







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><u>Metacognitive strategies</u></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><u>Phonics</u> Tasks (offline and online)</p> <p>Main learning objective: To recognise, use and apply 'qu, sh and ch' when reading and writing.</p>	<p><u>Topic - Task</u> (offline and online)</p> <p>Independence and Health and Self-care are key elements to learning within Reception. During this time at home, activities such as getting dressed independently, using a knife and fork, opening a piece of fruit are all skills the children would be learning in school. Alongside this, play is also very important. It might be imaginative role play, taking turns and sharing or building and construction. Please allow time for these activities.</p>		
<table border="1"> <tr> <td data-bbox="120 820 300 1118"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="322 820 582 1118"> <p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p> <p>Activate</p> 	<p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Before each phonic session listen to the phonics song</p> <p>https://www.youtube.com/watch?v=BELIZKpi1Zs</p> <p>The tricky word for this week is 'be'. Please show your child this word throughout the week and continue to practise tricky words in their word wallet.</p> <p><u>Monday – qu</u></p>	<ol style="list-style-type: none"> 1. Share Pancake day PowerPoint and discuss why some people celebrate Pancake Day? 2. Listen and sing along with the Little Riding Hood Songs. https://www.bbc.co.uk/programmes/articles/3Qq9cBQHpg6FJqTRsnqbGB6/primary-music-ks1-little-red-riding-hood-info
<p>Approach</p> <p>Activate</p> 	<p>What is it?</p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>			
<table border="1"> <tr> <td data-bbox="120 1136 300 1390"> <p>Explain</p>  </td> <td data-bbox="322 1136 582 1390"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Write the words for your child to read.</p> <p>quiz, quick, queen, quack,</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- Ducks go quack.</p>	<ol style="list-style-type: none"> 3. Pancake day – (Healthy and unhealthy toppings) Use the pancake resources on the webdrive to create a healthy and unhealthy pancake. Discuss why each pancake is healthy or unhealthy for you? 4. PE- Ball skills – See video Find a beanbag or small soft toy to use for this activity.
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>			

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 split 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>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>- The queen did a quiz.</p> <p>Ask your child to think of their own sentence and write it down independently.</p> <p><u>Tuesday – sh</u></p>	<p>Using a plastic bowl or target, throw the beanbag into the bowl. How many times did you get it in? Use an underarm throw when trying to get the beanbag into the target. Move further away, can you still get the beanbag into the bowl?</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Write the words for your child to read.</p> <p>shop, shed, posh, ship, cash</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- Shut the shop. - She has six sheep.</p>	
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Ask your child to think of their own sentence and write it down independently.</p> <p><u>Wednesday – ch</u></p> <p>Write the words for your child to read.</p> <p>chip, chat, lunch, church, chain,</p> <p>Say the sentence for your child to repeat and then write.</p> <p>Fish and chips.</p> <p>- Biff and Chip had a chat.</p> <p>Ask your child to think of their own sentence and write it down independently.</p>	

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.

Thursday – Tricky word- be

Recap reading tricky words I, no, go, to, the. Practise spelling these words. Look at the word, cover the word, write the word and then check your spelling.

When reading throughout the week look for the tricky word 'be' within books and encourage your child to read it.

Friday – Capital letters

Use the PowerPoint to recognise how some capital letters look. Practise writing S, A, M as a capital letter.

Can you think of a sentence and write the sentence using a capital letter to start your sentence?