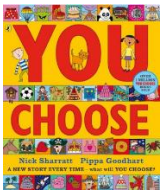



Hassocks Infant School  
 Weekly information for Parents and Carers  
 Weekly Overview

Year group: 1

Date: WC. 8.9.24

Area of learning	What we will be learning	
<p><b>Communication, Language and Literacy</b></p>	<p>Our first focus text is <i>'You Choose'</i> by Nick Sharratt.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- Answer a question.</li> <li>- Illustrate our learning.</li> </ul>  <p><b>You can help me at home by:</b></p> <ul style="list-style-type: none"> <li>- Talking about likes and dislikes i.e foods, animals, clothes.</li> <li>- Ask – if you could go anywhere where would you want to go? Or if you could have any pet what pet would you choose?</li> </ul>	<p><u>Phonics focus:</u>          We will be revisiting phase 3 sounds this week.</p> <hr/> <p>review Phase 3 GPCs</p> <p>ai ee igh          oa oo ar          or ur oo          ow oi ear</p> <hr/> <p><b>Revisiting the tricky words:</b>          no, go, so, my, by, to, into, out, the</p> <p><b>You can help me at home by:</b></p> <ul style="list-style-type: none"> <li>- Practising reading lots – this can be signs, books, magazines, the back of cereal packets – anything!</li> <li>- Pouting the tricky words up on sticky notes around the house and practising reading and writing them.</li> <li>- Spotting our digraphs when you are walking or driving to school. Can you spot them in any signs or shops?</li> </ul>
<p><b>Mathematical Development</b></p>	<p>We will be carefully counting and representing numbers to 10.</p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- Count to ten.</li> <li>- Sort and count a variety of objects.</li> <li>- Represent numbers using a tens frame.</li> </ul> <p><i>You can ask me:</i></p>	
<p><b>Geography</b></p>	<p>We will be learning about our school this term.</p> <p>This week we are learning to:</p> <ul style="list-style-type: none"> <li>- Find our way around the school.</li> <li>- Begin to make maps of key areas in our school.</li> <li>- Think about what an aerial photo is.</li> </ul> <p><i>You can ask me:</i></p> <ul style="list-style-type: none"> <li>- What is in your classroom?</li> <li>- What is your favourite part of the school and why?</li> <li>- Is there anywhere you haven't visited in the school?</li> </ul>	
<p><b>Art</b></p>	<p>This term in Art, we will be exploring movement and mark-making. Children will watch interactive artwork by Molly Haslund and discuss how movement creates shapes and patterns. They will experiment with drawing using different parts of their body and work in groups to create collaborative movement-based art. Using string dipped in ink, they will 'dance' across paper to explore how movement influences artistic expression.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Movement – how something moves or changes position</li> <li>• Pattern – a repeated design or shape</li> <li>• Mark-making – different lines, dots, or textures created in art</li> </ul>	

	<ul style="list-style-type: none"> <li>• Texture – how something feels or looks like it would feel</li> <li>• Collaboration – working together to create something</li> <li>• Abstract – art that does not show real objects but focuses on shapes, colours, and movement</li> </ul> <p><b><u>What You Can Do at Home:</u></b></p> <p>Encourage your child to draw or paint while listening to different types of music. Ask them how the music changes the way they move or create.</p> <ul style="list-style-type: none"> <li>– Try making marks using different objects, such as sponges, string, or even their fingers, to explore different textures.</li> <li>– Play a game where your child moves in different ways (wiggling, jumping, swaying) and then draws the shapes they imagined while moving.</li> <li>– Visit a local gallery or look at artwork online that focuses on movement and abstract patterns.</li> </ul>
<p><b>Jigsaw PSED</b></p>	<p>This term we will be learning about ‘Being Me in my world’.</p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>- Feel safe and special in my class</li> </ul> <p><b>Key vocabulary:</b> <i>Safe, Special, Calm</i></p> <p><b>You can ask me:</b></p> <ul style="list-style-type: none"> <li>• Where do you feel safe?</li> <li>• When do you feel safe?</li> <li>• What does feeling safe look like?</li> </ul> <p>One of our school rules is ‘We are safe.’ Please talk about this with your child and ask them about Safe Spike.</p> <div style="text-align: center;">  <p><b>Safe Spike</b> I use kind words and actions. I tell a trusted adult if something is worrying me. I keep our school environment tidy and safe.</p> </div>
<p><b>Physical Development</b></p>	<p>Jenny will lead Friday PE sessions and class teachers will lead sessions on Thursday.</p> <p>We will be learning</p> <ul style="list-style-type: none"> <li>- <b>Thursday:</b> Gymnastics – Floorwork</li> <li>- <b>Friday:</b> Team building / Playground Games</li> </ul>
<p><b>Any Other Information</b></p>	<p><u>PE</u> Our PE days are <b>Thursday and Friday</b>. Thank you to everyone who has already sent a PE kit in.</p> <p><u>Coats and wellies.</u> We are outside everyday so please send in wellie boots if you haven’t already and always send a coat.</p> <p><u>Library</u> We will be visiting our school library next week.</p>

Reading books

We will be sending a phonics book home next week. This is so we can listen to every child a few times and check they are on the correct level. You might find your child brings home a book they have already had. Please don't worry this is still good practise to re-read and build fluency and confidence.

Parent – meet the teacher.

On Thursday the 11<sup>th</sup> of September we will be holding a meeting in the hall at 9.00 to go through what we are learning in Year 1 and let you know what to expect for your child this year.

Please note this is a basic overview of the planning for this week. For more details, see the planning on the class notice boards, class timetables and visual timetables. It is impossible to cover in this outline all the learning that takes place during a week! We also believe in listening to your children and responding to the children's interests and ideas therefore all our planning is **very** flexible. Please note some of the learning will take place across more than one week and during some weeks, the learning focus may not cover all curriculum areas.