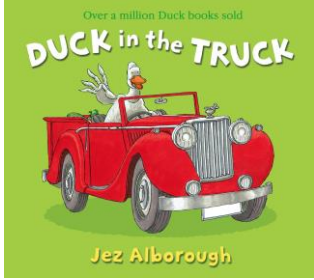
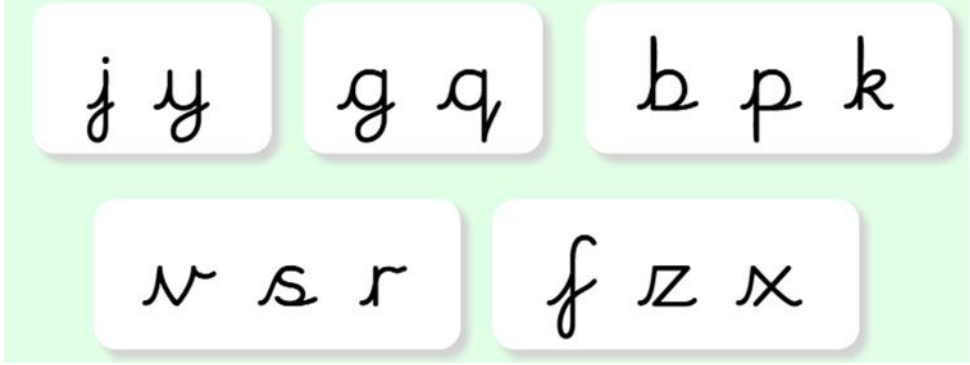


**Hassocks Infant School**  
**Weekly information for Parents and Carers**  
**Weekly Overview**

**Year group: 1**

**Date: WC. 26.01.26**

Area of learning	What we will be learning	
<p><b>Communication, Language and Literacy</b></p>	<p>Our focused text for the next two weeks is: Duck in the Truck</p>  <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Explore and practise using descriptive words from a story to support oracy and early writing.</li> <li>• Talk about new vocabulary, act it out, and use it in spoken and written sentences.</li> </ul> <p><b>Vocabulary:</b> Muddy, mucky, silly, squelchy, yucky, slurp, stuck</p> <p><b>You can help me at home by:</b></p> <ul style="list-style-type: none"> <li>- Talk about pictures or real-life situations and ask your child to describe what they see or feel.</li> <li>- Act out words together (e.g. <i>squelchy</i>, <i>stuck</i>) and talk about what they mean.</li> <li>- Help your child say a simple sentence using one of the words, e.g. "The mud is squelchy."</li> </ul>	<p><b>Phonics focus:</b>            Learning our new golden sounds.            /u/ o-e , o, ou            /z/ se            /s/ se ce            /ee/ ey</p> <p><b>New tricky words:</b>            Thought, through, friend, work</p> <p><b>You can help me at home by:</b></p> <ul style="list-style-type: none"> <li>- Practising our new sound</li> <li>- Finding our new sounds in books and on signs.</li> </ul>
<p><b>Handwriting:</b></p>	<p>We are starting to use lead ins in all our writing and are focusing on:</p>  <p>Please support me at home by practising these.</p>	

<p><b>Mathematical Development</b></p>	<p><b>We will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Practise <b>addition</b> and <b>subtraction</b> using <i>first... then... now</i> stories and part–part–whole models.</li> <li>• Represent stories with <b>counters, pictures, and equations.</b></li> <li>• Find missing numbers and explain our thinking in full sentences.</li> </ul> <p><b>What you can do at home:</b></p> <ul style="list-style-type: none"> <li>– Show simple addition or subtraction sentences and ask your child to find the missing number, e.g. <math>5 + \square = 8</math> or <math>7 - \square = 3</math>.</li> <li>– Make up simple <b>number stories</b>, e.g. <i>“I had 6 apples and 2 rolled away. How many are left?”</i></li> <li>– Encourage your child to <b>explain their answers in full sentences</b>, e.g. <i>“The 2 represents the apples that rolled away.”</i></li> </ul> <p><b>Vocabulary:</b> Addition / Subtraction / Equation / Whole / Part / Difference</p>
<p><b>Maths Fluency</b></p>	<p><b><u>This week in Maths:</u></b> Children will explore <b>numbers within 10</b>, focusing on <b>odd and even numbers.</b></p> <p>They will discover patterns, such as:</p> <ul style="list-style-type: none"> <li>• Even numbers can be made from <b>two odd or two even parts</b></li> <li>• Odd numbers can be made from <b>an even part and an odd part</b></li> </ul> <p>They will practise spotting numbers quickly and noticing patterns in different arrangements, focusing on <b>7, 9, and 10.</b></p> <p><b><u>What you can do at home:</u></b></p> <ul style="list-style-type: none"> <li>– Use objects like toys, buttons, or coins to make numbers in different ways.</li> <li>– Ask your child: <i>“Is this number odd or even? How do you know?”</i></li> </ul> <p><b>Vocabulary:</b> Odd / Even / Part / Whole / Number composition</p>
<p><b>ART</b></p>	<p>This term, we will be <b>exploring the use of colour</b> in our artwork.</p> <p>Our focus artists will be <b>Erin Anfinson</b> and <b>Romare Bearden.</b></p> <p>Both artists use colour to capture the viewer’s imagination and tell stories through their work. Erin Anfinson’s artwork will inspire us to create images based on wildlife, while Romare Bearden’s work will help us develop practical skills in collage.</p>
<p><b>Jigsaw PSED</b></p>	<p>This term we will focusing on <b>Dreams and Goals.</b></p> <p>Children will revisit what a goal is and reflect on goals they have set during continuous provision. They will share ideas with a talk partner and think about a personal goal for the end of Year 1. Children will discuss how goals are achieved through practice, effort, and taking small steps. The session will include a story about perseverance, followed by discussion about challenges and not giving up.</p> <p><b>What you can do at home:</b></p> <ul style="list-style-type: none"> <li>– Talk with your child about a goal they are working towards.</li> <li>– Encourage them to practise skills linked to their goal and praise their effort.</li> <li>– Share stories or real-life examples of times when practising and perseverance helped achieve something.</li> <li>– Remind your child that challenges are part of learning and that it’s okay to keep trying.</li> </ul> <p><b>Vocabulary:</b> Dreams, Goals, Barriers, Obstacles, achieved, perseverance.</p>

<p><b>Physical Development</b></p>	<p>Jenny will lead Friday PE sessions and class teachers will lead sessions on Thursday. Thursday will be focusing on Fitness</p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- Develop an understanding of what fitness means</li> <li>- The basic types of fitness and how they can be measured.</li> <li>- Develop an understanding of how the body works and responds to exercise.</li> </ul> <p>Jenny will be focusing on Indoor Hand-Eye Games</p> <p>Throughout this unit, students will be introduced to the <b>basic skills and rules</b> used in alternative indoor games. These games focus on <b>hand-eye coordination</b>, helping students to move their hands in coordinated and effective ways. A range of equipment will be used, giving students the opportunity to <b>control different balls, shuttles, and other equipment</b>.</p> <p>Students will also develop their ability to <b>work in small groups</b> and take part in <b>friendly competitive situations</b>.</p>
<p><b>Any Other Information</b></p>	<p>Please ensure that homework is <b>completed and returned to the class teacher by Thursday</b>. New homework will be sent out <b>every Thursday</b>, but it can be handed in earlier if convenient.</p> <p>Please also remember to <b>return reading books on time</b>. We have noticed that some books have not been returned, which means children are unable to access new books.</p> <p>A reminder about the <b>green reading record</b>: it is the <b>grown-up's responsibility</b> to ensure reading is recorded at home, whether it is the school book or other books. The class teacher will check the reading records to see that reading is happening at home and will <b>only add supportive comments when needed</b> to help at home.</p>