



## Next Week at Hill West

Week Commencing: Monday 22nd May 2023

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

### RECEPTION

**Key Question Summer 1 Week 6: Why do elephants have trunks?**

**Key Text for Linked Learning: Elephants by James Maclaine**

**Rhyme of the Week:** Down in the Jungle

This week, the children will continue their learning about animals, comparing zoo and jungle animals; are they similar or different. The children will be encouraged to share their favourite animal and explain why to their peers, expressing themselves effectively by articulating their opinions clearly and enunciating words correctly. The children will continue learning about resilience and will be encouraged to play independently and cooperatively, to take turns in playing a game of 'Who am I?' and applying their segmenting and blending skills to read clues. The children will continue to use adjectives within their independent writing to describe their favourite animals. In Understanding of the World, children will be comparing animals, similarities and differences, looking at their features and where their habitat is.

**PSED:**

To understand the word resilience and demonstrate this during learning.

**Communication and Language:**

To use rich vocabulary and detail, talk about their favourite animal of interest, elaborating when asked questions.

**Physical Development:**

To move in different ways.

To move confidently, changing speed and negotiating space.

**Writing:**

To use an adjective to describe an animal.

To spell the tricky words my, by and are.

**Phonics:**

To recap and review phase 4 CVCC short vowels, CVCC words, CCVCC words and longer words.

To recognise phase 4 tricky words: said, so, have like, some, come, love, do, were, here, little, says, there, when, when, what, one, out, today.

**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 begin to understand of subtraction.

To recognise the meaning of the signs – and =.

**Understanding of the World:**

To identify similarities and differences of animals through observations, building knowledge of elephants and their habitats.

**Expressive Arts and Design:**

To safely use a range of tools and techniques to create a model through observation using clay.

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### Vocabulary:

charge          herd          savannah          habitat          minus

**Homework:** Please support your child in accessing the Collins Ebook throughout the week. This should be accessed at least 3 times.

**Friday 12<sup>th</sup> May:** We have been talking about how to become more and more independent. At home this week we would like to focus on dressing and undressing completely independently, even trying buttons and show laces.



**Monday 15<sup>th</sup> May:** Little Wandle Home Learning Page.

**Wednesday 17<sup>th</sup> May:** Interactive subtraction game to 10 using a number lines and crossing out method.

### YEAR ONE

**Key Question Week 6:** Is change good?

**Key Text for Linked Learning:** *The Koala Who Could* by Rachel Bright

**Linked Learning:** English and PDW

This week the children will be continuing to learn about the text, 'The Koala Who Could' written by Rachel Bright. The children will start the week by making inferences about how the characters are feeling. They will be using emotion cards and ambitious vocabulary to present their inferences. They will be creating a story map using their own drawing and will retell the story using the pictures from their map. They will then be sequencing pictures from the story in the right order. Towards the end of the week, the children will be completing a quiz about the story and answering multiple choice questions about the text. Each day the children will be writing sentences that are dictated to them. They will need to apply their phonics knowledge, capital letters, finger spaces and full stops when writing these sentences. The children will also then be writing their own sentence where they can use some of their own exciting adjectives and vocabulary.

In PDW the children will continue to be using the key text to infer the feelings of the characters at different points in the story using their understanding of the zones of regulation.

**Phonics:** This week the children will be growing the code for the following graphemes: ph, wh, ie and g (j).

They will also be learning the following tricky words: friend, once, our, because and laugh. 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:** This week the children will be using place value and their number bonds to calculate subtractions, including bridging 10. They will then sort calculations according to whether they will bridge 10 or not. After this they will be finding totals to 20p using 1p, 2p, 5p and 10p coins.

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**Science:** This week the children will be continuing with our new unit all about plants. This week they will be looking at the structure of a plant, using the terms: Roots, Stem, Leaf, Flower, Bud, Trunk and Branch. They will be able to label these on a variety of plants and be able to explain what their function is.

**History:** This week the children are continuing the topic of Castles. They will be focusing this on how the Tower of London's use has changed over time.

**Computing:** The children will make comparisons between using a computer for writing and writing on paper. They will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the children will begin to explain which they like best and think about which method would be the best method to use in different situations.

**Geography-** Using maps of our local area the children are going to plan a route from our school to different points of interest, using the key geographical knowledge we have been working on. They will be using the names of roads and our directional language to ensure that they give clear directions.

**Music:** The children will be continuing to develop their understanding of musical vocabulary with a focus on pitch and tempo. Additionally, the children will spend some time listening to the song 'A whole new world' from Aladdin. They will be thinking about the song is split into 2 parts for the different singers, they will be trying to identify the 2 different parts and when they sing together as a duet.

**Art /DT** – This week the children will be applying their skills from this half term to sketch some real-life peacock feathers. The children will be looking closely at colours and textures and try to recreate these using pastels.

**RE/PDW:** See above

**P.E:** This is our final week of rugby, and the children will be combining the skills we have been focusing on over the last half term to apply to a variety of mini game situations.

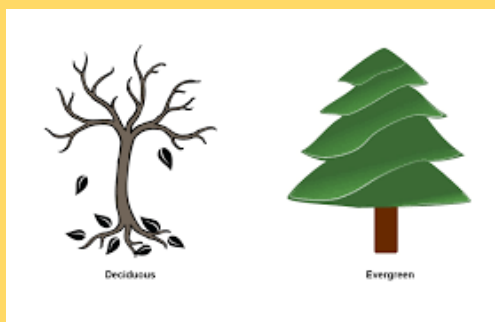
**Vocabulary:** dawning koala clung fellow ear-tufts wombat dingoes preferred risky leap

### Homework:

Every day – share a book / story

**Half Termly Spellings:** once, our, full, one, push, pull, ask, like.



















**Friday 19th May** – For your homework this week, we would like you to investigate how many evergreen and deciduous trees are in our local area. Evergreen trees are those that keep their leaves all year round. The leaves are thick, waxy and needle shape. Deciduous trees are those that lose all their leaves for part of the year.



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To conduct this investigation, you may wish to look at the trees on your way to school or go for a walk in the park and count the types of each tree you see. We would like you to present your results in a pictogram, please

	Favourite Fruit
	  
	
	  
	
	 
	
	= 1 person

**Monday 22<sup>nd</sup> May** - Please complete your Little Wandle Phonics home learning sheet. Also, complete one lesson of Reading Eggs.

**Wednesday 24<sup>th</sup> May** – Please access your child’s abacus account to complete the tasks that have been assigned. Please practise reading the eBooks your child has been assigned on Big Cat Collins.

### Year Two

**Key Question Week 6: What’s at the top of the Bean Stalk?**

**Key Text for Linked Learning: Jack and the Bean Stalk traditional tale**

#### Linked Learning:

In English this week, the children will be exploring the traditional tale, Jack and the Bean stalk. The children will begin the week reading the text, highlighting the features, and talking about inference. The children will use their knowledge of the text to answer comprehension questions, using evidence from the text to support their answers. Following their reading challenges, the children will explore the characters of this traditional tale through drama activities. These will include hot seating, freeze frames and conscious alley. These drama activities will help to inform their character description writing at the end of the week.

**Maths:** In Maths this week, the children will be continuing their work on fractions. They will look at fractions of a shape and an amount before moving onto problem solving and reasoning questions to ensure a deeper understanding.

**Science:** In Science this week, the children will continue to explore life cycles of familiar plants. They will also continue to check on the germination of their beans they set up a few weeks ago. The children will look at the progress of their beans and do scientific drawings of the beans and they will measure the shoots and roots.

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**History:** In History this week, the children will be exploring how people communicated years ago. They will be looking at hieroglyphics and how they were used to form the formal writing system for Egyptians.

**Geography:** In Geography this week, the children will explore different ways of the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.

**Computing:** In computing this week, the children will retrieve and review their work. They will spend time making improvements and then share their work with the class.

**Music:** In Music this week, the children will complete a music quiz.

**Art:** In Art this week, the children will respond to stimulus and will generate ideas in their sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.

**RE:** In RE this week, the children will be Explain that Tu Bishvat is a festival that Jewish people celebrate. It literally means 'the new year for trees'. It is celebrated in Israel as a day for ecological awareness and trees are planted

**P.E:** This week in P.E, the children will be performing two variations of the Maypole Dance and will compare them.

**Key vocabulary:** enormous, scampers, tossed, treacherous, menacing, mysterious, peculiar, mystic, enchanting, poverty

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

**Half Termly Spellings:** because, child, children, eye, money, most, only, fast, past, last, pretty

**Friday 19<sup>th</sup> May:** Write a character description for your favourite book character. Remember to include expanded noun phrases and challenge yourself to include all 4 sentence types.

**Monday 1<sup>st</sup> May:** Complete one Reading Eggs Lesson

Spellings: Practice your spellings and then test yourself.

**Wednesday 3<sup>rd</sup> May:** 5 minutes a day on the Garage section and complete the maths game set on Active Learn. [ActiveLearn: Login \(activelearnprimary.co.uk\)](https://www.activelearnprimary.co.uk) Practice your x2 x5 x10 tables.

### YEAR THREE

**Key Question Week 6:** Where could humble beginnings take you?

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

**Linked Learning:** English

In this final week of our fabulous key text, children will pull together everything they have read and learnt. They will then recall the remarkable feat achieved by Hillary and Tenzing when writing their own first-person accounts of the journey. They will write chronologically, in paragraphs, to write a letter to inform. They will carefully choose vocabulary to ensure their letter is written with a formal tone, in contrast with the informal letter the week prior. There will also be focus on correct spelling, children will have the opportunity to proofread their work and support their peers to ensure they have used the correct spellings where possible too.

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**Maths:** The children will be recognising lines of symmetry and will then be identifying, describing, and sorting 2D and 3D shapes using a Venn diagram.

**Science:** The children will complete their end of topic Rising Stars Assessment before demonstrating their understanding of what has been taught this term by taking part in a whole class Plants Quiz.

**History:** Children will be introduced to the wonder of Stone Henge. They will learn about how it was constructed over a long period of time and will begin to speculate about its use during prehistoric times.

**Geography:** Having explored Paris' landmarks in detail previously, children will learn about some other famous landmarks in Europe.

**Computing:** During this lesson, the children will add their own content (text and images) to the magazine templates they created last week. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover.

**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:** Taking inspiration from the illustrator Maurice Sendak (Where the Wild Things Are) children will create their own fictional background for their Creaker puppet.

**Design Technology:** Following on from their lesson last week, the children will consider what a balanced pasta dish might look like and will design their own recipe.

**PDW/R.E.:** The children will be asked why the truth matters. They will then be learning what Judaism and Christianity teach about behaving honestly.

**P.E:** The children will be looking at the team game, netball, this week. The children will be concentrating on

**MFL:** In French, the children will use the language learnt last week to translate parts of 'The Very Hungry Caterpillar'.

**Vocabulary:** From Everest - The Remarkable Story of Edmund Hillary and Tenzing Norgay : expedition, crevasse, acclimatisation, dehydration, altitude, labyrinth, euphoric, rapturous, celebrity, hero

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

**Half-Termly Spellings:** library, build, ordinary, natural, guard, surprise, island, answer, guide, increase.

**Friday 19<sup>th</sup> May:** Using a blank map of Europe, see how many countries you can label without looking at a map, then check if you got them right and fill in the ones you couldn't remember.

**Monday 22<sup>nd</sup> May:** Practice set 5 spellings and complete one lesson of Reading Eggs / Eggspress.

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**Wednesday 24<sup>th</sup> May** : Log in to our maths homework website (activelearnmaths) and complete the task allocated.

### YEAR FOUR

**Key Question Week 6 Summer Term 1: Can I create a survival guide?**

**Key Text for Linked Learning:**

Earthshattering Earthquakes: How to survive an Earthquake.

Author: Anita Ganeri.

**Linked Learning:** Geography: The Earth and Disasters

**English:** This week the children will be creating their own earthquake survival guide. This week we will be using our previous learning to structure our guides properly in our books which will then be ready to publish. We will be making sure we have been using our imperative verbs to ensure everyone can follow our instructions.

**Maths:** In Maths this week, the children will be continuing their retrieval practice on fractions decimals and percentages. This week we are finding different equivalent fractions and recognising how we can use place value to perform addition and subtraction.

**Science:** This week the children are continuing with the learning on sound This week we will be continuing our experiment on how sound can travel through different mediums. This week we will conducting the experiment testing how sound travels using a range of different materials. We will then be using our scientific explanations to explain to write our results and draw conclusions on which medium is the best for hearing sound.

**Geography:** This week the children are learning about map reading and understanding the meaning of longitude and latitude. We will be putting our learning into practice by identifying different countries and places on the map and describing their placement using geographical terminology and discussing their longitude and latitude.

**History:** This week the children are continuing their learning on Boudicca, this week we will be discussing Boudicca's end, what happened to her and what historians debate about her legacy. We will be discussing what we think actually happened to Boudica and weighing up the evidence to decide.

**Computing:** This week we are using the devices to consider everything we have learnt so far over the last half term.. The children will then be using the rest of the lesson to practice their times tables ready for their test in June.

**Music:** This week the children are recapping everything learnt so far this half term. The children will be putting their new D note to the test in a range of songs.

**Art and Design:** Children will be continuing making and designing their nest sculptures. We will be reviewing the different materials we have to use and once complete producing a feedback carousel where the children can critique the different structures.

**PDW / R.E:** This week in PDW the children will continue their learning on the zones of regulation. We will be reviewing everything we have covered so far and recapping how we can use the zones of regulation to calm and regulate ourselves for the day.

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**P.E:** This week we will be continuing our learning on cricket. This week we will be recapping everything we have learnt so far about the game and having a go at playing a live action game of cricket in small teams.

**MFL:** This week the children will be learning about describing school uniforms in both French and English. We will be observing the differences between the two traditional uniforms and using our vocabulary learnt so far this term to see if we can describe and give opinions of both.

**Vocabulary: triggering, shattering, seams, pressure, toppled, predicting, rippling, allowances, utterly, modified.**

**Homework:** Everyday 5 minutes of Garage Mode on TT Rocks Stars and 15 minutes of quiet reading.

**Half termly Spellings:** separate, suppose, therefore, knowledge, position, mention, important, possible, island, extreme.

**Friday 19<sup>th</sup> May:** Consider this question: What did the Romans do for Britain?

**Monday 22<sup>nd</sup> May:** One lesson of Reading Eggs

**Wednesday 24<sup>th</sup> May:** Abacus set lesson

### YEAR FIVE

**Key Question Week 6: Can we map out this adventurer's life?**

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

**Linked Learning:** English, Science

In English, the children will be planning the biographies about David Attenborough. They will be using the notes they have compiled from their immersion sessions and structuring successfully to create a chronological outline. Using their sentence structures and word banks, they will compile their biographies. There will be opportunities for revising and editing their drafts, before they publish and perform to the class.

We continue apace with our play practice – learning lines is a must.

**Maths:** Children will be revising strategies of mental addition and subtraction. They will begin by adding and subtracting near multiples. 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 complete their rising stars quiz. This is their end of unit quiz. They will reflect on their learning and understanding of forces with a key focus on water and air resistance. They will then complete a mind map to display and demonstrate their deep subject knowledge.

**History:** In History, children will review their learning thus far on the Vikings. They will engage with some retrieval and comprehension questions before producing a leaflet to display their new understanding. They will then add to this next term after they have explored Vikings in further detail.

**Geography:** The children will be exploring Scandinavia. They will be discovering the different climate changes within this geographical area.



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**Computing:** The children will continue to increase the complexity of their vector drawings by using layering. They will learn that each object is built on a new layer and that these layers can be moved forward and backward to create effective vector drawings.

**Music:** This half term, children will be listening and exploring the song 'Dancing In The Street' by Martha and the Vandellas. They will then appraise 'Tracks of my Wonders' by Smokey Robinson.

**Art:** The children will continue to use a selection of limited materials to create their own tiny house model. They will think about any clever design tricks they can use and magpie ideas from the houses we have studied.

**Design Technology:** The children will be evaluating their marble run designs, discussing any changes they had to make or would have made if they began again.

**PDW/R.E:** The children will be learning about the importance of online safety and what constitutes our responsibility for good online behaviour.

**P.E:** Children will utilise all the skills that they have learnt and developed in game-based scenarios. They will engage in rallies before these develop into points. The key focus will be attempting to move your opponent around the court (ball placement).

**MFL:** The children will be learning about zoo animals and revisiting their phonics skills in order to correctly pronounce new and unfamiliar words.

**Vocabulary: assimilate, citizen, fortify, seclusion, blistering, chauffeur, clambering, disarray, hounded, infamous**

**Homework:** Every day: 5 minutes of Garage mode on TT Rockstars and at least 15 minutes of quiet reading

**Half-termly Spellings:**

Sincere(ly), interfere, amateur, criticise, bargain, muscle, queue, recognise, cereal, serial

**Friday 19<sup>th</sup> May:** In recognition of mental health week, design a 'self-care box' for yourself – fill it with things which make you feel happy and might help to calm you down if you were feeling anxious.

**Monday 22<sup>nd</sup> May:** Complete your next reading egg – ensure you are moving up a level.

**Wednesday 24<sup>th</sup> May:** At <https://www.activelearnprimary.co.uk/> there is an allocated Maths homework called 'Marching Madness!'.

### YEAR SIX

**Key Question Week 6:** How do you start a new life?

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

**Linked Learning:** English, PDW, History

**English:** This week will see the children draft their narratives based on 'The Arrival'. Using their plan, they will craft a 5-paragraph narrative inspired by key moments in the source text. Their first paragraph will be used to set up the main character and setting and creating cohesion between the 2 concepts. The children will have to think about sentence openers as well as complex sentences in order to create that flow in the first paragraph. The second paragraph will be to set up the problem that the main character will face. The theme of the text is refugees and acclimation so, with guidance, the children will be supported to include something based on those themes. The third paragraph will feature the conflict and climax part of the story. Children will use a suspense and emotive theme in this part of the story in order to create a sense of

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urgency around the main character. The fourth paragraph will feature the resolution; the main character comes to the end of the problem and is mentally and emotionally affected by the conflict. Children will be expected to infer thoughts and feelings from their character and determine what they might do next. The final paragraph will be the ending; finding a true ending to the story, whether happy or sad. Once the drafts are complete, children will be expected to edit and improve their stories before publishing them on the last day of half term.

**Maths:** In Maths, children will be working on their holiday planning. They will be solving comparison problems using the four operations with money; creating a budget, that will expose them to currency unit conversions, including multiplying decimals and estimating; and solving problems with multiple solutions involving the four operations.

**Science:** In Science, children will investigate and discuss Carl Linnaeus and how he had established a method for categorising living things. They will collect as much information as they can in preparation for a 2-page spread on categorisation.

**History:** In History this week, children will find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.

**Geography:** In Geography, children will compare the life of a Japanese school child with a UK school child. They will discuss what they think a Japanese school might be like, what lessons they might have, and what are the teachers like. They will then be comparing Hill West Primary School to a school in Japan.

**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.

**Music:** In Music, children will listen to and evaluate 'Something Helpful' by Anna Meredith. They will compare the song with others evaluated and discussed throughout the term.

**Art:** In Art, children will continue to explore how they can use creative thinking to enable an exploration of material and intention. Can they look at an image and visualise how to recreate it? Can they use this visualisation to think about props for their upcoming play production?

**French:** In French, children will recall the poem from last lessons and begin to recite the poem to the class – focussing on correct and clear pronunciation.

**PDW/RE:** This week, children will continue to discuss the Zones of Regulation and how they apply to their lives post SATs as well as the preparation for secondary transition.

**PE:** In PE, children will be continuing their hockey and tennis lessons. They will be learning how to control the ball so that they can score a point against an opponent. In tennis, they will be perfecting how to volley their ball past their opponent so that they can score a point.

**Key Vocabulary:** stateless, exclusion, solution, repatriation, humanitarian, international, relocation, integration, reintegration, resettlement, unaccompanied

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**Homework:** Daily: 5 minutes of **TTRockstars** on Garage mode and 20 minutes of **reading**.

**Half termly Spellings:** sufficient, determined, explanation, pronunciation, programme, shoulder, sweltering, sauntered, equipped, identity

**Friday 19<sup>th</sup> May:** Research Britain in the 1990's. Create a presentation of the significant inventions of that decade and their impact on everyday life

**Monday 22<sup>nd</sup> May: Reading** – Complete one lesson on Reading Eggs.

**Wednesday 24<sup>th</sup> May: Maths** – Complete the task on the following link:

[https://nrich.maths.org/1066?utm\\_source=primary-map](https://nrich.maths.org/1066?utm_source=primary-map)