









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>Metacognitive strategies</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>Literacy Tasks (offline and online)</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>Literacy – Submit by Thursday 14th October</p>	<p>Maths - Task (offline and online)</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>Maths- Submit by Thursday 14th October</p>				
<table border="1"> <tr> <td data-bbox="118 810 297 1106"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="320 810 589 1106"> <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> </td> </tr> <tr> <td data-bbox="118 1137 297 1374"> <p>Explain</p>  </td> <td data-bbox="320 1137 589 1374"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<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>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Books to share – Peace at Last by Jill Murphy.</p> <ol style="list-style-type: none"> 1. Draw a picture of something you do in the morning, afternoon or evening. With adult support write a simple sentence. ' in the morning I brush my teeth' Write the sounds you can hear at the beginning of each word. 2. Practise recognising and writing i,n,m,d. Can you remember something that begins with these sounds? 3. Practise writing some letters in your name. You can do this with water and paper brushes outside, pens and paper or chalks. 	<ol style="list-style-type: none"> 1. Use different sized containers at home. Fill them with sand or water. Can you count how many scoops/cups it takes to fill them? Which holds the most/least? 2. Get 10 bricks. Make a tower. Can you make the tower taller using the same 10 bricks? 3. Choose two different sized toy animals. Can you build a home for each using different size boxes and materials you have at home? 4. Collect some different-sized spoons. How many different sizes have you found? How many small spoonfuls does it take to fill a cup? What happens if you use the largest spoon?
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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>4. Sequence pictures of daily routine. (in resources folder)</p> <p>5. Draw a picture of your house. How many windows does your house have? Can you use the correct colours to colour in your house?</p>	
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>		
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>		