



## Next Week at Hill West

Week Commencing: Monday 20<sup>th</sup> June 2022

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

### RECEPTION

#### Key Question Summer Week 8: Why did the boat sink?

**Key Text for Linked Learning:** Pirate don't go school by Alan MacDonald

**Rhyme of the Week:** Mulberry Bush

Who is brave enough to walk the plank? This week children will be learning the ropes of all things pirate, ready to set sail on our pirate quest. They will be creating amazing pirate maps and finding treasure within the classroom by giving directional instructions to their partners (e.g. turn left, turn right, move forwards, move backwards).

Children will be building their own pirate ships to set sail. Through this activity the children will learn about floating and sinking during our planned experiment where they will be creating their very own butter tub boat. To do this the children will be introduced to the skill of joining to attach a customised sail to their boats. The children will then develop their knowledge of floating and sinking whilst engaging in child led experimentation using different materials in the water, e.g. paper, metal, wood, feathers, cubes and plastic.

Using their knowledge of sentence structure, children will construct simple sentences to explain what has happened during their experiment using the tricky words such as **we, you, there** etc. E.g. We put the wood in the water/You stick the sail to the mast.

#### **PSED:**

To explain the importance of rules/expectations.

#### **Communication and Language:**

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

To describe events in detail using sequencing words e.g. before, after.

#### **Physical Development:**

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 read their work back independently.

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

To ensure others can read my work back.

#### **Phonics:**

To read phase 4 CCVC, CCV and CCVCC words; **free, screech, slight, scoop.**

To recall and recap some phase 3 and 4 tricky words; **are, pure, sure, what, when, one, was, do, were, little, says, here.**

To read and write a sentence using my phonics knowledge.

#### **Reading:**

To apply their phonics knowledge in their daily reading practise session.

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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 automatically recall some number bonds to 10.

### Understanding of the World:

To discuss the importance of changing states of matter; **sinking and floating**.

To draw information from a simple map.

### Expressive Arts and Design:

To select the appropriate joining technique for the purpose of their model.

### Revisit and Review

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. The children will also review their understanding of vocabulary previously taught using our class vocabulary box.

### Vocabulary:

float      sink      shanty      left      right

### Homework:

**Friday 17<sup>th</sup> June:** If you were a pirate, what would you look like? Design your own pirate and write sentences to describe your outfit. Eg. My pirate has an orange stripy top and black shiny shorts.

**Monday 20<sup>th</sup> June:** Read book assigned on Big Cat Collins Ebook (accessible throughout the week)

**Wednesday 22<sup>nd</sup> June:** Refer to the 'Weekly GPC recognition and words' sent home and practise reading these.

**Please bring in a butter tub that has been washed and cleaned in warm water and a long tube that can act like a flag pole. Please bring these in on Monday 20<sup>th</sup> June.**

## YEAR ONE

**Key Question Week 3: Why did the crocodile snap?**

**Key Text for Linked Learning:** The big green crocodile- poetry

**Linked Learning:** English

This week the children will be completing some informal assessments on reading and maths skills

This week the children will be exploring poetry. They will begin the week reading and matching rhyming words, talking about the spelling patterns they notice that make the words rhyme.

When listening to examples of rhyming poems the children will join in to recite repeated language and repeated phrases by heart. Following this the children will read examples of rhyming poems, highlighting the rhyming words they see and then thinking of other words to create their own rhyming string.

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**Phonics:** This week the children will be growing the code for the following graphemes: su, si (zh), dge (j), y (i), ge (j).

They will also be learning the following tricky words: move, improve, parents, shoe

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 telling the time to the hour and half hour and will then move on to read the time to the half hour on analogue and digital clocks.

**Science:** This week they will be continuing their learning about plants they will be dissecting a basic flowering plant and labelling the stem, leave, flower and petals. They will also complete their final quiz on plants.

**Geography:** The children will be continuing to hone their geographical observation skills. They will be given a variety of maps which they will need to label with the common geographical features such as hills, rivers, town, city, shops and farm.

**Music:** This week the children will be introduced to the song they will be performing for the summer fayre. They will practise singing and dancing ready to perform to an audience.

**History:** This week the children will be continuing to learn about toys from the past with a focus on Lego. They will be learning about the founder Ole Kirk Kristiansen and how it went from a small carpenter's workshop to a modern, global enterprise that is now one of the world's largest manufacturers of toys.

**DT/Art:** This week the children will be analysing the artwork, 'Tiger in a Tropical Storm', by Henri Rousseau. They will be looking closely to see if they can identify the features of the artwork, commenting on its use of colour, outline and nature.

**RE/PDW:** This week the children will be continuing to understand that household products including medicines can be harmful if not used properly.

**P.E:** This week the children will continue their unit based on athletics and will be focusing on their jumping skills to complete hurdle races. They will be thinking about they can jump over the hurdles most effectively and keep their speed up.

**Computing:** This week the children will be introduced to extension blocks in Scratch using the Pen extension. Children will use the pen down block to draw lines, building on the movement they created for their sprite in Lesson 2. They will then decide how to set up their project every time it is run.

### **Vocabulary:**

crocodile, beside, until, lay, yawn, slept, dawn, rhyming, syllables, rhythm

### **Homework:**

**Friday 17<sup>th</sup> June** - As part of our plants topic we would love you to create your own miniature gardens thinking about wild and garden plans and flowering and non-flowering plants. You can create this however you like, it could be a drawing, a model or even create your own mini garden with some real plants! You will 2 weeks to complete this. **(Due in June 24th)**

**Monday 20<sup>th</sup> June**- Access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book.

**Wednesday 22<sup>nd</sup> June** - Spellings – friend, school, today, house, were, was, with and could

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### Year Two

**Key Question Week 8:** How can we be self-reflective?

**Key Text for Linked Learning:** (DK Plants) To Write a Non-Chronological Report

**Linked Learning:** English, Science

This week in English the children will continue to explore a non-fiction text (DK Plants) To Write a Non-Chronological Report about what plants need to thrive. They will be expected to follow their plan that includes the features of a report. Children will be expected to write in present tense and include a range of Year 2 grammar. Finally, they will be editing their writing against the Year 2 Standards.

In Science, Children will be exploring plants that attract mini-beasts. They will design an allotment habitat that will attract a variety of invertebrates.

**Maths:** In Maths this week, children will continue to revise a variety of topics and build upon their prior knowledge. The focus of the learning will be time and fractions. Children will begin the week will begin by telling the time to the nearest five minutes and matching analogue clocks to digital clocks. They will then find halves, quarters, and thirds of amounts and investigate how this can be shown in different patterns.

**Science: See above**

**History:** This week, children will be continuing their work of the Great Fire of London. They will be exploring first-hand accounts of the Great Fire of London and they will be identifying features of a diary. Children will create a fact file about Samuel Pepys.

**Geography:** In Geography this week, children will devise a simple map and construct basic symbols in a key, using geographical language.

**Computing:** In Computing this week, children will continue to explore Scratch Jr to create animations. They will explore backgrounds and incorporate new blocks into the algorithms to create an animation that depicts the seasons.

**Music:** In Music this week, children will explore the music 'Rocket' by Gustav Holst, to create different rhythms using drums.

**Art:** This week in Art the children will be sketching their natural object for their final piece of artwork in the style of Andy Goldsworthy.

**RE:** This week we will be exploring ways of being silent, attentive and self-reflective. Children will participate in a meditation exercise and explore how mediation makes them feel.

**P.E.:** This week the children will be continuing with their work on athletics. They will be exploring how to hurdle effectively and play 'leaping lambs' to practice their skills.

**Key vocabulary:**

animation, algorithm, meditation, hurdle, numerator, denominator, analogue, digital,

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

**Friday 17<sup>th</sup> June:** Create a diagram of a plant and then label the different parts correctly ready for the Science display.

**Monday 20<sup>th</sup> June:** Complete one Reading Eggs Lesson

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**Wednesday 22<sup>nd</sup> June:** Keep a diary of one day and write the time (to the nearest five minutes) you complete each activity.

### YEAR THREE

**Key Question Week 3:** How can we present the past?

**Key Text for Linked Learning:** The History Detective Investigates: The Stone Age to the Iron Age.

**Linked Learning:** English and History

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 non fiction 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 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. Their work in History will run alongside their learning in English. Children will be presented with a range of evidence from different sources about two Neolithic locations, Grimes Graves and a long barrow. They will then interpret the evidence to compare and contrast findings with modern day life.

**Maths:** The children will begin the week by adding and subtracting 3 digit numbers using place value. They will then move on to division where they will be dividing with no remainder.

**Science:** This week the children will be investigating the importance of fertiliser. How will fertiliser affect the growth of plants? The children will be growing two pots of cress seeds over the next few weeks, one with fertiliser and one without. What do the children think will happen?

**History:** See above

**Geography:** Continuing learning in their wild weather topic, looking at hurricanes again, children will learn about hurricane Katrina. They learn about what happened and will look at the immediate and long term impacts on New Orleans on both human and physical geography.

**Computing:** Children will be creating their own drawing program focussing on how they can improve the appearance of the program.

**Music:** This week in Music, the children will be appreciating music from different traditions. The children will be listening to a piece of music and guessing which Country the song is from. What

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instruments can they hear? The children will be encouraged to discuss the similarities and differences between the pieces of music.

**Art/ Design Technology:** This week children will be set a creative challenge. They will be shown a single image of Yayoi Kusama's work ( Mushrooms 2005) and they will then create their own original large scale art work having taken inspiration from her work.

**PDW/R.E.** The children will be revisiting Christianity this week by recapping their knowledge of the Christingle ceremony. Can the children remember what happens during this celebration and why the ceremony is so important?

**P.E:** This week in PE, the children will be looking at their jumping technique. Children will be encouraged to place their feet parallel on the ground, have slightly bent knees, to swing arms and look forwards to begin their jump. Then they will focussing on their landing. Have the children used their body effectively to get the most power and momentum in their jumps?

**MFL:** The children will be using dictionaries to find new French words they have not previously learnt. The children will be encouraged to check they have found the correct word and meaning.

**Vocabulary:** From The History Detective Investigates: The Stone Age to the Iron Age: artefact, barrow, discovery, intricate, vital, ancient, innovative, primitive, solstice, alloy.

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

**Friday 17/06/22:** Write a factual report about something of interest. It could be about a sport , hobby, person, animal etc

**Monday 20/06/22:** Reading - Complete one Reading Eggs Lesson, Practise spellings.

**Wednesday 22/06/22:** Practise adding amount of money. Choose a selection of coins and try to add them mentally and then check using formal written methods.

### YEAR FOUR

**Key Question Week 6 Summer term:** By the end of the week, will meander you know a river's features?

**Key Text for Linked Learning: The Roman News**

**Linked Learning:** English/Geography

In English this week, the children will focus on up to date Newspaper articles about Pompeii. They will put all of last week's information generated together to draft, edit and publish a realistic newspaper front page sensationalising the events of the Vesuvius eruption such that their reader is entertained, engaged and informed, considering purpose and audience. They will include quotations written last week in preparation, ensure that tense is consistently past in the

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main body and present in the orientation. They will use their list of events to make sure that there is a chronology to their report. They will consult their vocabulary dictionaries identifying tier 2 and 3 words learned in prior weeks and attempt to include them in their published work.

**Maths:** in Maths this week the children will continue the series of five units on Multiplication and Division – At the start of the week, they will focus on dealing with scaling problems – metres and centimetres. Then, towards the end of the week, they will use the ladder method to multiply 3 digits by 1 digit and complete associated worded problems.

**Science :** in Science this week, children will continue the topic of understanding how vibrations make sounds and are transferred from one area to another ; they will learn about transverse and longitudinal waves and what makes them different , drawing examples of both types of wave.

**History / Geography:** in Geography, children will advance their rivers knowledge by studying the 3 stages of a river – upper, middle and lower course, describing in detail the aspects which would commonly be found.

In History this week, the children will continue their studies of ancient Romans, focusing on the real lives of everyday Romans and how that may differ from their own lives today.

**Computing:** in Computing this week, children will continue the new topic of image editing, learning how digital photos can be changed to improve the overall look of the photo (see also homework – below)

**Music:** in Music this week, as well as the regular clarinet and tenor horn lessons focussing on the elements of music, children will take their instruments home to practise 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 study paintings by the Artist Monet, they will then try to explain the techniques used and how the work makes them feel emotionally – they will then try to recreate one of his pictures, experimenting with media.

**PDW / R.E:** in PDW, children will further explore how conflicts can be resolved by looking at anger management and techniques which can be self-taught to reduce associated conflict.

**P.E:** in P.E children will further develop their agility and co-ordination through multi-skills athletics ; they will practice relay and hurdles races in their house teams in preparation for sports day.

**MFL:** in French, children will: discover the painting of Henri Matisse and describe the painted shapes according to their type and colour – this follows on from last week's learning names of common 2D shapes and their previous knowledge of colours in French.

### **Vocabulary:**

channel, mouth ,waterfall, riverbank, delta, alluvial, brackish, effluent, estuary, meander.

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

**Friday 17<sup>th</sup> June:** you will need to take a digital photo using a phone or camera and then follow the instructions on the printed sheet: **Image capture and editing** which will be stuck into your homework book later this week.

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**Monday 20th June:** one lesson on Reading eggs

**Wednesday 22nd June:** plan which books that you will read to fulfil the *Summer Reading Challenge (Gadgeteers)*.

### YEAR FIVE

**Key Question Week 9: Who is David Attenborough?**

**Key Text for Linked Learning: David Attenborough – A Life Story**

**Linked Learning:** English

In English, the children will begin to learn about David Attenborough and his early life. They will discuss his upbringing and early education and will have to collaborate in their table groups to record key dates and information. They will then learn a brief history of the television and why it is prevalent to the life and work of David Attenborough. Children will then discuss the discoveries made by David Attenborough when he begins his 'Zoo Quest' program and explore the regions he visited as well as the species he had presented. They will answer comprehension questions about animals like a three-toed sloth and a Komodo Dragon. Children will finish the week by compiling a list of accomplishments by David Attenborough during his early television life and discuss why he is an important figure today.

**Maths:** In maths children will be looking at reading timetables to calculate intervals using 24 - hour clock. They will then be looking at train timetables at departure and arrival times; including calculating any delays. Then children will be moving on, looking at drawing a line graph and reading intermediate points. Finally, children will be drawing a graph to convert imperial to metric units, then finding equivalent measures.

**Science:** Children investigate why plants have flowers. They will explore the different parts of a flower, the germination of seeds, pollination of a flower, fertilisation of a seed and the dispersal of a seed.

**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:** Children will review the Amazon rainforest and its location in the world. They will then explore an Amazon tribe and how they survive in the rainforest.

**Computing:** The children will identify that the answer to the question is the 'condition' and use algorithms with a branching structure to represent the actions that will be carried out if the condition is true or false. They will learn how questions can be asked in Scratch, and how the answer, supplied by the user, is used in the condition to control the outcomes.

**Music:** Children will review the woodwind instruments in an orchestra and will begin to label their positions in an orchestral ensemble. They will then listen to a piece of music and investigate what the woodwind instruments are playing through knowledge of tone and notation.

**Art:** In Art, the children will produce a monograph using their printing skills. Their print will be based on imagery that is conveyed through the poem *Funky Chickens* by Benjamin Zephaniah.

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**Design Technology:** Children will evaluate four Viking boat designs and discuss the advantages and disadvantages of them. They will begin to design their own templates and write a method for constructing a Viking boat from cardboard.

**PDW / R.E:** In PDW, Children will continue to work through the Zones of Regulation and will begin to build a 'toolbox' of activities to help them to regulate when high energy emotions occur.

**P.E:** This week, children will begin training for the 'Sports Day'! They will continue to explore the skills necessary to become long jumpers! The children will also focus on the javelin and shotput throws. 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:** The children will consider a French poem and use decoding methods to find meaning. They will locate and use the phoneme they know to pronounce the unfamiliar words correctly and with confidence.

**Vocabulary:**

plucky, mishap, curator, menagerie, foraging, poaching, freight, indigenous, agricultural, zoologist

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

**Friday 17.06.22:** Create a lemon decoration for our Year 5 Summer Fayre lemonade stand – bunting, 3D model etc.

**Monday 20.06.22:** Complete your next reading egg

**Wednesday 22.06.22:** Write the following in the 24 hour clock; 6.31pm, 11.59am, 11.42pm, 9.37am and 2.24pm

### YEAR SIX

**Key Question Week 8: How much do you need to 'live the dream'?**

**Key Text for Linked Learning:** The Arrival – Shaun Tan

**Linked Learning:** English, Art, PDW

This week, Year 6 will be continuing their writing based around the graphic novel *The Arrival*. Once they have completed their writing, they will move onto the editing, improving and publishing stages. By using the Year 6 standards as a guide they will check their work for the correct use of tense, punctuation, grammar and spelling. They will then rework their writing, using strategies writers use to help ensure their writing is fit for their target audience. Using figurative devices and removing excess detail that does not add to the story will help ensure their writing is cohesive and they are keeping the reader engaged. Once refined they will publish their work, using their best presentation, for display around school. This will link to their work in Art, in which children will create a piece of abstract artwork to accompany their narratives. They will use the sketching and shading skills they have learnt throughout Year – aiming to create an image that represents themes, characters and settings within their stories.

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**Maths:** In Maths, children will continue to use their understanding of maths in terms of careers and futures. This week, they will continue exploring mortgages, dreams homes and the associated costs.

**Science:** In Science, children will interpret food webs. They will describe ways in which animals and plants are interdependent.

**Geography:** Children will continue to explore different ways that biomes are being protected and preserved. They will review the local, national and international solutions that are most successful and examine how a more sophisticated understanding of land use is promoting conservation.

**Computing:** In computing, children will continue their creations using 3D models 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.

**PDW:** In PDW, children continue 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.

**Art:** See above.

**Music:** In Music, children will be practicing the songs for their Year 6 production.

**French:** In French, children will revisit 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 continue their athletics lessons. They will develop their ability to triple jump effectively and develop their knowledge of how they can use their body to maximise performance.

**Key Vocabulary:**

desolate, abandonment, consequential, atrocity, remorse, contemplative, irreparable, salient, reticence, compunction

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

**Friday 17.06.22:** Complete your Year 6 Leavers' Herald article, which has been emailed out to parents. Please, include photos as and much detail as possible – limited to one side of A4. Email these into Mr Holmes, thanks.

**Monday 20.06.22: Reading** – Complete one lesson on Reading Eggs.

**Wednesday 22.06.22: Maths** – Complete the challenge on this link:

[Diagonal Sums \(maths.org\)](https://www.maths.org)