




# 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 data-bbox="123 821 302 1125"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </div> <div data-bbox="324 821 593 1125"> <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 data-bbox="123 1141 302 1388"> <p><b>Explain</b></p>  </div> <div data-bbox="324 1141 593 1388"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </div>	<p>Main learning objective: To listen carefully to different sounds in the environment and at home.</p> <ol style="list-style-type: none"> <li>1. Sound walk- Wear your listening ears and stand in the garden. What sounds can you hear? Discuss the different sounds you can hear.</li> <li>2. Rhyme time – Play the game and find the words that rhyme <a href="https://pbskids.org/sesame/games/grovers-rhyme-time/">https://pbskids.org/sesame/games/grovers-rhyme-time/</a></li> </ol>	<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, 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.</b></p> <ol style="list-style-type: none"> <li>1. Make some listening ears using paper, glue, scissors.</li> </ol>  <ol style="list-style-type: none"> <li>2. Play a game where you can take turns with a member of your family.</li> <li>3. Get dressed by yourself. Can you put your t-shirt on? Can you turn your socks in the correct way and put them on?</li> </ol>

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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<ol style="list-style-type: none"><li>3. Look around your home. Can you find something that rhymes with the word 'cat' (maybe a hat/bat/mat)?</li><li>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.</li><li>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</li></ol>	<ol style="list-style-type: none"><li>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?</li><li>5. Draw a picture of something you heard on your listening walk. Maybe you heard a bird singing or a car beeping its horn.</li></ol>
<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>		