



## Next Week at Hill West

Week Commencing: Monday 11<sup>th</sup> July 2022

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

### RECEPTION

**Key Question Summer Week 11: How will we cross the sea and what we learn about Spain?**

**Key Text for Linked Learning:** Spain Non Fiction

**Rhyme of the Week:** The Grand Old Duke of York

Pack your bag, grab your passports and fasten your seat belts ... Hill West Airlines are en route to Spain. This week the children will be using their imagination to travel to Spain. In preparation for this, the children will be creating their very own passports and using travel brochures to research and choose their own Spanish holiday destinations. Children will be provided with opportunities to apply their GPC (Grapheme Phoneme Correspondence) knowledge to write a list of what they must pack for a successful holiday. Children will be encouraged to use adjectives within their writing to add detail and interest for the reader. Children will be writing recounts of their holiday experiences to allow for extended pieces of writing to be produced. On Wednesday, the children will board the plane to Spain ready to sample some delicious Spanish foods. The children will be encouraged to use the past tense accurately when discussing a time that they might have travelled on a plane or a different mode of transport. The children will be exploring different modes of transport used for travelling overseas. The children will be taught about Spanish traditions, including the language they speak, dances they partake in, foods they eat and customs they follow. Children will be applying their knowledge of colours to represent the Spanish flag in a way that they chose, including using different media such as paint or tissue paper.

**PSED:**

To talk about themselves in positive ways.

**Communication and Language:**

To engage in non-fiction books listening and talking about new knowledge and vocabulary.

**Physical Development**

To negotiate space and obstacles effectively when playing with themselves and 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 'er' – **brighter, sleeper, painter.**

To read root words ending with 'est' – **greenest, smartest, sweetest.**

**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 continue, create and talk about 3 part patterns.

To explore and represent how quantities can be distributed equally.

**Understanding of the World:**

To confidently talk about environmental differences (e.g. local area and Spain).

To talk about a different culture with knowledge, respect and understanding.

To confidently talk about differences between life here and in different countries.

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<b>Expressive Arts and Design:</b> To colour match to a specific colour and shade.
<b>Revisit and Review</b> To revisit all the number bonds of 5 and some number bonds of 10. To recall the nursery rhymes from this half term; Ten in a Bed, Two Little Dickie Birds, Mulberry Bush, Frere Jacques, Ring a Ring o Roses and Goosey Goosey Gander.
<b>Vocabulary:</b> flamenco                      country                      transport                      tapas                      abroad
<b>Homework:</b> <b>Friday 8<sup>th</sup> July:</b> To bring in a photo of a summer adventure you have been on to discuss with your peers; abroad, in the UK, a day trip somewhere. In your green books, write a few sentences to describe how your adventure made you feel, who you went with and some of the things you saw. <b>Monday 11<sup>th</sup> July:</b> 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. <b>Wednesday 13<sup>th</sup> July:</b> To create and continue a 3 part repeated pattern (For example, circle, triangle, rectangle and repeat this). This can be displayed however you wish; using paints and printing, drawing, using technology.

### YEAR ONE

<b>Key Question Week 6:</b> Do all mighty oaks grow from little acorns?
<b>Key Text for Linked Learning:</b> The Flower: John Light
<b>Linked Learning:</b> English and Science
This week the children will be using the key text as a stimulus to link to their Science and English learning. They will be planning and writing their own fact file all about plants, using the information they have gathered from our Science topic this term. The children will begin the week by looking at some good examples of fact files to understand the key features they will need to include. They will then move on to planning their content and consider the sub-headings they would like to use. The children will think carefully about including any specific scientific vocabulary such as stem, leaves, petals, flower, wild and garden plants, deciduous and ever green trees etc. they have learnt. Additionally they will have a go at the extra challenge of creating their own glossary.
<b>Phonics:</b> This week the children will be growing the code for the following graphemes: sc, st, wr, wh, sh, ed, ing They will also be learning the following tricky words: all phase 5 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.
<b>Maths:</b> In maths this week, the children will be solving division problems by finding groups of objects. They will also continue to look at doubling and halving numbers. The children will be using a variety of resources to show the different ways you can represent doubling and halving and begin to use their knowledge of place value to attempt these in their heads.
<b>Science:</b> In Science this week the children will be continuing to learn about common animal groups. Recognising the features of mammals, amphibians, reptiles, birds and fish. They will discover which of these animals are herbivores, carnivores and omnivores.
<b>Geography:</b> No Geography this week due to the Year 6 production.

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<b>Music:</b> This week the children will be listening to and appraising - The Lamb by Sir John Tavener (20th Century music). They will then compare this to Rainbow Connection sung by Kermit The Frog commenting on the musical features such as rhythm, tempo, pulse and pitch.
<b>History:</b> The children will be continuing their topic toys from the past through the exciting history of the Lego company. They will begin to use chronology to timeline the invention of plastic and write instructions to make plastic lego bricks.
<b>DT/Art:</b> This week the children will be continuing to study the artwork created by Henri Rousseau, 'A tiger in a tropical storm'. After spending the past few weeks, analysing different parts of the painting, they will be combining the foreground and background images to create their own masterpiece. The children will consider how they can use thick and thin pencil lines to draw with control.
<b>RE/PDW:</b> No PDW due to awards ceremony.
<b>P.E:</b> This week the children will be applying the athletics skills they have been working on this half term including sprinting, hurdling, and relay to complete obstacle courses.
<b>Computing:</b> During this lesson the children will use their project designs from the previous lesson to create their projects on-screen in ScratchJr. They will use their project design, including algorithms created in the previous lesson, to make programs for each of their rocket sprites. They will test whether their algorithms are effective when their programs are run.
<b>Vocabulary:</b> dangerous, cellar, smuggled, wandered, wrinkled, overjoyed, slopes, dim, supposed, junk.
<b>Homework:</b> <b>Friday 8<sup>th</sup> July</b> – Rainbow garden art: Be as creative as you like to demonstrate a rainbow garden. You may wish to research real flowers in the rainbow colours or use your imagination to create your own. You may choose to paint, collage or use ICT to display your rainbow gardens, or even take photographs or real flowers you can find. We look forward to seeing your colourful creations. <b>This homework is a two week project and due in on Thursday 21<sup>st</sup> July due to school being closed on Friday 22<sup>nd</sup> July.</b> <b>Monday 11<sup>th</sup> July</b> - Reading and Spellings - Access your eBook online throughout the week at least 3 times and continue to enjoy your shared book and library book. Also practise your spellings for this half term (friend, school, today, house, were, was, with, could) <b>Wednesday 13<sup>th</sup> July</b> - To support our learning this week we would like you to investigate division. Please complete the division by grouping sheet that will be given out on Wednesday 13 <sup>th</sup> July.

### Year Two

**Key Question Week 11:** What is Bastille?

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

**Linked Learning:** English, Music

This week will be children's final week of studying the text The Bear and the Piano. Children will finish reading the text and identify the thoughts and feelings of The Bear's friends and family before continuing to plan their reply letter to The Bear. Before writing their letter, children will recap the different subordinating conjunctions they have been previously learnt and will learn the meaning of new subordinating conjunctions which they can then include in their letter, to create cohesion between paragraphs.

**Maths:** In Maths this week, children will be revisiting symmetry. They will be introduced to the concept of vertical lines whilst using a range of practical resources (mirrors, geoboards, paper folding) to explore shapes being halved along their vertical line of symmetry.

**Science:** No Science due to Phase awards assembly

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**History:** In History, the children will be learning about life after the Great Fire of London and what was learnt from the fire.

The children will be revisiting the gunpowder plot and the impact it has on us today. The children will be writing questions that they would like to ask Guy Fawkes. To complete our Great Fire of London topic, the children will learn the song 'London's Burning'.

**Geography:** There will be no Geography this week due to Bastille Day celebrations

**Computing:** There will be no Computing this week due to Bastille Day celebrations

**Music:** No music due to the wonderful Year 6 Leavers Production

**Art:** There will be no Art this week due to the fact children will be watching the Year 6 leavers' production.

**RE:** In RE this week the children will looking at what it means to be silent and attentive. We will look at how we can be silent and attentive in sacred places such as Churches and Synagogues.

**P.E.:** This week in athletics the children will be learning how to develop their throwing technique. They will look at how they can use their bodies to maximise their performances and investigating ways they can get power and momentum into their throws.

**Key vocabulary:**

subordinating, maximise, power, silent, attentive, sacred, symmetry, vertical, Bastille

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

**Friday 8<sup>th</sup> July:** Write a letter to the Year 12 performers from ATLP to say thank you for the wonderful show they put on for us on Tuesday morning.

**Monday 11<sup>th</sup> July:** Complete one Reading Eggs Lesson.

Spellings: Practice your spellings and then test yourself

Beautiful, hour, sugar, improve, plant, prove, father, Mr/Mrs, parents, people, path

**Wednesday 13<sup>th</sup> July:** Count faces on 3D shapes worksheet

### YEAR THREE

**Key Question Week 6:** How do you cure invisibility?

**Key Text for Linked Learning:** The Invisible by Tom Percival

**Linked Learning:** English

With last week's text in mind, children will explore a new book, The Invisible, making comparisons between the two. They will make inferences based on the images only, to see if they can piece together the full story without words, and will then add their own. This will help them understand how in certain books, the images are *part* of the story and 'say' things the text does not. They will then spend some time looking at the author's choice of vocabulary and structure, and the impact it has on the reader when reading the book. They will then have the opportunity to improve their work from earlier on in the week, editing their vocabulary choices.

**Maths:** In Maths this week, the children will be understanding angles as an amount of turn and right angles as quarter turns. Then, the children will be looking at angles and be asked to identify whether they are greater than or less than a right angle. The children will finish the week by recognising horizontal, vertical, perpendicular and parallel lines.

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**Science:** The children will take their final look at the cress seeds that were planted a few weeks ago. The children will be identifying which tray of cress has the strongest, tallest and healthiest cress. Did the fertiliser added to one tray make any difference to the growth and strength of the cress?

**History:** Children will recall some of their prior learning about Ancient Egypt, thinking about the roles and influence a Pharaoh would have had. They will learn about the life of Hatshepsut and the expedition to Punt, and will then decide what her legacy is.

**Geography:** No Geography this week.

**Computing:** In Computing this week, the children will be designing and creating a maze-based challenge using the Scratch program. The children will be encouraged to explore different design choices and justify them.

**Music:** The children will be learning about the life and music of one of the most influential composers of the 20<sup>th</sup> Century, Arnold Schoenberg.

**Art/ Design Technology:** ( See MFL) Children will continue their work inspired by 'Storming of the Bastille'.

**PDW/R.E.** In PDW this week, the children will be learning about how an individual's body parts change from a child to an adult.

**P.E:** The children will continue to perfect their jumping, throwing, running and catching techniques before taking part in a mini-Olympics next week. They must ensure that they use specific body parts (arms for throwing, legs and arms when sprinting) correctly to maximise their performance.

**MFL:** On Thursday, the children will be celebrating Bastille Day and discovering the events which led up to the storming of the Bastille in 1789. Amongst other exciting activities, they will explore the French revolution in History and learn key words in French. In Art, they will look at important works of art representing important points in the Revolution, including Jean-Pierre Houël's 'Storming of the Bastille', and recreate a piece of their own. They will learn about the French National anthem 'La Marseillaise' during their French lesson and find out what the lyrics mean.

**Vocabulary:** Inspired by The Invisible:

lonesome, bleak, wealth, sparse, snooty, refugee, stray, visible, auto-pilot, generous.

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

**Friday 8<sup>th</sup> July:** Inspired by our text 'The Promise' create an original piece of artwork about where you live.

**Monday 11<sup>th</sup> July:** Reading - Complete one Reading Eggs Lesson, Practise spellings.

**Wednesday 13<sup>th</sup> July:** Practice counting in decimals from 0 up to 5, write them neatly in your book.

### YEAR FOUR

**Key Question Week 6 Summer term:** Did you hear the joke about the waterfall? It was very pour !

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## Key Text for Linked Learning: The work Pie Corbett

### Linked Learning: English

In English this week, the children will be taught skills to memorise poetry. They will immerse themselves and analyse a range of poetry. They will consider nouns and pronouns for cohesion and look out for adverbials, specifically fronted adverbials in poetry. They will explore and evaluate a range of poems, initially by comprehending them and then making recommendations on how they could be improved. They will then practice and perform 'Kennings' – a special type of poem that describes an object or creature without ever using its name.

**Maths:** in Maths this week the children will begin a series of three units on Addition and subtraction – at the start of the week, they will focus on compact column subtraction, understanding the place value behind the concept followed by expanded and compact decomposition so that they have the usual, standard methods that most use in real life.

**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 ultrasound and its uses in medicine to image the body's insides.

**History / Geography:** in Geography, children will apply their rivers knowledge by studying what water is used for – commercial, recreational and household, also discussing which uses are needed and which are luxuries.

In History this week, the children will continue their studies of ancient Romans, refocusing on the end (fall) of the Roman Empire and understand how such a large Empire can collapse..

**Computing:** in Computing this week, children will continue the new topic of image editing, learning how to select the appropriate tools to retouch digital images.

**Music:** in Music this week, as well as the regular clarinet and tenor horn lessons refocussing 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 using available paints

**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; they will also learn about mediation and the concept of 'listening generously'.

**P.E:** in P.E children will further develop their agility and co-ordination through multi-skills athletics ; they will practice standing long jump , vertical jump and speed bouncing.

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

### Vocabulary:

hardware, data, internet, logic, input, output, repetition, debug, system, network

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

**Friday 8<sup>th</sup> July** Please research the world's river records – longest, widest, deepest etcetera ; produce a one page A4 document – either computer generated or hand written.

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**Monday 11th July:** one lesson on Reading eggs

**Wednesday 13th July:** Complete the given sheet on area and perimeter in Maths.

### YEAR FIVE

**Key Question Week 10: How does xenophobia impact the peculiar man in 'The Island'?**

**Key Text for Linked Learning: The Island by Armin Greder**

**Linked Learning: English**

In English, children will discuss what an island is. They will then draw their own island and describe it by writing a paragraph using descriptive language (adjectives and expanded noun phrases). The children will then read 'The Island' and then discuss the author's intentions; analyse and understand the impact of the language used in the text; and they will then compare similarities and differences between characters. The children will then answer comprehension questions related to the text using inference. The children will then discuss key themes in the text such as: bullying, exclusion, racism, refugees, human rights and xenophobia. They will write their inferences in compound and complex sentences. Next, the children will identify adverbs, select adverbs for cohesion and detail and then build tension and link contrasting ideas through the use of adverbs. By the end of the week, the children will write a character description based on the peculiar man. They will consider all the information they have obtained from our insights into the text to support them with this.

**Maths:** In Maths, children will be introduced to percentages and their relationship to fractions and decimals. They will then locate equivalents between fractions and percentages and explain their reasoning. Once they understand equivalents, they will use what they know to find equivalent percentages to certain fractions. Children will finish the week by comparing and ordering fractions.

**Science:** Children will explore the lifecycle of human beings from birth to old age. They will compare and contrast what they know about babies, children, adolescence, young adults and old age. They will then sketch self-portraits of themselves in the various stages of life.

**History:** N/A due to Bastille Day celebrations.

**Geography:** N/A due to Bastille Day celebrations.

**Computing:** In computing, children will begin to design a quiz. They will outline a given task, use a design format to outline their project and identify the outcome of user input in an algorithm.

**Music:** Children will review the percussion 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 percussion 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 the back 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. They will have to consider how to join their various pieces so that they create a smooth join that is functional to the design of the boat as well as aesthetically pleasing.

**PDW / R.E:** In PDW, Children will continue to work through the Zones of Regulation by beginning to develop a 'Tool Box' they can use when they begin to feel dysregulated.

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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:** On Thursday, the children will be celebrating Bastille Day and discovering the events which led up to the storming of the Bastille in 1789. Amongst other exciting activities, they will explore the French revolution in History and learn key words in French. In Art, they will look at important works of art representing important points in the Revolution, including Jean-Pierre Houël's 'Storming of the Bastille', and recreate a piece of their own. They will learn about the French National anthem 'La Marseillaise' during their French lesson and find out what the lyrics mean.

**Vocabulary:**

xenophobia, life cycle, adolescence, percentage, Bastille, revolution, percussion, algorithm, exclusion, refugees

**Homework:** to be completed next; Every day: 5 minutes of TT Rockstars and 15 minutes of Quiet reading  
**Half-termly Spellings:** sincere(ly), interfere, amateur, criticise, bargain, muscle, queue, recognise, cereal, serial

**Friday 8<sup>th</sup> July:** Research and write a report on one of the animals that David Attenborough presented in Zoo Quest. Choose either the Black Caiman or the Komodo Dragon

**Monday 11<sup>th</sup> July:** Complete your next reading egg

**Wednesday 13<sup>th</sup> July:** Find the following percentages of 250: 10%, 25%, 50%, 75%

### YEAR SIX

**Key Question Week 11:** Should August start school?

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

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

This week Year 6 will be refining and performing their Year 6 production of the Greatest Show. This week will consist of four performances – their first being to Reception, followed by KS1, then KS2 and their first performance to parents and carers by Friday. Children will also be attending their end of year awards ceremony. In English, continuing their learning around the key text 'Wonder'. They will continue to read and explore the key themes that arise and how this affects the protagonist's viewpoint and journey. They will then deconstruct the positives and negatives of August being sent to school. From these they will continue planning 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.

**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. They will finalise their plans and compare costings with other groups.

**Science:** See PDW.

**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

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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 will be learning about relationships, human reproduction and puberty.

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

**French:** In French, children be taking part in activities to celebrate Bastille Day.

**PE:** In PE, children will be taking part in the competitive games they have learnt this year.

**Key Vocabulary:** mantel, syndrome, alabaster, kinetic, inkling, warrant, retrospect, stringent, hypocrite, interject, taciturn

### Spellings:

decided, absolutely, education, information, knowledge, insignificant, ecstatic, woeful, dejected, unobtrusive.

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

**Friday 8<sup>th</sup> July:** For your homework this week, research famous precepts, and make a bank of your favourite examples. These will be used to help you write your own in class.

**Monday 11<sup>th</sup> July: Reading** – Complete one lesson on Reading Eggs.

**Wednesday 13<sup>th</sup> July: Maths** – Complete the challenge on this link:

[https://nrich.maths.org/8294?utm\\_source=primary-map](https://nrich.maths.org/8294?utm_source=primary-map)