









# 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>Literacy Tasks (offline and online)</u></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 7<sup>th</sup> October</p> | <p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To identify the odd one out</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p><b>Maths</b>- Submit by Thursday 7<sup>th</sup> October</p> |   |   |  |   |
| <table border="1"> <tr> <td data-bbox="120 807 300 1110"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="327 807 577 1110"> <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="120 1120 300 1378"> <p><b>Explain</b></p>  </td> <td data-bbox="327 1120 577 1378"> <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>1. Look out the window and talk about what you can see. Draw a picture of three things you saw outside. Say the object you have drawn. What sound does this word start with? Can you write this letter next to your picture? A grown up can help you form the letter correctly. Can you hear any other sounds in the words?</li> <li>2. Practise recognising and writing s, a, t, p. Can you remember something that begins with these sounds?</li> <li>3. Practise writing some letters in your name. You can do this with water and paper brushes outside, pens and paper or chalks.</li> </ol> | <ol style="list-style-type: none"> <li>1. Put your toys into two groups. Which group has more? Which group has fewer? Make several different groups of toys for your child to compare and use correct language of more and fewer when talking about the groups.</li> <li>2. Using the colour more/less sheets. Colour the group of objects that show more on one sheet. Then colour the group that show less objects.</li> <li>3. Practise counting out 5 toys. Move each toy as you count them.</li> </ol> |
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| <p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>         | <p>4. Read your school reading book. Make up a story using the pictures. What happened at the beginning, middle and the end of the story?</p> <p>5. Free drawing/ Mark making- draw a picture of something you enjoy doing at home. Colour in the picture, choose the colours carefully.</p> | <p>4. Build tower with 5 bricks/cubes e.g. lego</p> <p>Can you build a tower with more bricks?</p> <p>5. Help your grown up to make a selection of small items and put them in a box. Take it in turns to take a handful. Who has more and who has fewer?</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>   |  |   |