








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><u>Topic - Task</u> (offline and online)</p>				
<table border="1"> <tr> <td data-bbox="120 823 297 879"> <p>Approach</p> </td> <td data-bbox="324 823 577 879"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="120 882 297 1120"> <p>Activate</p>  </td> <td data-bbox="324 882 577 1120"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p>	<p>What is it?</p>	<p>Activate</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>	
<p>Approach</p>	<p>What is it?</p>					
<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					
<table border="1"> <tr> <td data-bbox="120 1139 297 1195"> <p>Explain</p> </td> <td data-bbox="324 1139 577 1195"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> <tr> <td data-bbox="120 1198 297 1390">  </td> <td data-bbox="324 1198 577 1390"></td> </tr> </table>	<p>Explain</p>	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>			<p>Wednesday - ch</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"> Use paper to make a shape of a rocket. Use squares to write each letter of your name. Make your own space picture.
<p>Explain</p>	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>					
						

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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 writing the words: chop, chat, rich</p> <p>Thursday - sh</p>	 <p>3. Discuss with your child that the new topic for this half term is 'Space'. What do you want to find out about space? What do you already know about Space?</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 writing the words: shop, fish, shell</p> <p>Friday – Tricky words</p>	
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Listen to the tricky word song</p> <p>https://www.youtube.com/watch?v=R087IYrRpgY</p> <p>Stop at the words 'they', 'he', 'she' and practise reading them.</p>	