










Engayne home learning planning framework

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THIS WEEK IS ASSESSMENT WEEK SO THERE WILL NOT BE AS MANY CORE SUBJECT LESSONS

<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</u> (offline and online)</p>  <p>Main learning objective: To be able to write exciting sentences that include full stops and capital letters.</p> <p>Desired outcome: To be able to write sentences that make sense and include adjectives and the correct punctuation.</p> <p>Assessment activities to be submitted by: Wednesday 29th September 2021.</p>	<p><u>Maths - Task</u> (offline and online)</p>  <p>Main learning objective: To be able to build number fluency</p> <p>Desired outcome: Recall number facts and multiples of 2,5,10.</p> <p>Assessment activities to be submitted by: N/A</p>																																																								
<table border="1"> <tr> <td data-bbox="123 869 302 1173"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="324 869 593 1173"> <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="123 1189 302 1436"> <p>Explain</p>  </td> <td data-bbox="324 1189 593 1436"> <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>	<p><u>Lesson 1</u></p> <p><u>Phonics</u> - This will be a useful reference during phonics</p> <p>Word list</p> <table border="1"> <thead> <tr> <th>dge</th> <th>ge</th> <th>j</th> <th>g</th> </tr> </thead> <tbody> <tr><td>badge</td><td>cage</td><td>jacket</td><td>allergy</td></tr> <tr><td>bridge</td><td>wage</td><td>jam</td><td>apology</td></tr> <tr><td>edge</td><td>rage</td><td>jar</td><td>charging</td></tr> <tr><td>fudge</td><td>huge</td><td>jaw</td><td>edgy</td></tr> <tr><td>grudge</td><td>hinge</td><td>jelly</td><td>Egypt</td></tr> <tr><td>hedge</td><td>large</td><td>jet</td><td>energy</td></tr> <tr><td>ledge</td><td>merge</td><td>jog</td><td>gem</td></tr> <tr><td>lodge</td><td>gorge</td><td>joke</td><td>geology</td></tr> <tr><td>nudge</td><td>change</td><td>joy</td><td>giant</td></tr> <tr><td>ridge</td><td>strange</td><td>jump</td><td>giraffe</td></tr> <tr><td>sledge</td><td>bulge</td><td>jungle</td><td>gymnastics</td></tr> <tr><td>smudge</td><td>orange</td><td>just</td><td>magic</td></tr> </tbody> </table>	dge	ge	j	g	badge	cage	jacket	allergy	bridge	wage	jam	apology	edge	rage	jar	charging	fudge	huge	jaw	edgy	grudge	hinge	jelly	Egypt	hedge	large	jet	energy	ledge	merge	jog	gem	lodge	gorge	joke	geology	nudge	change	joy	giant	ridge	strange	jump	giraffe	sledge	bulge	jungle	gymnastics	smudge	orange	just	magic	<p><u>Lesson 1</u></p> <p>Think about the different ways you can add up to 20. What method do we know? Counting on fingers, drawing objects, counting objects. We can also use Numicon to help. You can add by counting the holes in the Numicon. For example:</p>  <p>$6 + 2 = 8$</p>
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>This week we are looking at the sound 'j' and when it is spelt differently (dge, ge, j, g).</p> <p>Read the story 'Geoff the Giraffe and the fudge'. Are there many words that have the same sounds? Once the sound has been recognised, go back through the passage and underline the words that have the 'j' sound in them.</p>	<p>Task: Complete the Numicon challenge sheet. Can you represent the numbers in different ways, e.g. dienes or rods and crossed.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Phonics 2</p> <p>Look at the passage that the children highlighted yesterday. What sounds were we looking at? How many different ways can it be spelt? Is there one way to spell it? Put each of the words into groups.</p>	<p>Lesson 2</p> <p>Today the children will be completing a game. Each player starts with five building bricks. Take turns to roll a dice and move the game piece that number of spaces. Look at the number and operation shown on the space. Add or subtract this number of blocks to form the brick tower. The player with the highest tower at the end wins.</p> <p>Challenge: Can you change the numbers to make the addition and subtraction trickier?</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>dge ge j g Ask the children what they notice.</p> <p>When the 'j' sound is heard at the end of the word, it is spelt with a -dge if it has a short vowel sound before it. For example: edge, badge.</p> <p>When it has all other sounds before it, it is spelt with a -ge. For example: age, large and orange.</p> <p>If you hear the sound before an 'e, i, y' then it is usually spelled with a g. For example: giraffe, allergy, Geoff, gentle</p> <p>If the sounds is heard before an 'a, o, u' then it is usually spelled with a j. For example: jam, just, jacket</p> <p style="text-align: center;">JELLY IS AN EXCEPTION TO THE RULE!</p>	<p>Lesson 3</p> <p>Today we would like you to practice counting in 2s, 5s and 10s. Try the following games on this website:</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/times-tables</p> <p>Hit the Button Coconut Multiples</p>

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Phonics 3

Ask the children to recap the rules identified yesterday (see phonics session 2). Children will be given different pictures and 4 word cards with the different ways to spell 'j'. Children are to group the pictures together underneath the correct heading. After they have been sorted, ask the children to write a sentence with at least 3 of the words in it.

English

Lesson 1

Think about what you did over the weekend, or something exciting that you have done recently. Share the event with a friend and tell them how you felt, what you saw, what you could smell etc.

Allow time for children to ask each other some questions about their day.

Children are to write a recount of the event.

Remember to use:

I

Adjectives

Full stops and capital letters

Verbs

Lesson 2

Children today have a range of pictures to choose from and are to write some sentences to describe the picture.

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The children will need to focus on full stops and capital letter and to read back the sentences to make sure they make sense.

For example:

The brown, cute dog with floppy ears was eating a large, delicious bone.

Choose 4 pictures and write a sentence each about them.

Session 3

Complete the enormous crocodile word search. Can you put any of the words into a sentence?

Session 4

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?