






# Engayne home learning planning framework

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 write descriptions using capital letters and full stops.</p> <p>Desired outcome: To be able to sequence events from a story. To recognise and use adjectives. To use capital letters and full stops.</p> <p>Assessment activities to be submitted by: Friday 17<sup>th</sup> September 2021</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To develop place value knowledge</p> <p>Desired outcome: Children to use their place value knowledge to order numbers. Children to be able to write numerals as words.</p> <p>Assessment activities to be submitted by: Thursday 16<sup>th</sup> September 2021</p>				
<table border="1"> <tr> <td data-bbox="123 949 302 1013"> <p><b>Approach</b></p> </td> <td data-bbox="324 949 582 1013"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="123 1013 302 1236"> <p><b>Activate</b></p>  </td> <td data-bbox="324 1013 582 1236"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p><b>Approach</b></p>	<p><b>What is it?</b></p>	<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>Explain to the children that this week they are going to continue checking what they can remember some of their spelling sounds they learnt in Year 1.</p> <p>In this week's poem '<u>My Wish</u>' most of the words in the poem</p>	<p><u>Session 1</u></p> <p>Begin by counting in 2s, 5s and 10s. What patterns have you noticed? Can you count backwards?</p> <p>Recap rods and crosses knowledge from previous lesson.</p> <p>Look at the 100 number square. Question the children on how it is set out. What happens when you go across the square/up and down the square?</p> <p>Look at the example where numbers are missing from the number square. How can you work out which numbers are missing?</p>
<p><b>Approach</b></p>	<p><b>What is it?</b></p>					
<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					

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<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>use the spelling digraphs, trigraphs, <u>prefixes</u> (can be put at the <b>start</b> of a word to change the meaning) and <u>suffixes</u> (can be added at the <b>end</b> of the word to change the spelling) that they have learnt previously.</p> <p>Ask the children to slowly and carefully read verse 2 of the poem together with an adult. Explain that they need to use their knowledge to sound out the words and blend them together. Support may be necessary with some words.</p>	<p>Once the example number square is full, try the independent task.</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Look at verse 2 together and underline any sounds that the children find difficult or those that they need reminding of.</p> <p><b>Challenge</b> - Choose a word, e.g. <i>bird</i>, underline the digraph 'ir' and ask the children if they can remember any other words that use the same digraph. Ask the children to write them down.</p>	<p>Task- Children to complete the numbers that are missing on the given 100 squares. Choose the task that they feel most confident with. When finished, children are to choose to colour and colour in the odd and even numbers. This may require a small amount of input in a mini plenary.</p> <p><u>Session 2</u> Look at the numbers on the power point, which numbers are even? Which are odd? Which part of the number do we need to look at to identify this? What do the numbers end in if they are even/odd?</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><u>English</u></p> <p>Last week you listened to the story The Enormous Crocodile by Roald Dahl. Ask the children to think carefully about all of the characters in the story, which names can you remember? Show the children the pictures and names on the English PowerPoint. Ask the children to tell a partner or adult who their favourite character was and why. In talk partners discuss The Enormous Crocodile's clever tricks and why they were unsuccessful.</p>	<p>Recap the number square we were looking at yesterday. What do we know about a number square (vertical is in 1s and horizontal is in 10s). Fill in the missing numbers that are given in the example.</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>If you would like to listen to the story, again use the following web link.</p>	<p>Look at the part of the number square that has been highlighted. Use the number square given to fill in the missing numbers. Model how to do this on the PPT. For example, if the number underneath is missing then you need to add 10. If the number before it is missing take away one.</p> <p><b>Task- Children to choose between a number of tasks depending on how confident they feel.</b>  <b>Less confident-</b> Numbers to 20.  <b>Confident-</b> Missing number sheet including number line.  <b>Very confident-</b> Place Value Puzzle</p> <p>Make sure children use the 100 square they completed the previous day to help them.</p>

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<https://www.youtube.com/watch?v=HpmV-mDkJA>

**Task** - Children to sequence pictures from the story. Children can add either thought bubbles or sentences to show what the crocodile was thinking or doing in each picture on white boards or paper.

## Lesson 2

### Phonics

Give the children the Sound matching (verse 2) worksheets and ask them to look at the sounds and find the word underneath that uses the same sound.

Ask the children to write the word underneath to link the word with the new suggestion. There are five sentences for the children to complete. Remind the children that the bold letters within the word make the sound that they are matching.

Explain to the children that it could be the prefix (at the beginning of the word) or the suffix (added at the end of the word) as well as a sound within the word.

### English

Explain to the children that today they are going to learn what an adjective is and they will be using adjectives in their sentence writing today. Ask the children to listen to the adjective songs on the English PowerPoint.

Challenge- Children to work out all the possible numbers from the clues given.

## Session 3

Recap, on whiteboard children are to write down the numbers that are being represented.

Introduce children to spelling numbers 1-10. Is there anywhere in the room that may help them spell these numbers? Look at the following video that is a rap of spelling numbers 1-10.

<https://youtu.be/SzfFzJGwwZQ>

Ask the children to look at the numbers 10-20 and match to the correct word. What do they notice? Show the children the similarities between different numbers and how they are spelt. 1-20 is quite tricky but then it is much easier to 100!

Task- Children in groups to match up the spellings and numbers on 1-20. If they have finished they can play snap or pairs and test each other.

## Session 4

Begin by looking at the missing number questions to 10. If they have worked out the answer, can they spell the answers?

Recap and look at the following video that is a rap of spelling numbers 1-10.

<https://youtu.be/SzfFzJGwwZQ>

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Can they think of other adjectives they could use linked to The Enormous Crocodile and his clever tricks ?

Show the children the worksheet 'The Enormous Crocodile's clever tricks'. Ask the children to explain what is happening in each picture, what is the crocodile pretending to be?

For your information the four clever tricks are;

1. The Enormous Crocodile pretended to be a tall, green palm tree.
2. The Enormous Crocodile pretended to be a bumpy, straight see saw.
3. The Enormous Crocodile pretended to be a still, wooden statue.
4. The Enormous Crocodile pretended to be a hard, long bench.

Model one of the Enormous Crocodiles clever tricks sentences. Ask the children to help make a list of other adjectives that could be used to describe what the crocodile was pretending to be. The children can also start the sentences with; He was a...

**Challenge** -To use an expanded noun phrase statement, e.g. The crocodile pretended to be a tall, straight tree with large, emerald leaves.

Lesson 3

Phonics

Give pairs of children the worksheet 'Sentences' or with an adult if working at home. Read the sentences together,

Explain that today we are looking at number all the way to 100. Go through the examples with the children on how you would spell different numbers, for example 52, 71.

Can they see a pattern? Which numbers would this not work for again?

If more examples are needed then choose some other numbers.

Task- Children are to complete the table given to them with the correct spelling or number. They can use the given spellings on the board to help them.

Session 5

As a class, children are to sit on the carpet with whiteboards and work their way through the reasoning questions. If they are confident with their answer, they need to be able to explain how they know they are correct.

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ensuring that the children know what they say and how to pronounce all the words.

Explain that today the children are going to be the teachers and are going to dictate a sentence to their partner to write.

Demonstrate turning the sentences face down, taking turns to choose one and dictating this to a child to write.

Demonstrate checking the sentence using the original sentence as support. Remind the children that they need to correct their sentences if there are errors.

## English

Explain to the children that they are looking for The Enormous Crocodile, who has gone missing. In today's lesson, the children will be making a Wanted Poster plan. Hook children in by pretending to be News reporter. Have you seen this animal? Tell the children that the Police are investigating a serious incident in children's playground.

Show the children the Wanted Poster template, explain that to be able to help find The Enormous Crocodile they will need to think about;

Who they are looking for

What he looks like

What he is wanted for

Where he was last seen

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And what reward there is

## **Activity:**

Children to think of their own ideas for each part of the poster.  
Ask the children to list adjectives to describe The Enormous Crocodile, chose one of the clever tricks to include as his crime.  
Can the children think of a place that he might be hiding and what reward there will be if anyone finds him ?

## Lesson 4

### Phonics

Give the children the Word cards. Explain that their challenge today, is to use some of the words on the cut out cards to create their own interesting sentences or birthday wishes.  
Ask the children to choose one of the options and complete the following sentence.

The \_\_\_\_\_ on the rocks.  
(jumping, dolphins, splashing,  
quickest, horses, roaring)

Tell the children that they can add an ending *-s*, *-ed* or *-ing* if it helps make the sentence correct. In addition to this, extra words can also be added but these should be kept to a minimum.

Demonstrate that by using the cards and physically moving them around it will help them create a sentence. Encourage the children to proofread and check their work for errors, correcting if necessary.

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## English

Children will need to look at and talk through their plans from the previous lesson. Ask the children to share their plans and orally put them into sentences.

### **Activity:**

Children to write a Wanted Poster using their plans and complete sentences using a writing frame with sub headings.

Remind the children to use capital letters, full stops, to include adjectives and the conjunctions 'and/because' to extend their sentences.

Once the Wanted Poster is completed, ask the children to illustrate and draw a picture of The Enormous Crocodile.

## Lesson 5

### Phonics

Use the Phonic Phase mat to practise your sound recognition. Share and show an adult which sounds you know.

### English

During this lesson, we will be doing some guided reading. Log into Bug Club and work your way through at least one of the books. Make sure you answer the bug questions by pressing on the bugs head. There are not questions on every page.

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	<p>Challenge Can you make up some of your own questions about the book that you have read?</p>	
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