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.

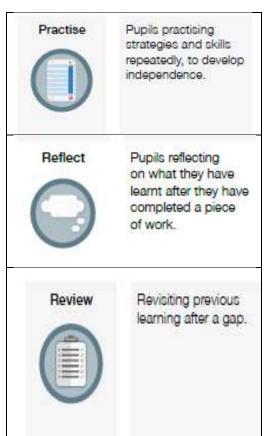
Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.

Phonics Tasks (offline and online) Topic - Task (offline and online) Metacognitive strategies 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 Independence and Health and Self-care are key elements to Main learning objective: To listen carefully to different sounds include other elements as well. The learning within Reception. During this time at home, activities in the environment and at home. metacognitive strategies are listed such as getting dressed independently, using a knife and fork, opening a piece of fruit are all skills the children would be below. 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. 1. Make some listening ears using paper, glue, What is it? Approach scissors. Prompting pupils to Activate think about what they have learnt previously, that will help them. 1. Sound walk- Wear your listening ears and stand in the with their next steps. garden. What sounds can you hear? Discuss the different sounds you can hear. 2. Play a game where you can take turns with a 2. Rhyme time – Play the game and find the words that member of your family. Explain Explicitly teaching strategies to pupils https://pbskids.org/sesame/games/grovers-rhyme-3. Get dressed by yourself. Can you put your t-shirt and helping them time/ on? Can you turn your socks in the correct way and decide when to use them put them on?

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- 3. Look around your home. Can you find something that rhymes with the word 'cat' (maybe a hat/bat/mat)?
- 4. Can you find some pictures of animals in a book? Tell an adult what sounds the animals make. Maybe your adult could make the sound and this time you can point to the correct animal.
- 5. Do you remember the robot voice we sometimes use? Can you use your robot voice to sound out these words? d-o-g, p-i-g, b-u-g, h-e-n
- 4. Using a ball from home, practise your throwing and catching skills. Can you throw the ball in the air a catch it? Try to do it even higher. Can you catch a ball that someone has thrown to you? Can you throw it back to them?
- 5. Draw a picture of something you heard on your listening walk. Maybe you heard a bird singing or a car beeping its horn.