
























Hassocks Infant School  
 Weekly information for Parents and Carers  
 Weekly Overview



Year group: 2

Date: W.B. 12.1.26

Area of learning	What we will be learning	
<p><b>Communication, Language and Literacy</b></p>	 <p><b>Our focus text this week is:</b>            Our focus text is Tyrannosaurus Drip by Julia Donaldson</p> <p><b><u>This week we are learning:</u></b>            What would drip, hear, see, and feel?            Can I use contractions?            Can I understand how a character feels?            Can I write from a character's point of view?</p> <p><b><u>Vocabulary:</u></b>            timid, fierce, murky, gulp, triumphant</p> <p><b><u>At home you can:</u></b></p> <ul style="list-style-type: none"> <li>• Encourage your child to describe scenes using their senses</li> <li>• Make simple facial expressions together to show different emotions.</li> <li>• Spot contractions while reading together (e.g. <i>I'm, can't, don't, didn't</i>).</li> <li>• Say the full words first, then squash them into a contraction.</li> <li>• Play a quick game where you say the long version and your child says the contraction.</li> <li>• Look for contractions in books, signs, or speech at home.</li> <li>• Talk about what each word means using actions or examples.</li> <li>• Ask your child to use one of the words in a sentence.</li> </ul>	<p><b><u>Phonics and spelling focus:</u></b></p> <p>We will continue to look at the spelling patterns kn, gn and wr and practise the following spelling rules:</p> <ul style="list-style-type: none"> <li>• Double the final letter to protect the short vowel sound when you add -ing, er and ed.</li> </ul> <p><b><u>Tricky words</u></b></p> <p>Once, Two</p> <p><b><u>Homophones</u></b></p> <p>knight/ night</p> 
	<p><b><u>Handwriting:</u></b>            This term we begin to learn diagonal joins.</p> <div style="background-color: #e0ffe0; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; padding: 10px; text-align: center;">di</div> <div style="border: 1px solid green; padding: 10px; text-align: center;">ei</div> </div>	



	<p>We will practise our handwriting 3 times a week working on:</p> <ul style="list-style-type: none"> <li>- Whiteboards</li> <li>- Big sheets</li> <li>- Handwriting sheets</li> </ul>							
<p><b>Mathematical Development</b></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"> <li>• How can we use groups of 2 to count in steps?</li> <li>• How are doubling and x2 connected?</li> <li>• How can we use arrays?</li> <li>• How do we know multiplication is commutative?</li> </ul> <p><u>Words you might hear your child say:</u> Group, equal, double, count steps, commutative, array</p> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> <li>- Ask your child to count in 2s aloud while jumping, clapping, or marching.</li> <li>- Look for real-life examples of pairs: shoes, gloves, eyes, ears—and count in 2s.</li> <li>- Ask your child to spot doubles around the house (stairs, chairs, snacks).</li> <li>- Arrange small objects (Lego, buttons, pasta) into rows and columns to make arrays.</li> <li>- Ask your child to count the total using the rows and columns.</li> </ul>							
<p><b>History</b></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"> <li>• How do historians find out about the past?</li> <li>• What should be remembered about Mary Anning?</li> </ul> <p><u>Words you might hear your child say:</u></p> <table border="1" data-bbox="384 1256 858 1473"> <tr> <td data-bbox="384 1256 501 1361">  important         </td> <td data-bbox="501 1256 617 1361">  source         </td> <td data-bbox="617 1256 734 1361">  sequence         </td> </tr> <tr> <td data-bbox="384 1361 501 1473">  opinion         </td> <td data-bbox="501 1361 617 1473">  historian         </td> <td data-bbox="617 1361 734 1473">  achievement         </td> <td data-bbox="734 1361 858 1473">  100 century         </td> </tr> </table> <p><u>With your child you could:</u></p> <ul style="list-style-type: none"> <li>- Look at old family photos and talk about what they show (clothes, houses, toys).</li> <li>- Share a story about when the parent or grandparent was younger and explain how you <i>know</i> it happened.</li> <li>- Explore everyday objects and ask, “What could this tell someone in the future about us?”</li> <li>- Read a simple non-fiction book and talk about where the information comes from.</li> <li>- Play a “history detective” game by looking at a picture and asking:             <ul style="list-style-type: none"> <li>- Who might this be?</li> <li>- What is happening?</li> <li>- How do we know?</li> </ul> </li> <li>- Talk about why some people are remembered and others are not.</li> <li>- Ask your child what they think Mary Anning should be remembered for and why.</li> </ul>	 important	 source	 sequence	 opinion	 historian	 achievement	 100 century
 important	 source	 sequence						
 opinion	 historian	 achievement	 100 century					

<p><b>Jigsaw</b></p> 	<p>This half term, we will continue following our Jigsaw scheme and focus on <u>Dreams and Goals</u>. This week we will concentrate on the value of keeping on trying even when something is difficult.</p> <p><b>This week our learning is:</b></p> <ul style="list-style-type: none"> <li>• To carry on trying (persevering) even when I find tasks difficult</li> <li>• To tell you some of my strengths as a learner</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>– Strengths</li> <li>– Persevere</li> <li>– Challenge</li> <li>– Difficult</li> <li>– Easy</li> </ul>
<p><b>Science</b></p>	<p><b>Big question:</b> What happens when plants grow?</p> <p>This half term, children will be <b>observing changes in a plant as it grows</b> and learning what plants need to stay healthy.</p> <p><b>This week our learning is:</b> What does a seed need to grow?</p> <p><b>Vocabulary:</b> Life cycle, survive, thrive, healthy, temperature, seed, bulb, plant, grow, soil, water, light, temperature, condition.</p> <p><b>With your child you could;</b></p> <ul style="list-style-type: none"> <li>– Plant a seed or bulb at home (beans, cress, sunflower seeds work well).</li> <li>– Discuss what might happen if a plant does not get enough water or light. Use everyday examples (houseplants, garden plants, vegetables) to talk about how we care for plants.</li> </ul>
<p><b>Music</b></p>	<p>This week we will start to use recorders.</p> <ul style="list-style-type: none"> <li>• We will be learning the note B.</li> <li>• Understand how to create a rhythm.</li> </ul>
<p><b>Physical Development</b></p>	<p>The class teacher will teach sports hall athletics Wednesday. Jenny will teach dance on a Tuesday. Please bring in PE kits if you haven't already.</p>
<p><b>Any Other Information</b></p>	<p><b>PE KITS</b> Please send a PE kit in with your child, this is part of our school uniform and over half the children did not have a PE kit this week.</p> <p><b>Library this week</b> Monday – Oak Tuesday – Elm Thursday - Holly</p> <p><b>Purple Mash homework (optional)</b> If you haven't completed your Purple Mash homework you have 1 more week!</p> <div data-bbox="379 1989 762 2123">  <p><b>Addition - up to 20</b> Single Format <b>Set by:</b> Mrs. Hutchinson <b>Assigned to:</b> Elm, Holly, Oak <b>Maths</b></p> </div>

**Early Bird Clubs**

Starting this week on Tuesday 13<sup>th</sup> January and Thursday 15<sup>th</sup> for 5 weeks (no session on Thursday 13<sup>th</sup> Feb)

Miss Riley is running maths and Mrs. Hutchinson is running phonics and spelling.

**Forest school**

Elm class starts Forest School this week!