neolithic farmers and how the Neolithic revolution effected life and general health. Alongside their stew children will also make their own butter, like a Neolithic farmer to go on their bread.

Geography: See above

Computing: This week the children will be looking at the many ways to improve a program.

Music: The children will be given a blank stave and asked to compose a piece of music independently using all the knowledge they have gathered this year. They will be encouraged to use all previously learnt notes.

Art/ Design Technology: See History

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PDW/R.E. The children will be revisiting Judaism specifically Passover. Why is this festival so important within the Jewish faith?

P.E: The children will be learning about various athletic events this term. We will be starting by looking at 'sprinting'. The child will be asked to think about what they can do to run quickly?

MFL: Children will start this week's French lesson by re-visiting the days of the week. They will then practise reading a French story ensuring they use the correct pronunciation.

Vocabulary: From How to make a better world:
influence, humanity, society, responsibility, activist, conservation, community, heritage, discrimination, protest

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

Friday 27/05/22: Write a detailed recount of what you did during the half term holiday. Remember to use correct punctuation.

Monday 06/06/22: Reading - Complete one Reading Eggs Lesson, Practise spellings.

Wednesday 08/06/22: Complete the '3D Shapes' worksheet.

YEAR FOUR

Key Question Week 6 Summer term: How was the Roman empire cut in half? With a pair of Caesars.

Key Text for Linked Learning: The Roman News

Linked Learning: English/Geography

In English this week, the children will immerse themselves in the key text 'The Roman news. The will focus on features of a newspaper such as – Headline, orientation, main body of the text, reorientation, photo and caption. They will identify these in a newspaper article about the Roman Empire. They will begin to consider the technical vocabulary used as well quotes, which tense to use and whether it is written in the 1st, 2nd or 3rd person. The children will retrieve information from an article and look for inference. They will also focus on other reading skills such as explaining and summarising. This will prepare them for analysing articles about Pompeii the week after, reading for them to write and publish in the third week.

Maths: In maths this week the children will finish off units on decimal numbers –At the start of the week, they compare and order numbers with 2 decimal places. Then place the numbers on a demarcated number line. In the later part of the week they will move on to new units identifying factors and simplifying multiplications of 2 digits by 2. .

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 learn about the structure of the inner ear and how it is designed to transfer vibrations to the brain which can be interpreted as sounds.

History / Geography: In Geography, children will revise and strengthen their knowledge of the water cycle – tier 3 vocabulary will be practised in a close procedure to confirm understanding.

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In History this week, the children will continue their studies of ancient Romans, focusing on the practices of the army including organisation, hierarchy and weapons of war.

Computing: In computing this week, children will start the new topic of image editing, learning how digital photos can be changed to improve the overall look of the photo.

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 this week, children will be researching the Artist Monet, they will then write down facts about him in their books.

PDW / R.E: In PDW, children will explore how conflicts can be resolved by looking at things fairly and the use of a mediator so speed up the process.

P.E: In P.E children will develop their agility and co-ordination through multi-skills athletics.

MFL: In French, children will: revise French names for colours, then expand their vocabulary to include mixed primary colours, associating them with the names of 2D shapes.

Vocabulary:

Legionary, Gaesatus, Lanciarius, Accensus, Akontistes, Auxiliaris, Ballistarius, Bellator, Burgarius, Cohortalis

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

Friday 27th May: Research the ways in which Roman soldiers used weapons and shields to defend themselves against attack – produce a one page A4 hand-written or word-processed document – stuck into your homework book.

Monday 6th June: One lesson on Reading eggs

Wednesday 8th June: listen to or read another poem by Aoife Mannix.

YEAR FIVE

Key Question Week 6: Why was the chicken so funky?

Key Text for Linked Learning: Funky Chickens by Benjamin Zephaniah

Linked Learning: English

In English, the children will be exploring what Dub poetry is and the work of Benjamin Zephaniah. The children will look at the features of a poem with a focus placed on onomatopoeia, rhyme schemes, structure (stanzas), rhythm and imagery. The children will recognise their reaction to the poem and explore why this might be. Then the children will be split into groups where they will each practise learning and performing a stanza from the poem, 'Funky Chicken' by Benjamin Zephaniah. The children will watch choral poem readings to inspire them in how to structure and present their performance. The children will evaluate, and peer assess other groups' performances providing them with two stars and wish to improve. The children will then perform the poem together as a class.

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Maths: Children will be revising strategies of mental addition and subtraction. They will begin by adding and subtracting near multiples on the first day. On the second day children will use pairs to 100, other facts and place value to mentally add and subtract, including decimal numbers and money. Children will then revise and use equivalence. Children will then move on to revising column addition of whole numbers and finally add three, four and five numbers including those with different numbers of digits.

Science: Children will revisit what a lifecycle is and then investigate the lifecycle of an amphibian (such as a frog) and an insect (such as a dragonfly or bee). They will draw the lifecycle and clearly identify the similarities and/or differences between them.

History: Children will compare Viking and Ancient Greek societies. They will look at similarities and differences as well as the impact each society has on modern life.

Geography: Children will investigate the different parts of a rainforest: Emergent layer, canopy, understory and forest floor. They will investigate what each layer represents and why they are important.

Computing: Children will develop their understanding of selection by using the 'if... then... else...' structure in algorithms and programs. They identify the two outcomes in given programs and how the condition informs which outcome will be selected. They will use this knowledge to write their own programs that use selection with two outcomes.

Music: Children will review the instruments found in an orchestra and will begin to label their positions in an orchestral ensemble.

Art: Children will learn about planographic printing (printing from a flat surface). They will develop their understanding of lithography as a process that relies on the fact that water does not mix with oil. They will explore how artists created images by applying a greasy substance (tusche) to a plate or stone, and then add ink to the non-greasy parts, before placing the plate/stone onto a semi-absorbent surface, which then absorbs the ink, whilst the greasy parts have no ink present.

Design Technology: Children will use their new skills in levers, cogs and gears to plan and create a moving scene from one of our narratives this year.

PDW / R.E: In PDW, Children will continue their work on the Zones of Regulation. They will begin to apply the Zones to themselves by reading a scenario on a card, reflecting on an emotion in themselves that relates to the scenario and identifying the appropriate zone for the emotion.

P.E: This week, children will begin training for the 'Sports Day'! They will begin by practising and perfecting their sprinting technique. They will also explore the skills necessary to become long jumpers! They will practise jumping as far as they can, by developing the skills of sprinting, take-off, flight and landing. They will practise each element separately and then practise combining the correct techniques smoothly, giving and receiving feedback to help others, and themselves, improve performance.

MFL: Children will be able to say 7 French phonemes correctly [SFC] [SFE] [er,ai] [on] [un] and [c+e] + [eau] [ien] [u] and be able to apply their understanding to a French poem to show their appreciation for someone in their family

Vocabulary:

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canopy, emergent, stanza, amphibian, understory, species, scene, rhythm, structure, classification

Homework: Every day: 5 minutes of TT Rockstars and 15 minutes of Quiet reading

Friday 27.05.22: Pretend you are a computer and create a program for waking up in the morning. I.e: If my alarm rings, then I open my eyes...

Monday 06.06.22: Complete your next reading egg

Wednesday 08.06.22: Mental arithmetic: $999+250=$ $1999-700=$ $165+99=$

YEAR SIX

Key Question Week 6: What's a world without words?

Key Text for Linked Learning: The Arrival – Shaun Tan

Linked Learning: English, Art, PDW

This week, Year 6 will continue looking at the visual literacy text called 'The Arrival'. They will be using key images from within the text to plan a narrative based on the themes that arise within the book. They will infer meaning from selected pictures, and use the figurative devices taught throughout Year 6 to bring their story to life. Aiming to showcase their understanding of metaphor, similes, personification, pathetic fallacy and oxymorons. They will map out key events to structure their paragraphs and build a collection of vocabulary to support their writing. Using a consistent tense, and third person perspective to write a setting description, which will build the foundation for the rest of their writing. They will revisit their understanding of more complex grammatical devices, clause structures and punctuation to create clear, cohesive and descriptive paragraphs.

This will link to their work in PDW, in which they will be discussing transitions and how they might affect our physical and emotional states. Children will have the opportunity to discuss transitions they have experienced so far and ones that are coming at the end of the year. They will compare how this makes them feel and think to the possible feelings and thoughts of others going through very difficult and unexpected transitions in their lives. They will revisit how families and peers can support them through these challenging times.

Maths: In Maths, children will use their understanding of maths in terms of careers and futures. They will explore annual salaries, gross pay, income tax and take-home pay and how they are calculated.

Science: Children give reasons for classifying plants and animals based on specific characteristics.

They will record results of increasing complexity using scientific diagrams and labels and classification keys. Then, present their findings from enquiries in oral and written forms through a presentation.

Geography: Children will examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight and explore how human activity affects an ecosystem.

Computing: In computing, children will create a computer 3D model based on their design. They will then evaluate their model and that of another learner, before modifying their own model to improve it. Children will then have the opportunity to print their designs using a 3D printer.

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PDW: See above.

Art: In Art, children will be using their sketching skills to draw their other-worldly creations from last term.

French: In French, children will be reading and reciting a poem called *Dans Paris* by one of the founders of the surrealist movement, Paul Éluard.

PE: In PE, children will begin their athletics lessons. They will develop skills in long-jump to propel further and get more air-time and to become more confident in passing the baton in a relay event.

Key Vocabulary:

suburban, picturesque, cosmopolitan, skyscrapers, quaint, warren, labyrinth, perilous, storeys, inhabited.

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

Friday 27.05.22: Using this link, practice the lyrics for your Year 6 performance 'The Greatest Show' and learn the song order using your scripts.

https://www.youtube.com/channel/UCJKHZn_ddXodw67ZgT7e-tw/playlists

Monday 6.06.22: Reading – Complete one lesson on Reading Eggs.

Wednesday 8.06.22: Maths – Complete the challenge on this link:

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