




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>Computing PSHE</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>Science PE</p>				
	<p>Computing –</p> <p>Main learning objective: To be able to program a sprite to move around on a screen.</p> <p>Desired outcome: To plan a route from one hoop to another in the playground To create a sequence of move instructions on screen. To record audio and add an add an instruction to play audio To create a costume for a sprite.</p> <p>Assessment activities to by submitted by: N/A</p>	<p>Science -</p> <p>Main learning objective: To identify objects as alive, dead and never been alive.</p> <p>Desired outcome: Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Assessment activities to by submitted by N/A</p>				
<table border="1"> <thead> <tr> <th data-bbox="125 1034 297 1107">Approach</th> <th data-bbox="327 1034 600 1107">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1107 297 1337"> <p>Activate</p>  </td> <td data-bbox="327 1107 600 1337"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </tbody> </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>Computing –</p> <p>For our computing topic the PowerPoints will walk you through everything that you will need to do. In preparation for this topic you will need:</p> <ul style="list-style-type: none"> • Software: ScratchJr (alternative: Scratch) • Hardware: iPads (alternatives: Android tablets, laptop/desktop/Chromebook computers, 	<p>Science –</p> <p>Look at <u>'Alive, Dead and Never Alive'</u> PowerPoint.</p> <p>Talk to the children and show <u>Living things</u> = plant, animal (vertebrates and invertebrates), people and seeds. <u>Dead things</u> = dead plant, and parts of plants and animals that are no longer attached = leaves, twigs. Shells, fur, hair, feather.</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>					

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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>This is an overview of what the children will learn to do during each of the sessions which can be found on the PowerPoints:</p> <p>In this unit, children will learn how to program a sprite, such as a spaceship to move around the screen.</p>	<p>Explain that there will also be some objects around them, which are counted as never being alive. Objects made of rock, metal and plastic are counted as never being alive.</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Session 1</p> <p>The children will take part in playground activities listening to and giving instructions to move to a given place. Using hoops the children will plan movements between each 'planet'</p>	<p>Go on a school safari or outside at home to look for things that can be sorted and classified as living, dead and has never been alive. Children to take photographs to be kept for display.</p> <p>PE -</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Session 2</p> <p>The children will be introduced to ScratchJr and will learn how to program a sprites movement.</p> <p>Session 3</p> <p>The children will be introduced to output and how to use multiple sprites. Output: information produced by a computer in this case, moving sprites on a screen, text and audio.</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 by submitted by N/A</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Session 4</p> <p>The children will be introduced to message passing and input. Input: data supplied to a computer, in this case, tapping on the screen of a tablet</p> <p>Session 5</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</i></p>

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The children will be introduced to **repetition**. **Repetition:** programming construct, which allows a group of instructions to be repeated a number of times or until a certain condition is met.

Session 6

The children will learn how to create a new 'costume' for their sprites.

PHSE –

Main learning objective: Understand and describe strategies for dealing with bullying.

Desired outcome: Rehearse and demonstrate strategies to deal with bullying.

Assessment activities to be submitted by: N/A

Introduction

Class discussion: look at the school rules about bullying. Do the children know who to go to if they are being bullied or see someone else being bullied? What strategies are in place in school for children to withstand bullying?

Set up a circle time. Only speak when the person has the object in their hands. Use a sentence to start the thought. Make clear that it does not matter if many people say the same thing - it just means they had the same idea.

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

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Sentences to use during circle time:

It is not right to bully because ...

Some people bully others because they ...

If I am bullied, I can talk to ...

If I see someone being bullied I can talk to ...

I can look after someone being bullied by ...

Activity - Don't do that!

In pairs, children play Don't Do That. They talk about what someone could say if they are being bullied or see someone else being bullied.

They respond by saying "Don't Do That ... *(It's not kind. It's not nice. You are being unkind. I will talk to the teacher about it. You wouldn't like it if someone did it to you etc.)*

Each pair tries to get 5 different *Don't Do That* sentences.

They then share their favourite one with the class. The teacher notes them on a poster or flipchart, which can be put up in class.

Plenary

Ask the children if they can tell you what the school rules are on bullying and who to talk to if they are bullied or see someone being bullied.