









# 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 listen carefully to stories and talk about what they have heard.</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p><b>Literacy</b> – Submit by Thursday 23<sup>rd</sup> September</p>	<p><b>Maths - Task (offline and online)</b></p>  <p>Main learning objective:</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p><b>Maths</b>- Submit by Thursday 23<sup>rd</sup> September</p>				
<table border="1"> <tr> <td data-bbox="107 810 297 1106"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="309 810 589 1106"> <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> </td> </tr> <tr> <td data-bbox="107 1129 297 1375"> <p><b>Explain</b></p>  </td> <td data-bbox="309 1129 589 1375"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<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>	<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><b>Listen to two stories throughout the week on Oxford Owl. Dads birthday and The Haircut (lilac book band)</b>  <a href="https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=book+band%3A+lilac&amp;level_select=book+band%3A+lilac&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/library-page?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=book+band%3A+lilac&amp;level_select=book+band%3A+lilac&amp;book_type=&amp;series=#</a></li> <li><b>Colour in the characters from the stories. Can you remember their names?</b></li> <li><b>Practise writing your name. Copy some letters from your name. Are you sitting well on the chair? Are you holding the pencil correctly?</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Under water counting – Count the sea creatures and find the correct numeral.</b>  <a href="https://www.topmarks.co.uk/learning-to-count/underwater-counting">https://www.topmarks.co.uk/learning-to-count/underwater-counting</a></li> <li><b>Using the heavy and light PowerPoint. Discuss which object is heaviest and which is lightest.</b></li> <li><b>Choose three toys/teddies at home. Can you put them in size order? Which one is the biggest? Which one is the smallest?</b></li> </ol>
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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>4. <b>Read a book you have at home. Discuss your favourite part and why?</b></p> <p>5. <b>Draw a picture of something you enjoy doing at school.</b></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>		<p>4. <b>Teddy counting.</b> Count the correct number of cakes for teddy to match the number. <a href="https://www.topmarks.co.uk/learning-to-count/teddy-numbers">https://www.topmarks.co.uk/learning-to-count/teddy-numbers</a></p> <p>5. <b>Count out different amounts of objects.</b> Can you get 4 toys? Can you get 6 spoons?</p>