



Next Week at Hill West

Week Commencing: Monday 4th July 2022

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

RECEPTION

Key Question Summer Week 10: What changes occur in Summer?

Key Text for Linked Learning: Hello Summer by Shelley Rottner

Rhyme of the Week: Goosey Goosey Gander

Continuing with the topic of holidays, the children will be consolidating their knowledge and understanding of the season of Summer; what changes occur, when summer time is, how it effects the lengths of the day etc. Using their knowledge of Summer, the children will then look at some different places around the world drawing on some similarities and differences between the world around them and the other environments; for example the differing temperatures, what the land looks like etc. To compare the different countries and environments they explore, the children will begin to use the conjunction 'but' to help link ideas together. With the children reading a new key text, we are going to look at the differences between fiction, non-fiction and poetry, comparing last week's text of 'Seaside Poems' to other texts. The children will be given a picture that is missing the distinctive features and they will have to add the missing details.

PSED:

To be able to negotiate independently in order to resolve minor conflicts with peers.

Communication and Language:

To use the conjunction 'but' to link ideas.

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

Physical Development

To negotiate space and obstacles effectively when playing by themselves and with others.

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 root words ending with 'ing' – **sleeping, creeping, and groaning.**

To read root words ending with ed /t/ - **cloaked, scooped and splashed.**

To read root words ending with ed /id/ - **crowned, started and painted.**

To read root words ending with ed /d/ - **cleared, speared and stormed.**

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 recognise odd and even numbers and explore and represent patterns within these numbers.

Understanding of the World:

To discuss the importance of seasonal changes (Summer).

To competently name some similarities and differences between the world around them and other environments.

Expressive Arts and Design:

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To draw representations with distinctive features e.g. curtains in a house, spots on a leopard.
Revisit and Review To review Diwali; Diya lamps, Rangoli patterns, festival of light and temple. 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.
Vocabulary: barefoot distinctive temperature scorching solstice
Homework: Friday 1st July: Children to take a photograph of something that represents Summer and write a sentence about it, using a capital letter, finger spaces and a full stop. Monday 4th July: Read book assigned on Big Cat Collins Ebook (accessible throughout the week). Refer to the 'Weekly GPC recognition and words' sent home and practise reading these. Wednesday 6th July: In your green books can you sort numbers up to 20 into even and odd numbers; this can be displayed however you want - cut and stick, photo evidence etc.

YEAR ONE
Key Question Week 5: What's your favourite flower?
Key Text for Linked Learning: The Flower: John Light
Linked Learning: English and Science
This week the children will be starting their new key text 'The Flower'. The children will be starting off with a focus on etymology and understating the meaning and origins of new vocabulary found in the text. Then they will move on to some predicting work as the children will only read the first part of the story to begin with and will need to use what they have read to make plausible predictions. The children will also be working on recognising the VIP words in our text to help gain a better understanding of the plot. They will move on to completing some comprehension tasks, by using the pictures to make inferences and then answering questions about the text using evidence they have found. This will then lead on to them producing their own piece of independent writing next week. In Science this week the children will be recapping some prior learning all about animals including humans. This week they will be trying to identify, name and group animals as carnivores, herbivores or omnivores. The children will also be rounding up their learning on plants by creating their own fact file all about what they have learnt so far.
Phonics: This week the children will be growing the code for the following graphemes: augh, our, oar, ore (or). They will also be learning the following tricky words: move, improve, parents, shoe, thought, whole, who. 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 nearest half hour and will find times half an hour later. They will also review the order of the days of the week and months of the year.
Science: see above
Geography: This week the children will be revisiting the seven continents and five oceans of the world. They will be learning catchy songs to help remember the names of these parts of our world. The children will be able to locate the oceans on a map.

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Music: This week the children will be composing simple rhythms using un-tuned instruments and making up their own chants to remember their different rhythms.
History: The children will be continuing their learning all about Lego. This week they will be finding out about the origins of the Lego company from secondary sources.
DT/Art: This week the children will be continuing to study the artwork created by Henri Rousseau using a view finder to sketch parts of his famous work, using their fine motor control.
RE/PDW: This week in PDW the children will be talking about healthy snack choices and explain why some snack choices would be better than others.
P.E: This week the children will be learning and practising their skills in order to combine running and jumping effectively.
Computing: This week the children will choose appropriate backgrounds and sprites for a 'Space race' project. They will decide how each sprite will move, and create an algorithm based on the blocks available in ScratchJr that reflects this.
Vocabulary: dangerous, cellar, smuggled, wandered, wrinkled, overjoyed, slopes, dim, supposed, junk.
Homework: Friday 1st July - This week we would like you to showcase your best writing to create a setting description based on our key text, 'The Flower'. We would like to see you use all of the skills that we have been practising this year; adjectives, capital letters, full stops, question and exclamation sentences. Use the picture that we have sent home to inspire your writing. (Due in 8th July) Monday 4th July - Access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book. - Spellings: friend, school, today, house, were, was, with, could Wednesday 6th July -

Year Two

Key Question Week 10: How does evidence inform us of past events?

Key Text for Linked Learning: The Bear and the Piano – David Litchfield

Linked Learning: English, Art

In English this week, children will continue to study the key text The Bear and the Piano, empathising with The Bear to write the letter that they planned last week. They will combine the features of a letter, along with the vocabulary they decided upon last week to portray The Bear's feelings about his decision to return home. They will use paragraphs to organise their writing, combining this with all of the punctuation that has been taught so far in Year 2. Children will also learn how to begin sentences using time adverbs and apply this to their writing. Towards the end of the week, children will view the story from The Bear's family's point of view and begin to plan a reply letter to send back.

In Art this week, children will start their final nature painting in the style of Andy Goldsworthy and imagine how this might look in the Bear's Forest.

Maths: In Maths this week, children will be revisiting time (o'clock, quarter to and past and 5-minute intervals). They will carry out investigations and problem solve.

Science: In Science this week, children will be creating a fact file on their chosen invertebrate.

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History: In History, the children will be given a range of sources that they have to sort into primary and secondary sources. They will be exploring the importance and value of both types of sources and how they help us to understand past events.

Geography: In Geography this week, children will be creating a weather forecast video using the geography skills they have been taught this term.

Computing: In Computing this week, children will be continuing their work on Scratch Jn. Designing their own interactive quiz questions with specific clickable answers.

Music: In Music this week, children will continue to explore the music 'Rocket' by Gustav Holst, they will create a space map, with sounds that go with each destination or character.

Art: See above

PDW: This week in PDW, the children will be looking at the features of UK democracy and exploring Parliament virtually.

P.E.: In PE this week the children will be developing their ability to perform a range of jumps. They will practice a range of techniques and evaluate their own performances.

Key vocabulary:

Admire, source, primary, secondary, performance, momentum, comparing, duration, invertebrate, democracy

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

Friday 1st July – We would like our children to write a letter of introduction, all about themselves, to hand to their new class teacher for September.

Monday 4th July - Complete one Reading Eggs Lesson

Wednesday 6th July - Comparing durations of time as detailed in worksheet for completion.

YEAR THREE

Key Question Week 5: What does a promise mean to you?

Key Text for Linked Learning: The Promise by Nicola Davies

Linked Learning: English

This week children are invited to camp overnight on the school field. During their adventure they will take part in a variety of sports and nature based projects such as tree rubbing, cloud watching and writing poetry. In English, children will be exposed to the new text, The Promise and will focus on how the author has used sentence structure, effective similes and a wide range of vocabulary to describe different scenes. They will consider the impact that the authors' choices has on the reader. They will then draw upon their wealth of vocabulary to create word banks, one for the start of the book and one for the end of the book, ensuring they select contrasting vocabulary to convey the correct mood of the story.

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Before the end of the week they will pull together what they know about the main character, deciding whether she is a good person or not based on inferences from the text and their own reasoning.

Maths: The children will be consolidating their skills when dividing numbers that will leave a remainder. They will end the week by solving multiplication and division word problems.

Science: No science this week due to camping trip.

History: Children will look at artefacts and evidence found of, in and around prehistoric hillforts, and will discuss the pros and cons of living there.

Geography: Children will learn what topography is, and will look at topography maps from all over the world, to then focus on one of the UK. Children will then summarise what they have found out based on their inference of the maps.

Computing: The children will continue to experiment with new blocks and building a sequence of commands to make their design work. They will then be learning how to identify and fix bugs in a program.

Music: No music this week due to camping trip.

Art/ Design Technology: No art this week due to camping trip.

PDW/R.E. This week in PDW the children will be discussing the risks of spending lots of time on electronic devices including phones, tablets and game devices.

P.E: The children will start the lesson by improving their jumping, throwing, running and catching techniques. They will then combine the skills they have learnt so far this term and use them in competitive races.

MFL: The children will be learning about Bastille Day and why it is a national holiday celebrated all over France. They will be looking at the historical events that took place including 'The Storming of the Bastille.'

Vocabulary: From The Promise:

blessed, gritty, shrivelled, ruins, abandoned, parched, scuttled, sorry (alternate meaning), bargain, moral

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

Friday 01/07/22: Think about what the word promise means and why it is important. Produce a piece of writing about promises you have made or that others have made to you and why they are special.

Monday 04/07/22: Reading - Complete one Reading Eggs Lesson, Practise spellings.

Wednesday 06/07/22: Angles – revise what a right angle is and find some around the home. You could draw some shapes including right angles also.

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Key Question Week 6 Summer term: what do you call small tributaries that join the river in Egypt? Juveniles!

Key Text for Linked Learning: What a waste - Jess French

Linked Learning: English/Geography

In English this week, the children will use the skills from last week where they immersed and analysed the text 'What a waste' to write an explanation text to describe the issues surrounding single use plastics. They will begin by deconstructing relevant vocabulary, then plan their writing which will include the facts they generated in the previous week. They will then write their piece including all of the features such as formal tone, key vocabulary/information, present tense, time connectives and diagrams.

Maths: in Maths this week the children will finish the series of units on area and perimeter, then move on to the three units of addition and subtraction. At the start of the week, they will focus on finding area and perimeter of rectilinear shapes, then revisit formal and informal methods of addition and subtraction.

Science: in Science this week, children will continue the topic of understanding how vibrations make sounds and are transferred from one material to another; they will learn about the speed of sound and which materials slow the travel.

Geography: in Geography, children will apply their rivers knowledge by thinking about how and where water is used in our society – at home and in industry in particular.

History: In History this week, the children will continue their studies of ancient Romans, focusing on the timeline in order to recap the chronology of the empire.

Computing: in Computing this week, children will continue the new topic of image editing, learning how to create and evaluate a publication using photos which they have edited.

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 further 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 – this week they will use watercolour.

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: Outdoor and adventurous activity will be the order of the day as children camp on the field overnight.

MFL: No French this week as camping on the school field

Vocabulary:

wetland, dredging, dam, weir, lagoon, rapids, confluence, saltation, groundwater, gorge

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

Friday 1st July: Children should prepare for their big adventure by making a list of items they will need to pack for their camping expedition on our school field.

Monday 4th July: one lesson on Reading eggs

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Wednesday 6th July: children should practise chanting all of their times tables at speed to an adult at home and work on those they find most tricky.

YEAR FIVE

Key Question Week 10: Why is David Attenborough famous?

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

Linked Learning: English

In English, the children will begin to plan a biography on David Attenborough. They will be presented with the template of their piece of writing and then will begin by selecting 4 subheadings to include in their report. They will then collaborate at their tables to collect as much information about David Attenborough as possible. This will be thorough as the children have been collecting information all last week, so their information will be very detailed. After collecting information, children will explore coordinating conjunctions and how they can be used in a piece of writing. Children will then write the first draft of their biography, making sure to include detailed information as well as conjunctions and fronted adverbials in a range of sentences. Children will then have a chance to follow a set of instructions to create their report template before they edit their piece of writing. Children will finish the week by publishing their biographies on the template in their best presentation.

Maths: Children will be reading, understanding and answering questions about line graphs and conversion graphs this week. They will then move onto drawing their own line graphs and conversion graphs accurately. Children will also understand the concept of rate in a line graph.

Science: Children will explore whether the life cycles of mammals are all the same. A focus will be placed on how mammals sexually reproduce, the different life cycles of mammals, what the gestation period is, and then they will analyse display and interpret data presented in graphs.

History: Children will learn how to evaluate sources using PARB (Purpose, Authenticity, Reliable, Relevance and Bias). They will use these skills to obtain an improved understanding for the life of a Viking.

Geography: Children will collect the information they have found about the Yanomami tribe. They will use this information to plan a report about the Yanomami tribe.

Computing: In computing, children will explain that program flow can branch according to a condition. They will also design the flow of a program which contains 'if... then... else...' and how that a condition can direct program flow in one of two ways.

Music: Children will review the brass 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 use watercolours in their work whilst considering the composition of their landscape artwork. Their work will incorporate a back, middle and foreground. They will use their brush to attempt different techniques such as dry brush, tonal grading, wash, long line, varied wash with different shades and blending to re-create effects within a picture.

Design Technology: Children will continue to construct their Viking longships using the template they have created the previous week.

PDW / R.E: 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.

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P.E: This week, children will learn the proper techniques to throw a javelin and a shotput. They will also consolidate their knowledge of the relay and the sprint.

MFL: The children will learn the names for zoo animals through the story of 'Maman' by Mario Ramos. They will recap numbers and learn to decode meaning from visual clues.

Vocabulary:
conjunction, adverbial, anthropology, social, artefacts, placental, gestation, marsupials, monotremes
construe

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

Friday 1st July: Write a report (at least 1 side of A4) on why the Vikings were so successful.

Monday 4th July: Complete your next reading egg

Wednesday 6th July: Construct a line graph to show the different temperatures throughout next week. Remember to label your axes and give your overall graph a title (what your line graph shows).

YEAR SIX

Key Question Week 10: Should August start school?

Key Text for Linked Learning: Wonder – R. J. Palacio

Linked Learning: English, Art, PDW

This week Year 6 will be continuing their learning around the key text 'Wonder'. They will continue to read and explore the key themes that arise and how this effects the protagonist's viewpoint and journey. They will then deconstruct the positives and negatives of August being sent to school. From these they will begin to create their balanced argument. They will use subordinating conjunctions and conditionals to create cohesion, cause and effect statements and contrast in their writing. Each paragraph will be a chance to refine their use of formal tone in writing; they will use the subjunctive voice and agentless passive voice to write in a way that is persuasive and engaging. This will link to their work in PDW, in which they will be learning about transitions and discussing their feelings around the move to secondary school next year. Throughout the week, Year 6 will also continue to practise their Year 6 Production. They are now moving into the final weeks before their dress rehearsal – most costumes have now arrived, lines have been learnt and they're now adding the final touches.

Maths: In maths, 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 continue to learn about and interpret food webs. They will describe ways in which animals and plants are interdependent and use tier 3 vocabulary to describe the living things in a food web. Dr Warrack will also be teaching the children about healthy, loving relationships.

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: See above.

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

French: In French, children will learn about French festivals e.g. Bastille Day

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PE: In PE, children will continue their athletics lessons. They will practise their relay and jumping techniques, including standing long-jump and triple jump.

Key Vocabulary:

celestial, prude, meticulous, illuminate, spiteful, indifferent, pogrom, recessive, quip, emphatically.

Homework: to be completed for next week.

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

Friday 01.07.22: For your homework this week, write a diary entry from the perspective of August. Write about how he might feel the day before his first day at school, his worries about friends (Jack Will), potential conflicts (Julian), and other things such as getting lost or getting into trouble.

Monday 04.07.22: Reading – Complete one lesson on Reading Eggs.

Wednesday 06.07.22: Maths – Complete the challenge on this link:

https://nrich.maths.org/6522?utm_source=primary-map