



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 'ai and ee' 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>
<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 'we'. Please show your child this word throughout the week and continue to practise tricky words in their word wallet.</p> <p><u>Monday – ai</u></p>	<ol style="list-style-type: none"> 1. Can you name all 4 seasons? What season are we in now? Watch the Spring Power Point. Discuss some of the differences between the seasons. 2. Maybe take a short walk or visit your garden. Can you find some Spring flowers? Using your colouring materials at home (crayons, pencils, pens, paints), create a picture of some Spring flowers.
<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>Rain, drain, snail, pail</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- The rain is wet.</p>	<ol style="list-style-type: none"> 3. Use a small soft ball and an object which can be used as a target. Maybe a cardboard box or a bucket/pan. Take 4 giant steps away from your target. How many times can you throw the ball into the target area? Remember keep your eyes on the target area and aim carefully,

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>- The snail fell in the drain.</p> <p>Ask your child to think of their own sentence and write it down independently.</p> <p><u>Tuesday – ee</u></p>	<p>before you let go. Once you have got the ball in, 5 times in a row, take another step back. Can you still get the ball into the target?</p> <p>4. Use the templates in the resources, to cut out and make your own witch or wizard character.</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>see, bee, tree, meet</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- I see a bee.</p> <p>- A bee in the tree.</p>	<p>Remember to use the scissors safely, holding them only with one hand. Try to follow around the shape, as neatly as you can.</p> <p>5. Take a walk around your home with an adult. Look at the many different things in each room.</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 – use the quick read PowerPoint, ai and ee sounds.</u></p> <p>Can you put these sounds into a sentence, verbally?</p> <p><u>Thursday – Tricky word- we</u></p> <p>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.</p> <p>When reading throughout the week look for the tricky word ‘we’ within books and encourage your child to read it.</p>	<p>Can you name some things which are safe for you to touch, use and play with (toys, cushions, books). Can you name some which are not safe for you to touch (iron, plug sockets).</p> <p>Now fold a piece of paper in half. On 1 side, draw a safe to touch/use object and on the other side, draw an unsafe to touch/use object.</p>

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Can you write a sentence independently using the tricky word we?

Friday – Capital letters

Use the PowerPoint to recognise how some capital letters look.
Practise writing some of these capital letters.

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