





# Engayne home learning planning framework- EYFS

This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are spilt into sessions.




Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.

<p><b>Metacognitive strategies</b></p> <p>The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below.</p>	<p><b>Literacy Tasks (offline and online)</b></p>  <p>Main learning objective: To retell a story. To write simple sentences.</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p><b>Literacy</b> – Submit by Friday 4<sup>th</sup> March</p>	<p><b>Maths - Task (offline and online)</b></p>  <p>Main learning objective: To explore number bonds to 10</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p><b>Maths</b>- Submit by Friday 4<sup>th</sup> March</p>
<p><b>Approach</b></p> <p><b>Activate</b></p>  <p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<ol style="list-style-type: none"> <li>1. Watch '<a href="#">Literacy Sentence Writing</a>' video with the Reception teachers.</li> <li>2. Use the story map from last week to write the story of Little Red Riding Hood. Encourage your child to retell the story in their own words. Then they can think of one sentence to write about the beginning, middle and end of the story. If your child finds it difficult to write 3 short sentences, share the writing. Get your child to write the first and last letter of each word and an adult can write the rest.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring ways to make 10. Find 10 cars or toys. Create two car parks. Put some cars in each car park. How many in each car park? Can you show a different way to park the cars?</li> <li>2. Share the 10-dot story PowerPoint. Make your own 10 dot picture.</li> <li>3. Number bonds to 10</li> </ol>
<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<ol style="list-style-type: none"> <li>3. <a href="#">Wolf Wanted poster</a> – Design your own poster to find the wolf. You can use the template or create your own.</li> </ol>	<p>Complete the rainbow number bond sheet. Start on a number and colour in the rainbow to reach the other number. Record the number bond to 10 as a number sentence. Can you notice a pattern?</p>

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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>4. <u>World Book Day is on Thursday 3<sup>rd</sup> March. We will be thinking about the story 'Would you Rather?' by John Birmingham. You can listen to the story being read by Miss Jupp in the resources folder.</u></p> <p>5. <u>Colour in and cut out your own Bookmark-You can either use the World Book Day template or use other materials to make your own!</u></p> <p>6. <u>Reading- Read your favourite book. Maybe your grown up could read their favourite book (from when they were a child) to you. Don't forget there are lots of great books on BugClub.</u></p>	<p>4. <u>Number bingo- Resources on webdrive. Use or create your own bingo card with numbers 1-10. Show the number pictures. Your child is to subitise (without counting- count for larger numbers if needed) Who will cross all numbers off first? Who was the winner?</u></p> <p>5. <u>Skittles- Empty bottles or skittles (10)</u></p> <p><u>Play skittles, how many did your knock down? (6) How many are left? (4) Show this as a number sentence? (6 + 4 = 10)</u></p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>		
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>		