



# 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 (<b>offline</b> and <b>online</b>)</p>	<p><u>Topic - Task</u> (<b>offline</b> and <b>online</b>)</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </div> <div style="width: 45%;"> <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> </div> </div>	<p><b>Before each phonic session listen to the phonics song</b></p> <p><a href="https://www.youtube.com/watch?v=BELIZKpi1Zs">https://www.youtube.com/watch?v=BELIZKpi1Zs</a></p> <p>The tricky word for this week is 'she'. Please show your child this word throughout the week and continue to practise tricky words in their word wallet.</p> <p><b><u>Monday – igh</u></b></p>	<p><b>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, <u>play</u> is also very important. It might be imaginative role play, taking turns and sharing or building and construction. Please allow time for these activities.</b></p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Explain</b></p>  </div> <div style="width: 45%;"> <p><b>Explicitly teaching strategies to pupils and helping them decide when to use them.</b></p> </div> </div>	<p>Write the words for your child to read.</p> <p>light, high, might, night, sight, right</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- <b>Joan might go with us.</b></p>	<ol style="list-style-type: none"> <li>1. Use a small soft ball. Can you control the ball with your foot? Put some toys in a line and dribble the ball controlling it around the toys.</li> <li>2. Share the 'Mother's Day around the world' PowerPoint. Discuss the similarities and differences between Mother's day in this country and other countries.</li> <li>3. Learn the Mother's day song and poem. Perform this to your mum on Mother's day.</li> </ol>

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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>- <b>I can see a light.</b></p> <p>Ask your child to think of their own sentence and write it down independently.</p> <p><b>Tuesday – oo</b></p>	<p>4. Create the front cover of your Mother's day card. Below is the one we will be making in school.</p> 
<p><b>Reflect</b></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>Moon, cook, food, foot, wood, hook, wool</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- <b>She put her foot in the pool.</b></p> <p>- <b>I went to the zoo.</b></p>	<p>5. Looking after my special people- Discuss who is special to you? How can you help the people that are special to you?</p> <p>Describing feelings- Look at the images of people with different emotions. What could their family do to look after their feelings?</p>
<p><b>Review</b></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><b>Wednesday – comparing sounds oo/OO</b></p> <p>Using the powerpoint sort the oo/OO words and read sentences with these sounds.</p> <p><b>Thursday – Tricky word- she</b></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 'she' within books and encourage your child to read it.</p>	

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

Friday – Capital letters

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

Write the sentence – She can see the sun. Talk about the size of the capital letter compared to the lower-case s.

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