









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.


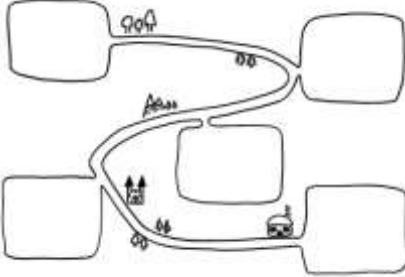


Down the left hand side of the page are the metacognitive strategies we have been teaching the children that are particularly important to home learning.

<p><u>Metacognitive strategies</u></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><u>Literacy Tasks (offline and online)</u></p>  <p>Main learning objective: To act out a familiar story</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Literacy – Submit by Friday 21st January</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to compare weight and capacity</p> <p>Please send an email/ evidence me with photos of the highlighted activities only.</p> <p>Maths- Submit by Friday 21st January</p>				
<table border="1"> <tr> <td data-bbox="120 807 300 1107"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="318 807 577 1107"> <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 1139 300 1375"> <p>Explain</p>  </td> <td data-bbox="318 1139 577 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>	<ol style="list-style-type: none"> Listen to the story of 'Whatever Next' by Jill Murphy https://www.youtube.com/watch?v=6c5cb0u0rPM Join in with the parts of the story you can remember. Get a box, teddy and some props for the story. Pretend to be Baby Bear and act out the story. Can you use some of the language from the story? What did baby bear say when he got to the moon? Make a list of things you would take with you if you went to Space. 	<ol style="list-style-type: none"> Be a human balance scale. Place an item in each hand. Tip to show which item is heavier and lighter. Are larger items always heaviest? Eg an apple and a balloon? https://kids.classroomsecrets.co.uk/resource/reception-heavy-and-light-game/ Using this link. Look at the balancing scales. Answer the questions and discuss with your grown up. How do you know this is the heaviest? How do you know this is lighter? <u>Capacity</u> Using a container fill it with different amounts of water. Full, empty, nearly full, nearly empty, about half full. <u>Capacity</u>
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>3. Go on your own Space Adventure. Draw a simple story map of where you would go in Space. What planet would you like to visit? What would you do there?</p> <p>An example of a story map.</p>  <p>4. Picture and Caption matching (worksheet found in resources folder)- Read the captions and match to the correct picture.</p> <p>5. Using the phonics learnt this week. Cut out the pictures and match them to the correct sound. (Phonic matching sheet found in the resource folder)</p>	<p>Using a range of different containers (different shapes and sizes) Explore how many smaller cups it takes to fill the different containers. Record the results and put the container in order. Which one held the most water? Which container held the least amount of water?</p> <p>5. Colour in the cups to show the amount of water to match the labels. Full, half full and empty. (worksheet found in resource folder)</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>		