

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>Topic</u> Tasks (offline and online)</p> <p>PSHE Geography</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>PE</p>
	<p>Geography -</p> <p>Main learning objective: To be able to identify that most living things live in habitats to which they are suited.</p> <p>Desired outcome: To recognise the characteristics of a polar animal and how they have adapted to their environment.</p> <p>Assessment activities to be submitted by Wednesday 22nd September</p> <p>Session 1:</p> <p>Open PowerPoint <u>'The Arctic'</u>. Look through the slides together and discuss. To find out more about Polar regions and animals, there are two short video clips to watch.</p> <p>Watch <u>BBC Bite size clips</u> –</p> <p>What is a Polar habitat? https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx Play the game and answer the quiz.</p> <p>Adaptations of animals in the Arctic https://www.bbc.co.uk/bitesize/clips/zrgygk7</p> <p>Play the game <u>Arctic animals – What can you see?</u></p>	<p>PE -</p> <p>Main learning objective: To be able to follow instructions during physical group activity.</p> <p>Desired outcome: Children are able to stop, go etc. and follow instructions immediately within a large group.</p> <p>Assessment activities to be submitted by N/A</p> <p>Independence - getting changed. Where our clothes go, looking after our things.</p> <p>Go through rules for PE.</p> <ul style="list-style-type: none"> • Parachute Games • Hoop Team Building Game-Can you stand in a circle and pass the hoop to your friend? Step over; pass through using your body. • Group Games with class-Bean Game, Stuck in the Mud <p><i>If home learning, complete your own exercise challenge. Maybe complete a Joe Wickes session, try a cosmic yoga video or make</i></p>

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Activity:

Children to design their own Arctic creature and to write a description. Using the information that they have learnt about the characteristics of polar animals. What will their polar animal, bird or marine mammal need to have to survive in the Arctic ?

For example;

It has fur to keep warm. Blubber to keep warm. It has sharp claws to hunt. Flippers to swim in the icy water. Encourage the use of labels to show claws, thick fur, large feet, flippers, strong teeth. Model using adjectives and other phrases to give detail about their creature e.g. powerful fins, long tusks, white fur and black nose.

Challenge: Can you use labels and use because to write a sentence about your Arctic creature ?

Session 2:

This week we are going to use 'Now Press Play' to enjoy an experience in the Arctic. We are learning about different habitats around the world; the animals we would see and what life would be like there.

Follow the link below to take part in the 'Now Press Play' experience 'Arctic'.

<https://nowpressplay.co.uk>







Click on At Home at the top of the web page

up your own circuit using your own equipment at home and see how many times you can complete it.

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	<p>Enter the password - nowpressplay</p> <p>Select Years 1 – 2 followed by selecting Geography – Arctic.</p> <p>You do not need headphones. Have fun on your Arctic adventure.</p> <p>Look at the PowerPoint 'Guess the polar animal game'. Can you follow the clues and guess the polar animal ?</p>					
<table border="1"> <tr> <th data-bbox="123 687 297 754">Approach</th> <th data-bbox="324 687 573 754">What is it?</th> </tr> <tr> <td data-bbox="123 758 297 981"> <p>Activate</p>  </td> <td data-bbox="324 758 573 981"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	Approach	What is it?	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>PSHE</p> <p>Main learning objective: Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.</p> <p>Desired outcome: Children will be able to identify situations as to whether they are incidents of teasing or bullying.</p>	
Approach	What is it?					
<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> <th data-bbox="123 1029 297 1096">Explain</th> <th data-bbox="324 1029 573 1096">Explicitly teaching strategies to pupils and helping them decide when to use them.</th> </tr> <tr> <td data-bbox="123 1099 297 1259">  </td> <td data-bbox="324 1099 573 1259"></td> </tr> </table>	Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.			<p>Introduction</p> <p>Ask the class to think of two things that make them special which they can share. Model this for the children with some examples of your own.</p>	
Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.					
						

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Tell us something about yourself that you are proud of.</p> <p>Tell us something about your community/family that you are proud of.</p> <p>Do some people sometimes make fun of other people or their community?</p>	
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Give an example of something that is called teasing e.g. <i>"Harry dropped his tray at lunch time today. Some people laughed and called him butter fingers."</i></p> <p>Can you think of other examples of teasing?</p>	
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Give an example of something we call bullying e.g. <i>"Every time Sam sees James, he calls him ginger because of his red hair."</i></p> <p>Can you think of other examples of bullying?</p> <p>When people joke and tease, they do it once. This is unkind and can hurt someone's feelings.</p> <p>When people bully, they do it <i>often</i>, or even <i>every time</i> and <i>deliberately</i>. NB: these distinctions will need to be made strongly.</p> <p>Activity</p> <p>Have two flipchart sheets ready with Bullying written at the top of one and Teasing written at the top of the other.</p>	

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Give everyone in the class two post-it notes each. After some reflective thought, they write on the note about a time when they experienced teasing or bullying, or watched it happening to someone else. Stress that they should not use any names in their writing. This will be anonymous.

If writing this is too difficult for some children, offer an alternative - e.g. draw a picture then talk to teacher or other adult in class about it.

Plenary

Choose a completed post-it note at random, read it out and ask the class how that person might have felt. At no point must you ask the child who wrote it to identify themselves. It will be kept anonymous. Decide, with help from the children, which sheet the post-it note belongs to - **Bullying** or **Teasing**? Stick the post-it on the correct sheet.

Emphasize that it is never acceptable for people to bully others and that most children do not bully.

Ask the children to think of who they could turn to for help, for example, by holding up one hand and thinking of five different people (one for each digit) that they can turn to if they're feeling worried, or being bullied.

Also make clear, once again, the difference between teasing (a one off unkindness) and bullying (which is repeated or regular).