



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 (<u>offline</u> and <u>online</u>)</p> <p>Main learning objective: To recognise, use and apply 'ar and or' when reading and writing.</p>	<p><u>Topic - Task</u> (<u>offline</u> and <u>online</u>)</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 'they'. Please show your child this word throughout the week and continue to practise tricky words in their word wallet.</p> <p><u>Monday – ar</u></p>	<ol style="list-style-type: none"> 1. Use a small soft ball. Kick the ball to someone in your family and practise stopping the ball with your foot when they kick it back. 2. Share the 'History of Easter symbols' PowerPoint. Discuss why each symbol is related to Easter.
<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>card, far, park, hard, charm</p> <p>Say the sentence for your child to repeat and then write.</p> <p>- She fell in the park.</p>	<ol style="list-style-type: none"> 3. Create a bunny hat using paper/card.

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>- He has a car.</p> <p>Ask your child to think of their own sentence and write it down independently.</p> <p><u>Tuesday – or</u></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>fork, corn, sort, torn, corner</p> <p>Say the sentence for your child to repeat and then write.</p> <ul style="list-style-type: none">- I had pork for my lunch.- It is a fork.	<p>4. Share the Sun Awareness PowerPoint. Discuss how to keep safe in the sun. What do you need to wear? What can you do to keep safe?</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 – comparing sounds ar/or</u></p> <p>Using the powerpoint sort the ar/or words and read sentences with these sounds.</p> <p><u>Thursday – Tricky word- they</u></p> <p>Recap reading tricky words I, no, go, to, the, she. 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 'they' within books and encourage your child to read it.</p>	

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

Friday – Yes/no questions

Use the PowerPoint to read the questions. Ask your child to think and write a question starting with Can.