









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 split 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>Metacognitive strategies</p> <p>The learning sequence in the next two columns is split 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 talk about different events</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Literacy – Submit by Thursday 25th November</p>	<p>Maths - Task (offline and online)</p>  <p>Main learning objective: To match quantity to numeral</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Maths- Submit by Thursday 25th November</p>				
<table border="1"> <tr> <td data-bbox="118 810 297 1106"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="320 810 577 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 1121 297 1374"> <p>Explain</p>  </td> <td data-bbox="320 1121 577 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>1- Watch/listen to the story 'Kipper's Birthday'.</p> <p>https://www.youtube.com/watch?v=heU0EHGbcnw</p> <p>What did Kipper do to get ready for his birthday? What did Kipper need for his party? Cake, balloons, invitations, decorations, presents. What else could he have done? Games, music etc.</p> <p>2- Write a list of the things you would need to have a party.</p> <p>How do we write the words for our list? What is the first sound you hear? Sound out words with robot arms to help write words together.</p>	<p>1- Using 4 cubes/bricks, count how many you have. Arrange the 4 cubes in front of you. Ask an adult to also do this. Does your 4 look the same as theirs? Can you arrange your 4 to look different? What smaller groups can you see in your 4?</p> <p>2- Using the birthday cake sheet (in resources folder), point at each number and tell your adult which number is on the cake. Now draw the correct number of candles on the cake, to match.</p>
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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>3- Use the template in the resources folder, to write an invitation to a pretend party. Remember to say who the invitation is from.</p> <p>4- In the resources folder, use the 'Kipper's cake' sheet, to label pictures of Kipper's cake (mix, roll, bake).</p> <p>5- Make a birthday card for someone. Maybe it is a family member or friend's birthday soon. Or you could make one for your favourite book character.</p>	<p>3- Using the cutting cake sheet, cut and stick the candles on the cake. Once completed, can you write the numbers 1-4 on the candles?</p> <p>4- Watch and discuss the power point in the resources folder about squares and rectangles. Search around your home and see how many squares and rectangles you can find.</p> <p>5- Using lollipop sticks/straws/pencils etc, can you create a square and a rectangle?</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>		