



## **Hassocks Infant School**

### **Weekly information for Parents and Carers - Weekly Overview**

**Year group:** Year 1

**Date:** WC. 23.03.20

Dear parents/carers,

Please find detailed below some of the objectives and activities that we would have been covering at school during the week commencing 23<sup>rd</sup> March 2020.

These are some suggestions of activities for you to do with your children at home and to give you an idea of some things that you could further resource or look at if you would like some additional things to do! In addition to the activities we are suggesting, websites like Twinkl, Phonics Play and Collins will help refine your search of useful things to do and are currently offering free access. The links to these websites are provided below.

Please continue to share books at home – we have asked the children to take a selection of books home from the classroom and there are plenty more online for you to access for free. Please use these to inspire conversations, questions and fun!

We have sent home an exercise book and pencil with those children who were in school at the end of last week. We do not expect any work to be sent back in to school.

We appreciate that this is a very challenging time for you and your families. Please don't underestimate the importance of just spending time together- playing a game, baking and sharing stories, making dens etc.

Best wishes and stay safe,

The Year 1 Team.

## What will we be learning this week?

Area of learning	What are we learning?	Possible activities and ideas
Communication & Language and Literacy (English)	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>- To spell the days of the week.</li> <li>- To recite a poem.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- To read multisyllabic words.</li> </ul>	<p><u>Writing</u></p> <p>We will be learning to spell the days of the week by writing a daily diary. Can you make a diary about what you have been doing each day and how you are feeling? Remember all those year one writing expectations - capital letters, finger spaces, full stops. See PowerPoint attached for spellings.</p> <p>We are learning to read and recite poems. Choose a poem at home via the website below:  <a href="https://www.poetryfoundation.org/poems/browse#page=1&amp;sort_by=recently_added&amp;filter_poetry_children=1">https://www.poetryfoundation.org/poems/browse#page=1&amp;sort_by=recently_added&amp;filter_poetry_children=1</a></p> <p><u>Reading</u></p> <p>Read the banded books every day for at least 15 minutes.</p> <p>Share a story with your child and talk about how the characters are feeling and why they have acted in certain ways.</p>
		<p style="text-align: center;"><b>Phonics</b></p> <p>We will be continuing to practise segmenting and blending using our Song of Sounds Stage 2 scheme. A copy of the sound mat can be found on the website.</p> <p>You might-</p> <ul style="list-style-type: none"> <li>- Sing song of sounds every day to the tune of 'Skip to my Lou'.</li> <li>- The focus this week is reading words with more than 1 syllables (or claps) for example 'mushroom' has 2 syllables.</li> <li>- Can you see how many syllables these words have?</li> </ul> <p style="background-color: yellow;">mushroom, lunchbox, morning, napkin dentist, sandpit, lightning, scooter</p> <p>See phonics homework attached.</p>
Mathematical Development	<ul style="list-style-type: none"> <li>- To use key words, full, nearly full, empty, nearly empty.</li> <li>- To explore capacity and volume.</li> <li>- To use non-standard measurement.</li> <li>- To compare capacity.</li> </ul>	<p><u>Activities 1 and 2</u></p> <p>We will be exploring capacity and volume. We will be using the key vocabulary - full, nearly full, empty, nearly empty - to describe the capacity of different containers. See capacity sorting sheet attached.</p> <p>You might also like to fill up different sized containers with sand or water to explore using these key words.</p> <p><u>Activities 3 and 4.</u></p>

		<p>We will then be using non-standard units of measurement to find out a container's capacity.</p> <p><b>Suggested activity -</b>  Work practically using a variety of containers.  Investigate how many small containers it takes to fill the larger containers.</p> <p>The capacity of the _____ is _____ pots.</p> <p>We will then have a go at using more/less to compare different capacities. See suggested activity or 'how much does it hold?' sheet attached.</p> <p>Take three different containers.  Fill each container with liquid or rice using the same unit of measure e.g. A small cup.</p> <p>Order the containers from largest to smallest capacity.</p>
Personal, Social, and Emotional Development. <ul style="list-style-type: none"> <li>- PSHE and Relationships (Jigsaw Time)</li> </ul>	<ul style="list-style-type: none"> <li>- To know how to keep safe when crossing the road, and about people who can help me to stay safe.</li> <li>- To recognise when I feel frightened and know who to ask for help.</li> </ul>	<p>Talk to your child about where they feel safe and ask them to finish the sentence - 'Somewhere I feel safe is...' Then discuss why people feel safe in these places. Ask them 'Somebody I feel safe with is...' Reinforce the message that we are special and we deserve to feel safe. Ask - Do you feel safe crossing the road? Talk about road safety. Look at the PowerPoint about crossing the road and make a poster to show how to cross the road safely.</p> <p>We always have a time to reflect and be mindful in our Jigsaw sessions so please take time to use the following website for some peace and relaxation.  <a href="https://www.cosmickids.com/mindfulness-meditation-videos-kids/">https://www.cosmickids.com/mindfulness-meditation-videos-kids/</a>.</p>
Physical Development <ul style="list-style-type: none"> <li>- PE</li> </ul>	<ul style="list-style-type: none"> <li>- To respond to music through movement.</li> <li>- To create a sequence of movement (motif).</li> </ul>	<p>We will be exploring Dance and Movement and developing our skills in Athletics.  If safe to do so, go for a walk, a bike ride or just put some music on and have a kitchen disco!</p> <p>To support your child's learning at home you could visit –  <a href="http://www.gonoodle.com">www.gonoodle.com</a>  <a href="http://www.bbc.co.uk/teach/supermovers">www.bbc.co.uk/teach/supermovers</a></p>
Understanding the World <ul style="list-style-type: none"> <li>- Geography</li> <li>- History</li> <li>- Science</li> </ul>	<ul style="list-style-type: none"> <li>- To observe changes across the 4 seasons.</li> <li>- To observe and describe weather associated with the</li> </ul>	<p>Can your child remember the different seasons we have talked about? What changes do we see in each season? What season are we in now? What changes have you noticed happening? Go on a 'Spring hunt' outside using all their senses to observe and describe the changes they see.</p>

- Compu ting	seasons and how day length varies.	Look for signs of spring in your garden and have a go at planting your bean!
Useful websites to support learning	<p>Currently the educational website Twinkl is offering free membership. All you need to do is create a free account online. This site offers resources and many fun activities for children. This is the log in code- CVDTWINKLHELPS  <a href="https://www.twinkl.co.uk/offer">https://www.twinkl.co.uk/offer</a></p> <p>You can find free phonetic banded reading books online at -  <a href="https://collins.co.uk/pages/big-cat-ebooks">https://collins.co.uk/pages/big-cat-ebooks</a></p> <p>PHONICS:  <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> – <b>Username:march20 Password: home</b> phase 4 and 5.  <a href="http://www.letters-and-sounds.com">http://www.letters-and-sounds.com</a> – phase 4 and 5 games.  The 'Song of Sounds' is on our website; the password is HISsos123  <a href="https://www.youtube.com/watch?v=vIBc703kYMg">https://www.youtube.com/watch?v=vIBc703kYMg</a> – a great syllable song with Jack Hartmann for active learning!  <a href="https://www.youtube.com/watch?v=psUPYR235O8">https://www.youtube.com/watch?v=psUPYR235O8</a> - Go noddle- clap it out blazer fresh.</p> <p>MATHS:  <a href="https://www.ictgames.com/mobilePage/capacity/index.html">https://www.ictgames.com/mobilePage/capacity/index.html</a>  <a href="https://www.topmarks.co.uk/maths-games/measuring-in-cm">https://www.topmarks.co.uk/maths-games/measuring-in-cm</a>  <a href="https://www.topmarks.co.uk/maths-games/5-7-years/measures">https://www.topmarks.co.uk/maths-games/5-7-years/measures</a></p> <p>SCIENCE:  <a href="https://www.youtube.com/watch?v=vLAnt9_5Mg">https://www.youtube.com/watch?v=vLAnt9_5Mg</a>  <a href="https://www.topmarks.co.uk/Spring/WhatIsSpring.aspx">https://www.topmarks.co.uk/Spring/WhatIsSpring.aspx</a></p>	

### **Phonics Learning WC 23.3.20**

Learning	Words
LO – to discriminate syllables in multi-syllabic words	mushroom, lunchbox, morning, napkin
LO – to discriminate syllables in multi-syllabic words	dentist, sandpit, lightning, scooter
LO – to discriminate syllables in multi-syllabic words	chimpanzee, kangaroo, zookeeper, Saturday
LO – to discriminate syllables in multi-syllabic words	<p>Yesterday, September, helicopter, holiday</p> <p>Objects to represent multi-syllabic word in a feely bag – crayon, paintbrush, rubber, napkin, caterpillar etc.</p>
LO – to discriminate syllables in multi-syllabic words	<p>Review all the words from the week</p> <p>Can they have a go at writing the syllables in sandwich and butterfly?</p>

	<ul style="list-style-type: none"><li>• s/a/n/d/ - /w/i/ch/</li><li>• b/u/ - /tt/er/ - f/l/y/</li></ul> Repeat for scarecrow and sunflower
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**Phonics sheets to support this are attached.**