

## Next Week at Hill West

Kindness, Compassion, and Connection at the heart of 'Our School'

Week commencing: Monday 24<sup>th</sup> June 2024



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## LET'S CELEBRATE 'OUR' SCHOOL



On Thursday evening this week, Hannah Simnett founder of Cherished delivered our first Cherished Parent Workshop, where supporting children to feel Safe, Seen, Soothed and Secure was unpicked through The 4S's of Attachment. Look out for the next date in the Autumn Term when an in-person session will be delivered to parents on how this looks in practice.



## RECEPTION

<b>Key Question:</b>	<b>Who will we find out on the Savannah?</b>
<b>Key Text for Linked Learning:</b>	<b>The Ugly Five by Julia Donaldson</b>
<b>Nursery Rhyme/Song of the Week:</b>	<b>The animal fair</b>
<b>Key Vocabulary:</b>	<b>Plain Glorious Mane Hideous Mob</b>

### Linked Learning:

The children will begin their learning about Africa by starting their adventure on the African plains. In Understanding the world, the children will learn about the BIG five – lions, leopards, rhinos, buffalo's and elephants. They will be taught key facts about these animals including their diet and how they survive. Our key text 'The Ugly Five' is a celebration of animals who are often unloved. The children will be introduced to ambitious vocabulary from the text and taught the correct meaning. The text will be shared throughout the week to develop the children's participation in repeated refrains from the story. They will be learning about adjectives this week and be identifying adjectives used in the text. The children will be becoming little artists this week by creating different representations of African animals.

### PSED:

Using our key text 'The Ugly Five' the children will explore the impact that words can have, and they'll be discussing the word 'ugly'. The children will welcome an animal from the key text and share positive adjectives to describe the animal.

### Communication and Language:

This week, our new ambitious vocabulary will be taught, and the children will be encouraged to use these words in discussion about our topic.

### Physical Development:



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This week the children will be entering the Wild West! They will be listening carefully to the instructions of a game and practicing using the opposite leg to arm when running. The children will be moving around the area, ensuring they are bending their knees on take-off and landing.

### Literacy:

The children will be writing descriptive sentences about African animals this week e.g. Lions have bushy manes, they are fast runners. They'll be taught to spell the tricky words 'there' 'little' 'have' with increasing accuracy.

### Phonics:

In Phonics, the children will be recalling the Phase 2 and 3 graphemes at speed. They will be sound talking and blending root words with the -er and -est ending e.g. sweeter, greenest. Rapid recall of our tricky words will be encouraged, and the children will be learning to spell the tricky words – today, out, are, said.

### 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:

In maths this week the children will be consolidating their knowledge of subtraction. They will begin practically and then progress to using the dot method. The children will then be taught how this is written as a number sentence.

### Understanding of the World:

Children will be learning all about the animals that are found in Africa with the support of photographs and non-fiction texts. The children will be taught about the 'big five' and learn awesome facts about these animals, including whether they are a herbivore or carnivore.

### Expressive Art and Design:

In Expressive Arts and Designs, the children will become mud painters outdoors. They will observe African Mud paintings and use these to inspire them in creating their own paintings of 'The Big Five'. In class, the children will be creating their own representations of 'The Big Five' using a range of materials from paper to newspaper, to paint.

**Homework: Every week day:** Share a story everyday / Access your Collins Ebook at least 3 times throughout the week. (New book assigned every Wednesday).

**This week's assigned homework should be completed and returned by Friday 28<sup>th</sup> June.**

**Task 1:** Little Wandle Phonics Home Learning Page – please ensure you review this with your child to help consolidate their new phonic knowledge.

**Task 2:** Work alongside your child to complete one or more Mathseeds lessons.

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**Task 3:** Support your child in choosing an African animal of their choice and creating a fact file about this animal including where they live, what they eat and how they survive.

### YEAR ONE

<b>Key Question:</b>	<b>What is Baby Penguin called?</b>
<b>Key Text for Linked Learning:</b>	<b>And Tango Makes Three - Justin Richardson and Peter Parnell</b>
<b>Key Vocabulary:</b>	<b>carousel, penguin, couple, appeared, noticing, instead, hatch, brought, returned</b>

#### Linked Learning: English

This week the children will be continuing to study the key text 'And Tango Makes Three'. They will begin the week by creating a plan of the story using a story mountain to identify the key parts of the story. Using their story mountain, the children will be writing the key parts of the story and will be composing their own sentences. They will be encouraged to, 'think it, say it, write it', using the Little Wandle Grow the Code sound mats to ensure they are applying their phase 5 phonics knowledge when spelling unfamiliar words. The children will also be reading their writing back to check for capital letters, finger spaces and full stops. They will also be learning about the suffix -ed when they are writing in the past tense. At the end of the week, the children will be reading their writing aloud and performing it to the class using prosody.

#### Phonics:

This week the children will be growing the code for the following graphemes: **su, si (zh), dge (g), y (i), ge (g)**. They will also be learning the following tricky words: **friend, eye, once, move, because, improve, laugh, parents, shoe.**

#### 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.

#### Maths:

The children will be begin to complete a topic of Money; Recognise and know the value of the 50p coin, Recognise and know the value of the £1 coin, Recognise and know the value of the £2 coin, Recognise and know the value of the £5 note, Recognise and know the value of the £10 note.

#### Science:

This week the children will be completing their final assessment about plants. They will be applying all their knowledge from this term to complete a quiz. They will then move on to revising the



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learning we did everything about animals including humans.

### History:

Children will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their reading and writing skills to describe the impact Queen Victoria had on Britain.

### Geography:

Children will investigate the four seasons and what kind of activities, clothing and food they would do/wear/eat in Summer and Winter. They will then discuss how animal behaviours change during the seasons and learn about seasonal behaviours triggered by the shortening days and cold weather, such as hibernation, migration and winter coats.

### Computing:

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

### Music:

This week the children will continue to practice the song they will be performing for the summer fayre. They will practise singing and dancing ready to perform to an audience.

### Art:

This week the children will continue to study pieces of work that contain flora and fauna. They will be using thick graphite sticks to sketch out a chosen creature. The children will make a drawing which consists of big shapes, and thin lines, this will be demonstrated by using the side of the graphite to make strong, structural shapes, and the edge of the graphite for fine lines.

### PDW:

This week, children will be learning to recognise and correctly know the names of the body, including private parts.

### P.E:

This half term the children will be focusing on their Athletics skills in preparation for Sports days which is 2<sup>nd</sup> July. This week they will be developing and practising personalised race for Sports Day.

**Homework: Every week day:** Share a book / story. Books will be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** Please complete your Little Wandle Phonics home learning sheets from Summer 2 Week 1.

**Task 2:** Please access your child's Mathseeds lesson to complete the next lesson.

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**Task 3:** To practise letter formations and the spelling of Phase 5 tricky words; their, people, oh, your, Mr, Mrs, Ms, ask, could, our, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye.

### YEAR TWO

<b>Key Question:</b>	<b>If you were a balloon, where would you go?</b>
<b>Key Text for Linked Learning:</b>	<b>Blue Balloons and Rabbit Ears by Hilda Offen</b>
<b>Key Vocabulary:</b>	<b>Floating, shimmering, tower blocks, rattles, rasps, glitters, gull, fathom, eiderdown, wraps</b>

#### Linked Learning:

In English this week, the children will be focusing on the poem *Into the Blue*, by Hilda Offen. The children will use visualisation and background information to represent poem, by creating artwork for the original poem first. Moving forward in the lessons, to create their own version of the poem. They will do this by visualising somewhere they are familiar with and creating an artwork masterpiece to enhance their own poem. Finally, they will explore vocabulary that rhymes and rhythms to include in their work.

#### Maths:

In Maths this week, the children will be continuing with their measurement topic, focussing on litres, millilitres and temperature. The children will visualise and investigate using these measures to solve problems.

#### Science:

In Science this week, the children will continue to take part in a bug hunt on the field (weather permitting). They will investigate the type of insects that live in nature around us. Exploring their physical features and habitats.

#### History:

In History this week, the children will be learning about Alexander Graham Bell and his invention, the telephone.

#### Geography:

In Geography this week, the children will be researching different beaches located around the United Kingdom. They will then create a leaflet for visitors thinking about location, activities available, physical and human features.

#### Computing:

In Computing this week, the lesson introduces the concepts of light and focus as further important aspects of good photography composition. In this lesson, the children will investigate the effect that good lighting has on

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the quality of the photos they take and explore what effect using the camera flash and adding an artificial light source have on their photos.

### Music:

In Music this week, the children will listen to and appraise the music, '20th Century Fantasia On Greensleeves' by Ralph Vaughn Williams. They will learn how to recognise the pulse by clapping, swaying and tapping their feet. Finally, they will discuss how the music makes them feel and what they thought of the song

### Art:

In Art this week, the children will be inventing their own instrument. They will use the 'backwards forwards' sketching style to design their own instrument, thinking deeply about instruments they like listening to, playing or looking at. They will then choose an imaginary creature or animal to combine with their chosen instrument.

### PDW:

This week in PDW, the children will identify and name the main parts of the body including external genitalia.

### P.E.

In P.E this week, the children will develop their skills when throwing a ball over a long distance, making sure they throw from a balanced starting position, stand sideways on the direction of the throw and place their opposite leg to their throwing arm forward.

**Homework: Every week day:** 5 minutes of TT Rockstars and at least 5 minutes of reading. EBooks will now be assigned on a Wednesday. Please access your eBook online throughout the week at least 3 times.

**Half Termly Spellings:** I'm, I've, I'd, I'll, can't, beautiful, parents, laugh, because

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** Complete one Reading Eggs Lesson.

Spellings: practise your spellings and then test yourself.

**Task 2:** TT Rockstars, 5 minutes a day on the Garage and complete a lesson on Mathseeds. Practice your 2, 5 and 10 times tables. When you are ready begin to learn your 3, 4 and 6's.

**Task 3:** Experiment with rhyming words. Create a list of words that rhyme and then use these words to write your own short poem. It can be about any topic of your choosing, e.g. your favourite sport, your favourite food, weather, flowers, seaside, friendship. Be creative. We can't wait to read your poems to the class!

### YEAR THREE

Key Question:	What do you take for granted?
Key Text for Linked Learning:	The Invisible
Key Vocabulary:	Invisible, curled, noticed, escaping, afford, granted, memories, barely, fading, drifted



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### **Linked Learning: English**

This week we will be reading through the text, 'The Invisible'. We will be analysing the text to identify the language; the conventions used to convey the morale of the story and will be identifying the powerful adjective used in this book. We will then be comparing this week's text to, 'The Promise' which was explored last week using Venn diagrams. Using the morales from both of these stories' children will be exploring different ways, they could bring joy to the community. These ideas will then be used for their own story writing next week.

### **Maths:**

This week, the children will be beginning a new unit of learning focused on geometry. This will centre around properties of shapes and angles. The week will begin with working on angles and understanding that they are a description of turn. Following this, attention will switch to understanding that angles are a feature of shapes and that right angles are a quarter turn. As the week progresses, children will be able to identify when a shape has a right angle and recognise that four turns make a complete turn.

### **Science:**

Having planned a fact file all about the life cycle of a plant in the previous lesson, the children will this week begin writing up their information, with a focus being on the introduction and drawing an accurate diagram to represent the correct life cycle of a plant

### **History:**

The children will be continuing to look at ancient history and how people lived their lives. This week, the focus will be on establishing whether people performed rituals during the Bronze Age. The children will look at sources of information to build their understanding.

### **Geography:**

This week children will begin by recapping the European countries. Children will be tested on how many they can remember. Children will then move onto researching the flags for each of these countries and will then be creating their own quiz to challenge their peers on their knowledge of European flags.

### **Computing:**

The children will be looking at aspects of online safety through engaging activities to support them with being safe online.

### **Music:**

This week, the children will be looking at expressionist music, and listening to and appraising the piece 'Pierrot Lunaire' by the expressionist composer Arnold Schoenberg.

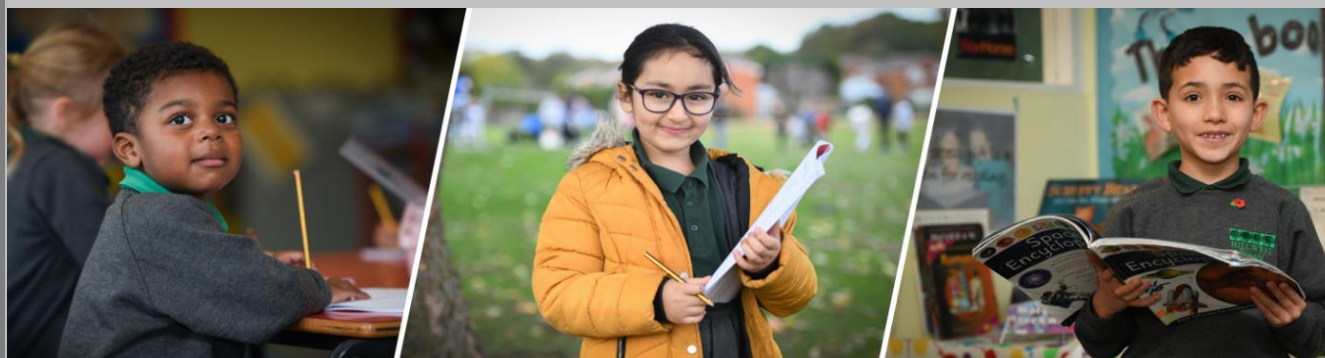
### **Art:**

Children will continue to use a selection of natural materials and household ingredients to craft their own dyes and paints to use in their own creative and expressive pieces. We will then use objects to place against our dyed work to create a contrast of shadow work.

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### PDW:

This week in PDW children will be learning about what can happen when people are really quiet. Children will be listening to some relaxing music and will be asked if they found it easier to be quiet when there is something to listen to. Children will then be learning about meditation and how this can help with regulating emotions and how it can bring about a sense of calm to their day.

### P.E:

Children will continue to practice the chest pass with a ball and pivoting on the landing foot, we will then be moving onto learning how to mark the attacker. During the second half of our lesson, we will continue to practice various competitive games such as hurdles, relay, and sprinting.

### MFL:

The children will continue to look at the Hungry Caterpillar story in French and will work to put the story into order using their knowledge of the French vocabulary for foods and days of the week.

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

**Half termly spellings:** Through, circle, different, minute, interest, exercise, strength, were, certain, popular.

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** Practise spellings and complete one lesson of Reading Eggs / Eggspress.

**Task 2:** Complete this week's maths homework on Showbie, by following:

Rabbits / Hedgehogs - Maths Homework - Summer Term

**Task 3:** Sit in a quiet, peaceful space and listen to some relaxing music. Draw pictures in your homework book to reflect your feelings and emotions. Write a sentence about how calm and relaxed you felt during this activity. Would you do this again?

### YEAR FOUR

**Key Question:**

**Were the Celts really savages?**

**Key Text for Linked Learning:**

**Boudicca's Letter**

**Key Vocabulary:**

**Alliance, tactics, pillage, annex, Pantheon, chariot, aqueduct, invasion, sacred, barbarian**

**Linked Learning:**

In English this week, the children will immerse themselves within the text of Boudicca's letter, in which she persuades the Celts to join her in her revolt against the Romans. The children will analyse key features of persuasive writing, such as emotive language and flattery, and will practice writing their own short persuasive extracts.

**Maths:**



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In Maths this week, the children will complete their unit of work on measure by converting between metres and kilometres. The children will then move onto learning how to calculate the perimeter and area of squares, rectangles and other rectilinear shapes.

### **Science:**

In Science this week, the children will be having a go at creating their own observational drawings. They will consider how each creature has been sketched and will ponder on why Scientists such as Charles Dawin chose to draw the individual parts of animals?

### **History:**

This week in History, the children will be reviewing everything they have learnt from their exciting trip to Wroxeter! They will be reviewing as Historians any architecture we have currently learnt about and creating their own information pages based on aqueducts, shrines and temples.

### **Geography:**

This week in Geography Year Four are comparing both Madagascar and The United Kingdom. We will be looking into each Countries climate, trade patterns and topographical map features.

### **Computing:**

This week in computing the children will be exploring Scratch. We will be delving into the world of animations and considering how scratch can be a useful programming tool.

### **Music:**

This week the children will be continuing to practice writing and playing their own short tunes and melodies. They will then reflect on how they could improve their performances.

### **Art:**

This week in Art, the children will continue to make their 2D drawing 3D by creating a net. This will be inspired by Claes Oldenburg and Lucia Hierro.

### **PDW:**

This week in PDW the children will continue to look at how mental health affects us. This week we will focus on how having a disability can affect our mental health.

### **P.E.**

In Physical Education this week the children will learning all about power and control of their bodies. They will be practicing their throwing techniques of different weighted balls in order to test their strength and stamina.

**The children in Y4 will also be participating in their Sports day this week!**

### **MFL:**

This week in French the children will be reviewing their homework from over the half term to see if they can have a look at any of the famous designers and pronounce their favourite fashion items. The children will also have to consider their previous learning on colour to describe their designers.

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

**Half termly spellings:** remember, quarter, various, famous, purpose, ordinary, history, possess(ion), Enough, perhaps

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** One lesson of Reading Eggs

**Task 2:** Maths: Have a go at completing the conversion questions (Liters to Millilitres and back) on Showbie

**Task 3:** Research how to make wheels and axels for our DT day the following week. Present this any way you like.

### YEAR FIVE

<b>Key Questions:</b>	<b>Why is palm oil a huge threat to orangutans?</b>
<b>Key Text for Linked Learning:</b>	<b>Funky Chicken – by Benjamin Zephaniah</b>
<b>Key Vocabulary:</b>	<b>Deforestation, simile, stanza, metaphor, enjambment, anthropomorphism, conversion, overrun, vigorously, evaluation</b>

#### English:

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

#### Maths:

In Maths, the children will be reinforcing their existing knowledge of time and will be exploring key facts to do with this topic. The children will be converting between seconds and minutes, minutes, and hours, and even converting hours into seconds. The children will be linking this topic back to their previous learning about multiplication facts and place value to answer reasoning and fluency questions.

#### Science:

In Science, the children will be continuing their learning about forces and how objects act in different settings. We will be learning about water resistance and how it affects objects either floating or sinking. We will be completing an experiment testing two varied materials to determine whether they will float or sink. We will then be recording the results of the experiment in our books.

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### **History:**

Children will begin to investigate the Viking longship and its historical significance.

### **Geography:**

In Geography next week, the children will be exploring the key environmental issue of deforestation and discussing the problems it creates for the world we live in. The children will be exploring what palm oil is and why people in Southeast Asia are looking to cut down the rainforests in which they inhabit to obtain this mineral. The children will then be completing an activity based on their findings.

### **Computing:**

In Computing, the children will explore the capabilities of a digital device that can be used to record video. Once they are familiar with their device, the children will experiment with different camera angles, considering how different camera angles can be used for different purposes.

### **Music:**

In Music, the children will be considering the structure and composition of an orchestra. They will focus on the different sections and imitate this within a drawing to gain a deep understanding of how it is constructed effectively.

### **Art:**

The children will be setting a design brief. They will be creative in your brief setting, i.e. If I were living in Ancient Greece, what would I wear which combines what I like about today's fashion, with what they used to wear? Or, if we lived on Mars, what might we wear which reminds us of Earth?

### **PDW:**

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.

### **P.E.**

In PE, the children in Year 5 will be learning about Hockey and Athletics with the classes switching between the two each week. The children will be learning important techniques about both and will be gaining crucial experience working within a team.

### **MFL:**

In French, the children will recap the learning they have done this year throughout a variety of different topics. The children will be using their new vocabulary orally and will be attempt to master the pronunciation of certain graphemes and sounds. We will then use this to have our own conversations about a variety of different issues.



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**Homework: Every week 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

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** Complete your next Reading Egg – Lesson 173.

**Task 2: Maths** - Complete the Maths activity on Learning by Questions (LBQ). Your child should already be a member of their class and able to access their independent study. Your child's teacher will demonstrate how to access the assignment before home time on Friday.

**Task 3: English** – Complete the English on Learning by Questions (LBQ). Your child should already be a member of their class and able to access their independent study. Your child's teacher will demonstrate how to access the assignment before home time on Friday.

### YEAR SIX

<b>Key Question:</b>	<b>How can I construct a working electrical circuit?</b>
<b>Key Text for Linked Learning:</b>	<b>The Arrival – Shaun Tan</b>
<b>Key Vocabulary:</b>	<b>prosperity, poverty, undocumented, citizenship, native, customs, foreigner, origin, visa, discrimination</b>

**Linked Learning:**

The children will be focussing on the main character, the father, and his journey and experiences along the way. The children will try to predict an empathise with the character – considering what has forced him to leave his family behind, what his hopes and dreams might be and how his story links to what is happening in the world today. Children will learn about some reasons why people may be forced to relocate, where they may go, and the journeys they may face. Children will learn about the close link between Ellis Island immigrants and Shaun Tan's illustrations. Examining the rich and detailed images, they will learn about how the illustrator has used images as visual metaphors and what they symbolise. The children will then consider, how the father would be documenting his journey and use role play to help explore his possible thoughts and feelings during his journey. In groups, they will devise questions that will gather the most useful information for their journal entries. Children will then discuss the audience and purpose of their writing and what structural and language features needed to be included – considering how they can also incorporate tier 2 and 3 vocabularies. Using their learning so far, they will aim to include punctuation and grammar that is

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appropriate for Year 6 writing – weaving these into writing that is informal in tone and contains colloquialisms appropriate to the era.

### **Maths:**

**Theme Park Project:** 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 build complete series circuits and find faults in circuits. They will draw accurate diagrams of their circuits using the symbols from previous lessons.

### **History:**

In History this week, children will find out some of the main events of the 1980s and these events would influence modern Britain.

### **Geography:**

In Geography, children will compare the life of a Japanese school child with a UK school child.

### **Computing:**

In Computing, children will identify the 3D shapes needed to create a model of a real-world object, create digital 3D objects of an appropriate size and group a digital 3D shape and a placeholder to create a hole in an object.

### **Music:**

In Music, children will review the genre of classical music. They will look at the piece 'T Erbkönig, D.328 Op. 1 Wer reitet so spät' by Franz Schubert and identify the instrumentation. When not reviewing classical music, children will be expected to learn the compositions for their end of year production.

### **Art:**

In Art, the children will be using their research, creativity and design skills to create solutions for a real-life situation – the set of our upcoming play. This currently involves building a cave and creating Arabian vases.

### **PDW:**

The children will be considering the how people express joy and happiness. They will discuss what the difference between happiness and joy is.

### **P.E.**

This half term, the children will be engaging in both Rounders, Rugby and Athletic skills. In Rounders, children will consider where they are in relation to the ball before choosing which technique to use and move their feet to get in line with the ball. Otters will be practising their Rugby skills and learning to work to communicate on the pitch.

### **MFL**

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Having introduced the concept of La Francophonie in the first lessons, the focus now moves to one French speaking area – Le Québec. Children have the opportunity to develop their cultural capital focusing on what life in Québec is like and well as considering what the weather is like in Québec given its proximity to the arctic circle.

**Homework: Every week day:** 5 minutes of TTRockstars on Garage mode and 20 minutes of reading.

**Half termly Spellings:** decided, absolutely, education, information, knowledge, insignificant, ecstatic, woeful, dejected, unobtrusive

**This week's assigned homework should be completed and returned by Friday 28th June.**

**Task 1:** Complete a level of Reading Eggspress – you should be on or beyond lesson 213.

**Task 2:** Complete the activity on the following website: <https://nrich.maths.org/2913>

**Task 3:** Learn your lines, songs and choreography for the play. Start to compile your costume.



Hill West Primary  
Four Oaks

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