



Hassocks Infant School

Weekly information for Parents and Carers - Weekly Overview

Year group: 1

Date: WC. 27.4.20

Dear parents and carers,

Hello there! Just a quick note to set you up for a new week of home learning fun! We really hope you are enjoying having a go at some of the activities we are providing you with. Remember to make the learning work for you; we do not expect it all to be completed, they are just suggested activities.

A reminder that we are using some video clips to explain new skills and concepts to you. We hope you have been able to access these on our website and that they have been useful for you. As we move through this lockdown, we are becoming more aware of what will work best for everyone at home and how we can make it accessible for all. We appreciate that these videos and PowerPoints will be using screens but feel that it can be a really good way to stay connected and help the children know that we are here for them every step of the way. Remember that the website has all the additional resources you should need, however, if there is anything else you need please don't hesitate to email and we will respond as soon as we can.

The emails we are receiving really do make us smile from ear to ear and you are all embracing home learning with gusto! We are so thankful to you for all that you are doing at home; it really will make a difference! 😊

We will continue to keep in touch with you all to catch up on what you are doing.

Stay safe, stay happy, stay you!

Best wishes,

The Year 1 Team.


Emails:


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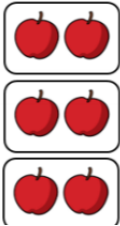
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What will we be learning this week?

Area of learning	What are we learning?	Possible activities and ideas
Communication & Language and Literacy (English)	<ul style="list-style-type: none"> • To generate questions about a topic. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Our topic for this term would have been Fins, Wings and Claws. We would have been investigating all different creatures.</p> <p><u>Activity 1</u></p> <p><i>Dear Year 1s</i></p> <p><i>Recently, Mrs Hutchinson has been finding a strange new mixture appear on the top of her pond. None of the teachers know what this new mixture is. That is why, we are asking for you to help us. We would like you to find out what it is and write an information text about it for our pond book.</i></p> <p><i>Yours Sincerely,</i></p> <p><i>Year 1 team.</i></p> <p>Can you come up with a list of questions that you would like to answer about the unknown substance? Watch the video as Mrs. Hutchinson has thought of some questions to get you started.</p> <p><u>Activity 2</u></p> <p>After further investigation Mrs Hutchinson also found a frog in her pond. Could the 2 things be connected? Can you find out everything you can about frogs? You can mind map everything you know. Your teachers have done an example to help you.</p> <div style="text-align: center;"> <p>Where do frogs live?</p>  <p>What do frogs eat?</p> <p>Frogs are carnivores and eat meat.</p> <p>They eat insects.</p> </div> <p><u>Activity 3</u></p>

		<p>Can you find out more information about frogs? Listen to the question, see if you can write it down and then use the internet to help you answer them. See 'English activity 3' video.</p> <p><i>When do frogs lay eggs?</i></p> <p><i>Why do the slimy eggs float?</i></p> <p><i>How long does it take for them to hatch?</i></p> <p><i>What are frog babies called?</i></p>
Mathematical Development	To add equal groups.	<p><u>Activity 1</u></p> <p>Children this week we are learning to add equal groups. Can you remember what equals means? THE SAME!</p> <p>Children, have a look at the problem below- can you use your problem-solving skills and your reasoning skills to solve it?</p> <p>Can you use objects or pictures to complete the questions?</p> <p><i>Alex has 4 equal groups. Can you show me what Alex's groups could look like?</i></p> <p><i>Whitney has 3 unequal groups. Can you show me what Whitney's groups could look like?</i></p> <p><i>See video attached for example answers.</i></p> <p>Adults-</p> <p>Children use equal groups to find a total. They focus on counting equal groups of 2, 5 and 10 and explore this within 50.</p> <p>Children could begin by linking this to real life, for example animal legs, wheels, flowers in vases etc.</p> <p>Stem sentences alongside number sentences can help children link the calculation with the situation. Ensure children have the opportunity to say their sentences aloud.</p> <p>How many fingers altogether?</p> <p>  5 + 5 + 5 = </p>

	<p>To explore arrays</p> <ul style="list-style-type: none">• To use language- column and row.• To find equal groups	<p>For example-</p> <p><u>Activity 2-</u> children have a go at seeing how many fingers your family have. How many groups do you have? How many fingers do you have altogether? Use key sentence below to record your answer</p> <p>There are ____ groups of ____ and there are ____ altogether.</p> <p>Can you also record your answer as a number sentence?</p> <p><u>Activity 3</u></p> <p>Key language- an array is when pictures or objects are put into columns and rows. They can help us to count objects more efficiently.</p> <p>Adults and children have a look at the video attached, called ‘introduction to arrays’ explaining the problem below.</p> <p>Children- the row is going across horizontally.</p> <p>Adults- You may wish to show this practically using fruit/toys.</p> <p>Build an array with counters to represent the apples. Complete the sentences.</p> <div><div>There are ____ apples in each row. There are ____ rows. ____ + ____ + ____ = ____ There are ____ apples altogether.</div><div></div></div> <p>Adults- you may wish to repeat this problem a few times with different amounts of the object you are using.</p> <p>Watch ‘drawing an array’ video on the school’s website. Can you make your own array and fill in the sentences below to describe what you have made?</p> <p>Adults- you may wish to make this more of a challenge- below are some examples to give ‘making arrays’ more of a context.</p> <p>- Sorting fruit bowl</p>
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		<ul style="list-style-type: none"> - Sorting out a cupboard - Sorting toys <p>Row= horizontally across</p> <p>Column= vertically down</p> <p>Key sentences:</p> <p>There are __ in each row</p> <p>There are __ rows</p> <p>There are __ column</p> <p>There are __ in each column</p> <p>There are __ altogether.</p> <p>Challenge- can you write a number sentence to describe your array.</p>
<p>Personal, Social, and Emotional Development.</p> <ul style="list-style-type: none"> - PSHE and Relationships (Jigsaw Time) 	<p>I can identify the members of my family and understand that there are lots of different types of families</p>	<p>Can you name who is in our family? Do you think every family looks the same?</p> <p>What does family mean to you?</p> <p>Adults- you may wish to talk to about how lots of different families are different e.g.- step siblings, people living in different households.</p> <p>Activity</p> <p>Who is in your family? Invite the children to draw and label a picture of their own family.</p> <p><i>Key questions to explore-</i></p> <p><i>When you think about the word family, does this also mean your pets?</i></p> <p><i>How does it feel to be part of a family?</i></p> <p><i>Who are the members of your family?</i></p> <p><i>How do you feel in your family home? Do you have more than one?</i></p>
<p>Physical Development</p> <ul style="list-style-type: none"> - PE 		<p>Have a look at the gymnastic activity cards on the 'PE Home learning' page on the website. Can you have a go at performing these different shapes? Can you link these shapes together and make a sequence?</p> <p>Please look at our fantastic activities and ideas and videos with Abi and Jenny on our PE Home Learning</p>

		- What do they eat? Are they a carnivore. Herbivore or omnivore?
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 https://www.twinkl.co.uk/offer</p> <p>You can find free phonetic banded reading books online at - https://collins.co.uk/pages/big-cat-ebooks</p> <p>PHONICS: www.phonicsplay.co.uk – Username:march20 Password: home phase 4 and 5. http://www.letters-and-sounds.com – phase 4 and 5 games. The ‘Song of Sounds’ link has been sent via email. The password is HISsos123</p> <p>https://www.youtube.com/watch?v=vIBc703kYMg – a great syllable song with Jack Hartmann for active learning! https://www.youtube.com/watch?v=psUPYR235O8 - Go noddle- clap it out blazer fresh.</p> <p>MATHS: https://www.topmarks.co.uk/ https://www.ictgames.com/</p>	

Phonics Learning WC 27.4.20

Focus	Activity	Resources
Revise all phonemes learned so far	<p>Sing the Song of Sounds! (the link to access this has previously been sent via email as it is password protected).</p> <p>Adult to say a sound to their child/ren. E.g. /ay/</p> <p>Can they write down all the ways that this sound can be written. (/ay/ /ai/ a-e/)</p>	<p>/ee/ e-e/ ea/</p> <p>/ie / i-e/ igh/</p> <p>/ow/ oa/o-e/</p> <p>/oo/ ew/ u-e/</p> <p>/er/ ir/ ur/</p> <p>/ou/ ow/</p> <p>/oy/ oi/</p> <p>air/are</p>
Spelling!	<p>Game: Sprint and Spell!</p> <p>A game to play in the garden!</p>	Words to use in the game:

<p>To practise writing all the graphemes learnt so far at speed.</p>	<p>Stick a large piece of paper on a wall or fence; or use chalk to write directly onto it.</p> <p>Adult to say a word that can be decoded and that uses sounds from the song of sounds. Child/ren needs to run to the wall/fence and see if they can spell it correctly.</p> <p>How many words can they get right in 1 minute? Score a point for each one spelt correctly!</p> <p>Swap over so the adult has to practise their spelling too! 😊</p>	<p>Bird, snail, bone, fork, sleep, bus, cat, stay, paint, make, seal, athlete, night, pie, like, show, toast, home, food, chew, tune, flower, church, storm, haunt, draw, mouth, crowd, enjoy, toilet, stairs, scared</p> <p>Why not write these words on little pieces of paper and put them in a bag to pull out each time so you don't know what word you are getting?!</p>
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