






# 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 be able to write a diary entry using the first person.</p> <p>Desired outcome:</p> <p>Children will be able to sequence events in a story.<br/>Children will use adjectives and verbs.<br/>Children will use capital letters and full stops.</p> <p><b>Assessment activities to be submitted by: Friday 24<sup>th</sup> September 2021</b></p> | <p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to compare numbers.</p> <p>Desired outcome: Children will be able to order and compare a range of 1 and 2 digit numbers.</p> <p><b>Assessment activities to submit - Lesson 1 and 3.</b></p> |   |  |
| <table border="1"> <tr> <td data-bbox="123 997 302 1292"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="324 997 582 1292"> <p><b>What is it?</b></p> <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>Activate</b></p>    | <p><b>What is it?</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 today they are looking at words like <b>want</b> which cannot be sounded out and blended like usual - <b>wont</b></p> <p>Does it sound right ?<br/>Is it an exception word ?</p> | <p><u>Lesson 1</u></p> <p>To begin with- Match the numbers to the representations shown.</p> <p>Today we are going to be comparing numbers and ordering them from smallest to biggest/biggest to smallest.</p> <p>Look at the numbers within 10 to begin with; which numbers are bigger/smaller.</p> |
| <p><b>Approach</b></p> <p><b>Activate</b></p>   | <p><b>What is it?</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>Ask the children to look at the worksheet Exception words 1, see if they can decide which words are exception words.</p> <p>For example -<br/> <b>said</b> sounded out phonetically is often written as <b>sed</b>.<br/> <b>some</b> sounded out phonetically would be <b>sum</b>.</p> <p>The words said and some are common exception words.</p> <p>Ask the children to choose another word and try sounding it out. Children to make a list of the exception words.</p> | <p>Now look at the two digit numbers. Explain that looking at the tens column helps. For example:<br/>           45 and 21 → 4 in the tens column means that 45 is the larger number as 4 is bigger than 2.</p> <p>Go through the examples as a class.</p>  |
| <p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>          | <p>Common exception words need to be practised and learnt.</p> <p><u>English</u></p>   | <p>When the tens column has the same number, you then need to look at the ones column after.</p> <p>For example:<br/>           26 and 28<br/>           28 is the bigger number because they both have 2 in the tens column (20) and 8 is bigger than 6.</p>   |
| <p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p> | <p>In today's lesson, the children will be using their imagination and acting out the story in small groups. If working at home the children can pretend to be the crocodile and act out his day. Ask the children to recall all of the characters in the story, using the pictures to think about what happened at each stage of the story.</p>   | <p>Go through the examples as a class.<br/>           Recap → It needs to be a systematic way: look at the tens column first and then the ones column.</p>  |
| <p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>   | <p>Ask the children to think about how the crocodile would be feeling, what emotions can they think of? Look at the slides and think about what the crocodile would be thinking and saying.</p> <p>Remind the children to talk slowly and clearly, can they add different voices and expression?</p>   | <p>Task - Order the numbers from smallest to largest and then largest to smallest.<br/>           If you are not feeling very confident choose Task A.<br/>           If you are confident choose Task B.<br/>           If you are feeling very confident choose Task C.</p> <p>Challenge: Look at the always, sometimes and never question. Explain your reasoning.</p> |

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## Lesson 2

### Phonics

Explain to the children that today they are looking at words like

*money* which cannot be sounded out and blended like usual

Does it sound right ?

Is it an exception word ?

Ask the children to look at the worksheet Exception words 2, see if they can decide which words are exception words.

For example -

*money* sounded out phonetically is often written as *mune*.

*sugar* sounded out phonetically would be *shooger*.

The words money and sugar are common exception words.

Ask the children to choose another word and try sounding it out. Children to make a list of the exception words.

Common exception words need to be practised and learnt.

Introduce the term mnemonics to the children. A mnemonic is a way of remembering things more easily and how to spell difficult words.

Ask the children to practise spelling would, should and could using the mnemonic to help them.

## Lesson 2

Look at the power point and complete the missing phrase. Explain what does greater than mean? What does less than mean? What does equal to mean?

Once the children have completed some of the answers, show them the symbols that are used. Explain that the greater than and less than are like giant crocodile teeth (maybe the enormous crocodiles!) They always like to eat the bigger number.

Go through some of the examples on the board. Keep showing that the 'teeth' are eating the bigger numbers. Allow children time to verbally say what the answer is e.g. 2 is less than 8. 16 is equal to 16.

Task- Children on whiteboards to complete the questions on the board inserting the correct symbols.

Challenge: Similar style question with some trickier questions including ones and tens question. (Go through this as a plenary).

## Lesson 3

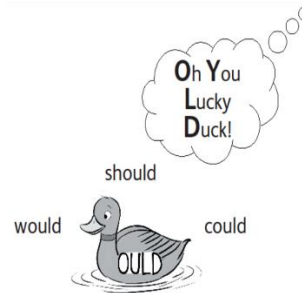
Look at the different representations of numbers. What numbers are shown, how do you know? How many tens are there? How many ones are there?

Recap what the different symbols mean and how we can remember the difference (bigger number is always eaten).

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## English

Today the children are going to make a story map of the day  
The Enormous Crocodile decided he was going to go and search for some children to eat.

Explain to the children that they are going to be pretending to be The Enormous Crocodile. They will draw pictures to help them remember the events in the story and then they can add some useful words.

To help with the story-planning share the slides introducing want a verb is. There is a verb rap to listen to and act out the actions. Read the sentences together and ask the children to identify the verb and then to act it out. Looking at the example picture can the children think of the verb 'biting' and put it in a sentence.

Looking at the example Story map, ask the children to orally retell the story including verbs and emotions. For example;

'I was so hungry and fed up.'

Go through some examples together to consolidate existing knowledge.

Once the children are confident. Look at some of the examples where adding on one side is involved. How would you work this out? Model that you would need to solve the addition first and then add the symbol.

For example:

$$2+6 \quad 8$$

$$2+6 = 8$$

$$8 \quad 8$$

$$8=8$$

Allow children to attempt the other questions.

Task:

- A- Children to colour in the pictures that are more/less.
- B- Children are to add the correct symbols to show greater than/less than
- C- Similar to task B but with an extra section where they need to write a number themselves to complete the question. A MINI PLENARY MAY BE NEEDED.

## Lesson 4

To begin with, look at the number sentences and get the children to write their answers on a whiteboard. E.g. 1 ten and 8 ones is 18.

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'I walked quietly through the jungle, excited about who I might catch to eat.'

'I was so mad when Roly Poly bird warned those yummy children to run away.'

Ask the children to make their own story map, ready to help with tomorrow's diary writing lesson.

## Lesson 3

### Phonics

Explain to the children that today we are looking at words like **water** which cannot be sounded out and blended like usual

Does it sound right ?

Is it an exception word ?

Ask the children to look at the worksheet Exception words 3, see if they can decide which words are exception words.

For example -

**water** sounded out phonetically is often written as **worta**.

**busy** sounded out phonetically would be **bise**.

The words water and busy are common exception words.

Ask the children to choose another word and try sounding it out. Children to make a list of the exception words.

Common exception words need to be practised and learnt.

Today the children will be looking at different math problems. Read the first question to the children and highlight key words that tell us what the question is asking. For example, **most, more, less**.

Go through to some examples together.

Task-

In mixed ability pairs, children are to go around the room looking for the questions and answering the questions together.

### Challenge

Look at the example questions on the board, how would you solve them? What is the answer?

## Lesson 5

Explain that today we are going to become number detectives. There are some clues to help us find the mystery number! Read the question together as a class and ask the children to think about how they would start to solve this. Sometimes it is best to pick any number to begin with and go through the clues in steps.

Give the children an example. Looking at the first clue, we can see that it needs to be a two digit number. Should we pick 4 or 22?

Go through the clues together.

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## English

**Tell the children they are going to write a diary entry** about what they did and what happened to them as The Enormous Crocodile. Explain that a diary is written to remember the events and feelings of somebodies day.

Look at each of the pictures, what were you doing ?

Remind the children that they are pretending they are The Enormous Crocodile. When they write their diary, they will write in the first person from The Enormous Crocodile's point of view.

Together read the diary entry example, ask the children to find the adjectives and verbs. Ask the children to think of other time opener words to verbally complete the rest of the diary entry.

If the children are unsure, the time openers used are First, Then, Next, After or After that and Finally.

There is lots to remember to include in this piece of writing and may take an extended lesson or a second lesson to complete.

Children will need to include, time openers, adjectives, verbs, emotions, capital letters and full stops.

When the children realise that 22 will not work, ask the children to think about what error has been made and what we have learnt from our first attempt. As a class try a different number until the problem is solved.

Once the children have succeeded in the first task, children can attempt the independent question (on PPT).

As a plenary, get feedback from the children. What did they begin with/explain reasoning of changing the number.

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## Lesson 4

### Phonics

Explain to the children that they will be looking at other mnemonics today to help spell other common exception words.

Ask the children if they can remember the mnemonic, they have taught previously – Oh you lucky duck. Practise spelling should, would and could again.

Show the children the mnemonic for because and ask them to think of their own mnemonic finding a word beginning with each letter in the word because.

For example; Bears eat chocolate and usually share equally !

### English

A response lesson is when the children work on editing and improvement skills. This week the children are going to see what other adjectives they could have used in their writing. Can they find another word that means the same as;

clever, nasty, delicious and little.

The children if at school would be introduced to a thesaurus, that it is used to find alternative vocabulary and that it is set out in alphabetical order.

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Now ask the children to choose one of these adjectives or the alternative adjectives to write in a sentence about The Enormous Crocodile Story.

## 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.

### Challenge

Can you make up some of your own questions about the book that you have read?