

Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: 1

Date: W.B 22.01.24

Area of learning	What we will be learning	
<p>Communication, Language and Literacy</p>	<p>We are looking at poetry this week. We will be looking at 2 poems about transport - Biking by Judith Nicholls and Steam Train by Michael Rosen.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>Steam Train</p> <p>We're on a steam train trip We're on a steam train trip Listen to the whistle blow Puff! Puff! Puff!</p> <p>Listen to our steam train Go chuff chuff chuff Listen to our steam train Go puff puff puff</p> <p>We wave out the window We wave to the east And when it starts getting dark We wave to the stars</p> </div> <div style="text-align: left;"> <p>BIKING</p> <p>Fingers grip, toes curl, head down, wheels whirl.</p> <p>Hair streams, feels race, ears sting, winds chase.</p> <p>Breathes deep, troubles gone, just feel windy.</p> <p style="text-align: right; font-size: small;">Judith Nicholls</p> </div> <div style="text-align: center;">  </div> </div> <p>We are learning to:</p> <ul style="list-style-type: none"> Listen to and respond to poems by saying what we like and dislike and noticing similarities and differences. Recite poems. Describe different modes of transport using adjectives and verbs. <p>Vocabulary: Poet, adjective, verb, verse.</p> <p>With your child you could:</p> <ul style="list-style-type: none"> Read poems together and ask What is a poem? How is it different from a story? Play a rhyming alternative of I spy _ "I spy with my little eye something that rhymes with..." Read rhyming books together. Leave out the rhyme and see if your child can fill in the gap with an appropriate rhyme. Julia Donaldson books are great for this. Discuss how different modes of transport move and act these out. Try of think of 3 different verbs for each mode of transport – "a train zoom, chugs and thunders." 	<p>Phonics focus: We will be learning new phase 5 sounds this week.</p> <p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Tricky words: thought through friend work</p> <p>With your child you could:</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.
	<p>Handwriting: 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;"> <p>Curly Caterpillar Letters</p>  </div>	
<p>Mathematical Development</p>	<p>Over the next few weeks, we will be looking at addition and subtraction within 20.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20. 	

	<ul style="list-style-type: none"> • Doubles. • Near doubles. <p>Maths fluency: This week, the children will explore the composition of 8, relating this to their previous work on 8 as '5 and a bit' and as an even number composed of 2s. This will deepen their understanding of the composition of 8, which will improve their fluency with bonds of 8. The children will use the language of 'how many more to make 8' and link this to missing parts when the 'whole' is 8. The children will also solve picture problems that involve finding the missing part when 8 is a whole.</p> <p><u>Words you might hear your child say!</u> Double, Near double, Even / Odd, Number bonds</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> • explore different shapes that can be made with 8 cubes or blocks. • Share stories that encourage your child to 'hunt' for numbers – e.g. 'How Many Snails?' by Paul Giganti, Jr. and Donald Crews – and ask them to find ways in which 8 is arranged.
<p>Jigsaw PSED</p>	<p>This term we will be learning about 'Dreams and Goals'. We are learning to:</p> <ul style="list-style-type: none"> • tackle a new challenge and understand this might stretch my learning • tell you how I feel when I am faced with a new challenge <p><u>Vocabulary:</u> <i>Learning, Stretchy, Challenge, feelings</i></p> <p><u>You can ask your child?</u></p> <ul style="list-style-type: none"> • How does it feel when we start to learn something new? (Scary, nervous, exciting.) <p><u>Together time book:</u></p> 
<p>Design and Technology</p>	<p><u>This term we are learning to sew!</u> Big Problem: How can we help Hamish to keep his head warm in winter?</p> <p><u>We will be learning:</u></p> <ul style="list-style-type: none"> • How to sew two types of stitches (running stitch and whip stitch) • Which materials are best for making a winter hat for keeping Hamish warm. • That different hats can be used for different things. • To design a hat. <p><u>Vocabulary:</u> Design, evaluate, materials, hats, features, sew, whip stitch, running stitch, label, plan</p>

	<p><u>With your child you can:</u> Investigate the hats you have at home. Which are best to keep you warm in the winter and why?</p>
<p>Music</p>	<p>This term we will be learning about 'Tempo'. We are learning to:</p> <ul style="list-style-type: none"> • Use singing voices and an instrument to perform a song with a fast and slow beat <p><u>Vocabulary</u> Beat, contrast, expressive, fast, singing voice, slow, speaking voice, warm up</p> <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.
<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><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 puddle, medal, space. 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>