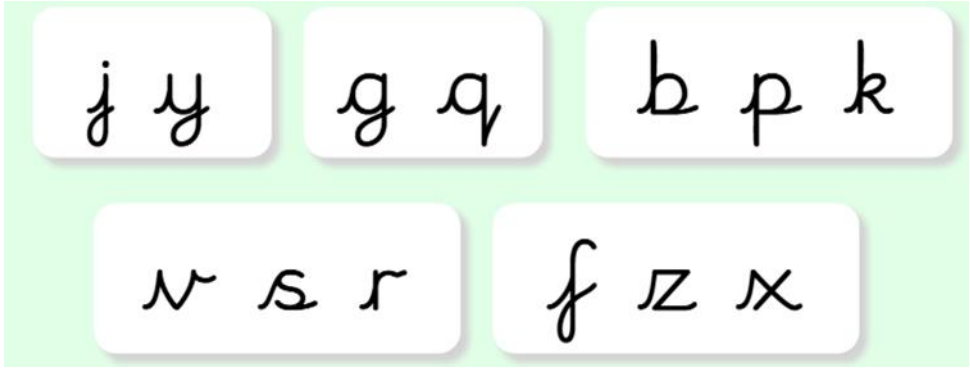


Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: 1

Date: WC. 26.01.26

Area of learning	What we will be learning				
<p>Communication, Language and Literacy</p>	<p>Over the next two weeks we are learning to:</p> <ul style="list-style-type: none"> Name some features of a recount. Show a recount in pictures. Write a recount in chronological order. <p><u>Vocabulary:</u></p> <p><i>Recount</i>, chronological order. Past tense, first, then, after that, finally</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> Draw pictures of three events that happened to you today and put them in chronological order? Can you recount events that happened when you woke up this morning? Can you write a recount about what you did over the weekend in chronological order using time connectives: First, then, after that, finally. <p><u>Phonics focus:</u></p> <p>Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o o</p> <p><u>Tricky words:</u> All tricky words taught so far:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">water want any many again</td> <td style="padding: 2px;">could would should who whole where two</td> </tr> <tr> <td style="padding: 2px;">people your their thought through friend work</td> <td style="padding: 2px;">ask* Mr Mrs Ms school call different</td> </tr> </table>	water want any many again	could would should who whole where two	people your their thought through friend work	ask* Mr Mrs Ms school call different
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<p><u>Handwriting:</u></p>	<p>We are starting to use lead ins in all our writing and are focusing on:</p> <div style="text-align: center; background-color: #e0ffe0; padding: 10px; border: 1px solid #c0ffc0;">  </div> <p style="text-align: center;">Please support me at home by practising these.</p>				
<p>Mathematical Development</p>	<p>This week, the children will learn how to show subtraction using number lines and ten frames. They will explore subtraction as taking away, noticing that the amount gets smaller.</p> <p>They will talk through subtraction stories using images, use number lines to find answers, and then write the matching subtraction equation. They will also practise finding missing numbers in equations using “first, then, now” to explain what happens.</p> <p>What you can do at home</p> <ul style="list-style-type: none"> Use small objects (toys, coins, fruit) to show subtraction by taking some away Ask your child to tell a subtraction story: “I had 5 apples, I ate 2, how many are left?” Draw simple pictures to show subtraction and ask your child to write the equation 				

	<p>Vocabulary</p> <ul style="list-style-type: none"> • Subtract / Take away – remove some from a total • Equation – a number sentence showing the calculation • Number line / Ten frame – tools to help us calculate • First, Then, Now – words to tell a subtraction story • Missing part – the number we need to work out
<p>Maths Fluency</p>	<p>This week, the children will learn how to split numbers into parts and then put them back together. They will work with objects to partition a whole into parts and then combine the parts to make the whole again.</p> <p>We will use the words: whole, part, split, combine, and children will also practise using part-part-whole diagrams to show numbers with numerals. This helps them understand how addition and subtraction are connected.</p> <p>What you can do at home</p> <ul style="list-style-type: none"> – Play with small objects (toys, buttons, fruit) and ask your child to split them into parts and then put them back together – Talk about numbers using whole and parts: e.g., “I have 5 grapes. I give you 2. How many are left?” – Use simple drawings to show part-part-whole <p>Vocabulary</p> <ul style="list-style-type: none"> – Whole – Part – Split / Combine – Part-part-whole diagram
<p>History</p>	<p>This week in history we will be learning about Magnus Volk, who was a Brighton-based inventor. Children will be introduced to Magnus Volk and that he lived during the Victorian times.</p> <p><u>Our learning questions are:</u></p> <ul style="list-style-type: none"> - Can I know who Magnus Volk was? - Can I understand that most Victorians did not use electricity? <p><u>You can ask your child:</u></p> <ul style="list-style-type: none"> - What do you know about Magnus Volk? - What was different in Victorian times? What was the same?
<p>Jigsaw PSED</p>	<p>This term we will focusing on Dreams and Goals.</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>What you can do at home:</p> <ul style="list-style-type: none"> – Talk with your child about a goal they are working towards. – Encourage them to practise skills linked to their goal and praise their effort. – Share stories or real-life examples of times when practising and perseverance helped achieve something. – Remind your child that challenges are part of learning and that it’s okay to keep trying. <p><u>Vocabulary:</u> Dreams, Goals, Barries, Obstacles, achieved, perseverance.</p>

<p>Physical Development</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">• Develop an understanding of what fitness means• The basic types of fitness and how they can be measured.• Develop an understanding of how the body works and responds to exercise. <p>Jenny will be focusing on Indoor Hand-Eye Games</p> <p>Throughout this unit, students will be introduced to the basic skills and rules used in alternative indoor games. These games focus on hand-eye coordination, helping students to move their hands in coordinated and effective ways. A range of equipment will be used, giving students the opportunity to control different balls, shuttles, and other equipment.</p> <p>Students will also develop their ability to work in small groups and take part in friendly competitive situations.</p>
<p>Any Other Information</p>	<p><u>Trip to Amberley Museum on Wednesday</u></p> <p>Please can you ensure that you have completed the consent form and payment.</p> <p>On Wednesday, please ensure you arrive at school on time as we will be leaving promptly at 9.15am. Children will need to be in school uniform, have a waterproof coat and comfortable shoes (trainers are fine). If your child gets travel sick and needs medicine administered for the return journey, please come to the school office prior to Weds to complete a medicine form and drop the medicine off – thank you.</p> <p>Please ensure that homework is completed and returned to the class teacher by Thursday. New homework will be sent out every Thursday, but it can be handed in earlier if convenient.</p> <p>Please also remember to return reading books on time. We have noticed that some books have not been returned, which means children are unable to access new books.</p>