





# 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.




Theme week – Superheroes

<p><b>Metacognitive strategies</b></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><b>Literacy Tasks (offline and online)</b></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 21<sup>st</sup> October</p>	<p><b>Maths - Task (offline and online)</b></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 21<sup>st</sup> October</p>
<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><b>1. Draw a superhero</b> Discuss different superheroes with an adult. Discuss real and fiction superheroes. Think about your favourite superhero and draw this superhero. Tell your adult why they are your favourite superhero. Can you write or copy the name of the superhero with some adult help? What sound does it start with?</li> <li><b>2. Pencil control sheet</b> Can you go over the dots carefully to follow the pencil pattern?</li> <li><b>3. Practise writing and recognising g,o,c,k</b></li> <li><b>4. Practise writing your name.</b></li> </ol>	<ol style="list-style-type: none"> <li>Continue a pattern Ask an adult to start a repeating pattern. Can you continue the pattern? Use coloured toys or two different objects for the pattern. (eg lego/ bricks/ cutlery)</li> <li><b>Can you create your own repeating pattern and continue it?</b></li> <li>Continue a superhero pattern (sheet on webdrive)</li> <li>Ordering by size - use superheroes or teddies. Can you select 4 and put them in size order. Which is the biggest? Which is the smallest?</li> </ol>

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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</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>		