









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>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 write a simple sentence</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Literacy – Submit by Friday 7th January</p>	<p>Maths - Task (offline and online)</p>  <p>Main learning objective: To recognise Zero</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Maths- Submit by Friday 7th January</p>				
<table border="1"> <tr> <td data-bbox="120 810 300 1106"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="322 810 589 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="120 1137 300 1375"> <p>Explain</p>  </td> <td data-bbox="322 1137 589 1375"> <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. Discuss what presents your child got for Christmas. Ask them to pick one present. Say the sentence 'I got ...' Ask your child to repeat it back. Count how many words they need to write.</p> <p>Support your child to write the sentence 'I got...' Encourage them to tell you the word they are going to write and allow them to think of the sounds within the word. What they got for Christmas should be spelt the way the child can hear it. You can model the correct spelling after.</p> <p>2. CVC word writing</p>	<p>1. Zero and not zero sorting sheet Look at the different images and decide if they are zero or not zero</p> <p>2. One less rocket-count the rockets and cross one off and count how many are left. Write this number on the sheet.</p> <p>3. Create 5 counters (cut out 5 circles from a piece of paper)</p> <p>Colour in one side red and the other side green. Using the counters encourage your child to find different ways to make 5. For example, 4 red counters and 1 green. Can they record this as a number sentence? $4 + 1 = 5$ What other ways can you make 5?</p>
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Look carefully at the pictures. (Red hat, big bus) encourage your child to write these words independently using their phonic knowledge.</p> <p>3. ch, sh sound matching sheet. Match pictures to the correct sound.</p>	
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>4. Ch/Sh word writing</p> <p>Linked to this week's phonics sounds. Encourage your child to write the correct sound (ch or sh) under each picture.</p>	
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>		