



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 (offline and online)</p> <p>Main learning objective: To recognise g, o, c, k letters and sounds.</p>	<p><u>Topic - Task</u> (offline and online)</p> <p>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.</p>
<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>Before each phonic session listen to the phonics song</p> <p>https://www.youtube.com/watch?v=BELIZKpi1Zs</p> <p>Your child will be allocated some activities on bug club linked to the phonic sounds this week.</p>	<ol style="list-style-type: none"> 1. Practise getting changed from school uniform into shorts and t-shirt and back again. Use a timer to see how long it took. Try again another day. Can you beat your last time? 2. Paint a picture of something your do in the morning, afternoon or evening 3. Using pasta create a patterned frame for your painting.
<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Monday- g</p> <p>Practise saying the sound. Go on a sound hunt at home and see how many things you can see with this sound. Try writing this letter down on a piece of paper or a whiteboard. Did you</p>	<ol style="list-style-type: none"> 4. The children learnt about seasons last week. Watch the video and discuss what happens in each season. https://youtu.be/zQPjb2gOZIM

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>hold your pencil correctly and form the letter starting in the correct place?</p> <p>Practise reading 'and'</p> <p>Tuesday- o</p>	
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Practise saying the sound. Go on a sound hunt at home and see how many things you can see with this sound. Try writing this letter down on a piece of paper or a whiteboard. Did you hold your pencil correctly and form the letter starting in the correct place?</p> <p>Practise reading words <u>go</u>, <u>no</u> together</p> <p>Wednesday – c</p>	
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Practise saying the sound. Go on a sound hunt at home and see how many things you can see with this sound. Try writing this letter down on a piece of paper or a whiteboard. Did you hold your pencil correctly and form the letter starting in the correct place?</p> <p>Practise reading words <u>cat</u>, <u>can</u> together</p> <p>Thursday – k</p> <p>Practise saying the sound. Go on a sound hunt at home and see how many things you can see with this sound. Try writing this letter down on a piece of paper or a whiteboard. Did you</p>	

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hold your pencil correctly and form the letter starting in the correct place?

Practise reading words dog together

Friday – Revise g, o,c,k

Using the matching worksheet. Cut out the pictures. Say what you see in the picture. What sound does this start with? Find the correct letter for this sound.

Learn to read the tricky word **l, no, go, to**