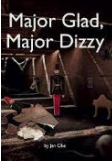
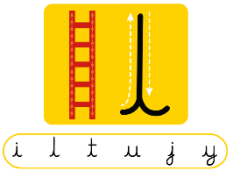


Hassocks Infant School
 Weekly information for Parents and Carers
 Weekly Overview

Year group: 1

Date: W.B 08.01.24

Area of learning	What we will be learning
<p>Communication, Language and Literacy</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Our new class book is: This week we are learning to:</p> <ul style="list-style-type: none"> • Use words ending with –est in a sentence to describe. • Describe and compare using adjectives. • Retell a story. <p><u>Vocabulary:</u> softest, hardest, fastest, tallest, smallest, loudest</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> • Describe objects that you see using comparisons for example “our car is long, but a van is longer and a train is the longest!” • Draw pictures of people in your family and use comparative language to describe them. Try using small, smaller and smallest or old, older and oldest. </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Phonics focus: We will be learning new phase 5 sounds this week.</p> <p><u>/igh/ y fly</u> <u>/oa/ ow snow</u> <u>/j/ g giant</u> <u>/f/ ph phone</u></p> <p><u>Tricky words:</u> who, whole, where, two</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> • Be digraph detectives and look for the focus sounds in books you read or signs. • Muddle up the letters in our tricky words and see if your child can unscramble them. </div> </div>
	<p>Handwriting: We will be learning about letter families this term. This week we will be practising all the letters in the ladder family.</p> <div style="text-align: center;">  </div>
<p>Mathematical Development</p>	<p>Over the next few weeks we will be looking at place value to 20.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> - Read and write numbers from 1-20 in numerals and words. - Understand 14,15 and 16. - Understand 17, 18 and 19. - Understand 20. - Understand one less and one more than a given number between 10 and 20. <p><u>Maths fluency:</u> This week we will be:</p> <ul style="list-style-type: none"> • Looking at doubles and talking about odd and even numbers. <p><u>Words you might hear your child say!</u> Double, half, odd, even</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> • Count objects between 10 – 20. • Practise writing numerals and number words. • Practise counting one more/ one less on a number line.

<p>Jigsaw PSED</p>	<p>This term we will be learning about 'Dreams and Goals'.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • Look at steps to achieve goals. <p><u>Vocabulary</u></p> <p><i>Proud, Success, Achievement, Goal</i></p> <p><u>You can ask your child?</u> What steps can you take to achieve your goal? What obstacles might get in the way?</p>
<p>History</p>	<p>This term our BIG question is: What was so special about the invention of the electric railway?</p> <p>Our key knowledge is:</p> <ul style="list-style-type: none"> • <i>The way we travel is different to in the past.</i> • <i>Trains used to have steam engines that used coal to move.</i> • <i>Steam trains were used all over the world to transport goods, animals and passengers.</i> • <i>Steam trains changed the way people travelled.</i> • <i>Magnus Volks invented Britain's first electric railway in Brighton.</i> <p>Vocabulary: Chronological, event, special, beyond living memory, century, historian</p> <p><u>You can ask your child?</u> What is a historian? What happened in 1830? Who was Magnus Volks? How did people travel in the past? What do you think transport look like in the future?</p>
<p>Music</p>	<p>This term we will be learning about 'Tempo'.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • practice a rhyme using fast and slow beats on instruments. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Tempo - the speed or pace of a piece of music. • Beat - he steady pulse that you feel in the tune, like a clock's tick • Contrast - Different parts in a piece of music <p><u>You can ask your child?</u></p> <ul style="list-style-type: none"> • To use fast and slow beats when saying a nursery rhyme. • To follow a piece of music by clapping along or stamping to the beat. Ask them if they think it is fast or slow.
<p>Physical Development</p>	<p>Jenny will lead Friday PE sessions and teaching dance alongside the class teacher.</p> <p>Monday PE sessions will be led by the class teacher and will be focusing on floor gymnastics.</p>
<p>Any Other Information</p>	<p>PE Our PE days are Monday and Friday.</p> <p>Phonics homework Homework will be sent home on Thursdays or Fridays. Please can it be returned to school the following Thursday.</p>