











Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview


Year group: 2

Date: W.B. 5.1.26

Area of learning	What we will be learning	
<p>Communication, Language and Literacy</p>	 <p>Our focus this week is: Our focus text is Tyrannosaurus Drip by Julia Donaldson</p> <p><u>This week we are learning:</u></p> <ul style="list-style-type: none"> • Can I make predications from clues? • Can I describe a character using noun phrases? • Can I describe a setting? <p><u>Vocabulary:</u> timid, fierce, murky, gulp, triumphant</p>	<p><u>Phonics and spelling focus:</u> Why do some words have the spelling kn, gn and wr?</p> <p><u>Tricky words</u> Once, Two</p> <p><u>Homophones</u> knight/night</p> 
	<p><u>Handwriting:</u> This term we begin to learn diagonal joins.</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid green; padding: 5px; display: inline-block;">an</div> <div style="border: 1px solid green; padding: 5px; display: inline-block;">co</div> </div> <p>We will practise our handwriting 3 times a week working on:</p> <ul style="list-style-type: none"> • Whiteboards. • Big sheets • Handwriting sheets 	
<p>Mathematical Development</p>	<p>Over the next 3 weeks we will be looking at multiplication and division.</p> <p><u>We will be learning:</u></p> <ul style="list-style-type: none"> • What is multiplication? • How can we represent equal groups? • How can we use multiplication to count in steps? <p><u>Words you might hear your child say:</u></p> <ul style="list-style-type: none"> – “Lots of the same number” – “Equal groups” – “Groups of” – “Altogether” 	



	<ul style="list-style-type: none"> - "I know it's multiplication because the groups are the same" <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> - Make equal groups using toys, pasta, buttons, or socks (e.g. <i>3 groups of 4 socks</i>). - Ask, "How many in each group?" and "How many groups are there?" - Say the sentence together: <i>3 groups of 4 makes 12</i>. - Look for real-life examples such as egg boxes, muffin trays, or packs of fruit
<p>History</p>	<p>Our BIG question is: Why should we remember Mary Anning?</p> <p><u>We will be learning:</u></p> <ul style="list-style-type: none"> • Learning who Mary Anning was and what she achieved in her life. • Sharing opinions about significant moments in her life. • Learning how historians use sources to learn about the past. <p><u>Words you might hear your child say:</u></p> <div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">  important </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">  source </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">  sequence </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">  opinion </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">  historian </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">  achievement </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <p>100</p>  century </div> </div> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> - Talk together about who Mary Anning was: a fossil finder who lived a long time ago. - Look at pictures of fossils and talk about what they can tell us about the past. - Watch a short, child-friendly video or read a simple book about Mary Anning. - Go on a "fossil hunt" at home or outside using stones, shells, or toy dinosaurs. - Ask your child to retell what they remember about Mary Anning in their own words.
<p>Jigsaw</p> 	<p>This half term, we will continue following our Jigsaw scheme and focus on <u>Dreams and Goals</u></p> <p>This week our learning is:</p> <ul style="list-style-type: none"> • Can choose a realistic goal and think about how to achieve it • Can tell you things I have achieved and say how that makes me feel <p>Key vocabulary</p> <ul style="list-style-type: none"> - <i>Realistic</i> - <i>Proud</i> - <i>Success</i> - <i>Celebrate</i> - <i>Achievement</i> - <i>Goal</i>
<p>Physical Development</p>	<p>The class teacher will teach floor work in gymnastics on a Wednesday. Jenny will teach dance on a Tuesday.</p>

	<p>Please remember that PE starts in the first week so bring PE kits in.</p>
Any Other Information	<p><u>PE kits</u> Please bring these in on the first day back as we will have PE. Depending on weather children may be outside so please ensure they have tracksuit bottoms and plimsolls or trainers.</p> <p><u>Fluency books</u> Some children have now finished Little Wandle phonics and will be starting on fluency. This means they will still read in school with an adult. However, the book is much longer and will be read over a couple of weeks. Therefore, children will bring home a longer read of their choice. Please still listen to your child read this and encourage them to use expression and prosody when reading. You can support them even further by asking questions about what has happened, how characters might be feeling and what will happen next.</p> <p><u>Purple Mash homework (optional)</u> Starts this week! Check your 2dos</p> <div data-bbox="379 645 790 795"><p>Addition - up to 20 Single Format Set by: Mrs. Hutchinson Assigned to: Elm, Holly, Oak</p><p>Maths</p></div> <p><u>Early Bird Clubs</u> For children who have been invited to attend, these start on Tuesday 13th January. Please check ParentMails sent on 16th December 2025 at 1pm for invites.</p>