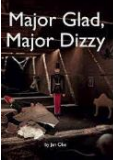

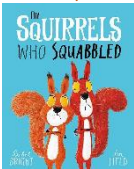


Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: 1

Date: W.B 15.01.24

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: 60%;"> <p>Our class book is: This week we are learning to:</p> <ul style="list-style-type: none"> Plan a story based on one we already know. We will change the characters to make it our own. Use our plan to write a longer story. Use purple pens to check and correct our writing. <p><u>Vocabulary:</u> <i>delighted, vanished, splintery, kindest, ancient</i></p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> Try to use some of vocabulary above everyday to help children understand them. </div> <div style="width: 35%; text-align: center;">  </div> </div> <div style="margin-top: 20px;"> <p><u>Phonics focus:</u> We will be learning new phase 5 sounds this week.</p> <p>// le al apple metal /s/ c ice /v/ ve give</p> <p><u>Tricky words:</u> school call different</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. Rainbow write the tricky words making each letter a different colour. </div>
<p>Mathematical Development</p>	<p><u>Handwriting:</u> We will be learning about letter families this term. This week we will be practising all the letters in the curly caterpillar family.</p> <div style="text-align: center; margin-top: 10px;"> <p>Curly Caterpillar Letters</p>  <p>a d c o f e s g q</p> </div> <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. Use a number line to 20. Estimate on a number line to 20. Compare numbers to 20. Order numbers to 20. <p><u>Maths fluency:</u> This week, the children will explore the composition of 6. They will be exposed to different common representations of 6 and create their own arrangements of 6, describing them using spatial language. They will explore how 6 can be composed of different parts and identify the parts within 6 (conceptually subitise) in different arrangements, including when an arrangement does NOT show 6. Exploring a range of different arrangements of 6 will support children in developing fluency with bonds of 6 and help them to become flexible when calculating.</p> <p><u>Words you might hear your child say!</u></p> <ul style="list-style-type: none"> Estimate Less than / Greater than / Equal to

	<ul style="list-style-type: none"> - Number line - Compare - Order - Numerals - 1 more than / less than. <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> • Play 'Bunny ears' – a game in which an adult says a number and the child has to make 'ears' using their fingers to represent that number. If your child needs support, encourage them to 'grow' the correct number of fingers and then hold them up as ears. • Select stories that encourage your child to 'hunt' for numbers, e.g. 'Anno's Counting Book', 'One is a Snail, Ten is a Crab' or 'I Spy Numbers', and to find the different ways in which 6 is arranged.
Jigsaw PSED	<p>This term we will be learning about 'Dreams and Goals'.</p> <p>We are learning to:</p> <p>Understand how to work well with a partner</p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • <i>Working together</i> • <i>Team work</i> • <i>Achievement</i> • <i>Celebrate</i> <p><u>You can ask your child?</u></p> <p>What can you do to work well with your friend?</p> <p><u>Time to talk book:</u></p> <p>The squirrels that squabbled by Rachel Bright</p> 
Science	<p>This term we are learning about 'Materials and their Properties'</p> <p>We are learning to: Identify the material from which an object is made, understand the difference between an object and a material, understand the properties of materials. We will also be conducting a fair test to find the best waterproof material.</p> <p><u>Vocabulary:</u></p> <p><i>Scientist, material, object, property, fair test, prediction, evaluate.</i></p> <p><u>You can ask your child?</u></p> <p>Can you find objects in your local environment and discuss their properties and the material they are made from. E.g. why are knives and forks made from metal? Why are windows made from glass?</p>
Music	<p>This term we will be learning about 'Tempo'.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> • Use voices to perform a song with a fast and slow beat. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Tempo - the speed or pace of a piece of music. • Beat - the 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 listen to different music and try to clap along to the beat. •
Physical Development	<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>
Any Other Information	<p><u>PE</u> Our PE days are Monday and Friday.</p> <p><u>Phonics homework</u> Thank you for completing the homework last week. Homework will come home on a Thursday or Friday (please check bookbags) and will need to be returned the following Thursday.</p> <p>The homework covers all the sounds we have learned during the week.</p> <p>The first section is adding sound buttons to words. If a word has a single letter making a single sound you add a dot and if there is more than 1 letter making a sound a dash. Children are familiar with this concept, and we use it in class.</p> <p>The second section is looking at a picture and using phonics to spell a word - this week the pictures are giant, dolphin, phone, snow. This practises the focus phonemes for the week.</p> <p>The final section is to revise reading skills. Children need to read the word independently and then draw a picture to match.</p> <p>The homework is for children to do with minimal help and should take no more than 10-15 minutes.</p> <p>If you do have any questions please ask on the door.</p>