




# 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 (<b>offline</b> and <b>online</b>)</p> <p><b>RE</b> <b>PSHE</b></p> <hr/> <p><b>RE –</b></p> <p>Main learning objective: To understand how the Bible is sacred for Christians. To understand the meaning of stories that Jesus told about how to live.</p> <p>Desired outcome: Children can describe what a parable is. Children can name the Christian holy book. Children can recognise values in stories told by Jesus. Children can retell a story about Jesus, using artwork.</p> <p>Assessment activities to be submitted by: Friday 1<sup>st</sup> October 2021.</p>	<p><u>Topic including PE - Task</u> (<b>offline</b> and <b>online</b>)</p> <p><b>Science</b> <b>PE</b></p> <hr/> <p><b>Science -</b></p> <p>Main learning objective: To understand what a habitat is and be able to say what basic needs it should provide to things living there.</p> <p>Desired outcome: Children to make a chart or map to show different habitats around our school.</p> <p>Assessment activities to be submitted by N/A</p>		
<table border="0"> <tr> <td data-bbox="118 1145 297 1439"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="320 1145 577 1439"> <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><b>RE –</b></p> <p><u><b>Lesson 1 –</b></u></p> <p>Start a story with the words ‘Once upon a time...’ then stop – what were the children expecting? Discuss what a story is, who tells them and why people like them.</p>	<p><b>Science –</b></p> <p>Introduce the children to what the word <b>habitat</b> means. A <i>natural environment or home for a variety of plants and animals.</i></p> <p>Remind them of the previous task when they looked for living and dead things. Ask them to come up with some possible</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>Use The hare and the tortoise as an example of a story that makes people stop and think. Watch the video clip on the RE PowerPoint. Ask the children to discuss its meaning, what is the important message ?</p> <p>Explain how people can tell stories to help others focus on meanings. Ask the children if they know what a parable is ? Clarify that it is a story Jesus told to teach a lesson. The story has a special meaning for others to learn from.</p>	<p>habitats they visited around school. Make a list as they suggest things that are suitable - <b>pond, field, wood, tree, hedge, flowerbed, grassy patch, in soil.</b></p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children, if they know where parables can be found ?</p> <p>Share the parable of The lost sheep PowerPoint</p>	<p>Go on a <b>'Habitat Hunt'</b> either at school or outside. As you walk around, record the number of different types of habitat they can see. This either can be as a tally chart or recorded on the map.</p> <p>As you look at the habitats, ask the children what basic needs each of the habitats provide for anything that might live there (animal or plant). Try to draw out that habitats should provide shelter, food and water.</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Ask the children, what was Jesus teaching others, through telling this story? It is better to say when we say we are sorry than act like nothing has happened and not repent at all.</p> <p>Task – To draw a picture from The Lost Sheep and write a sentence to explain what a parable is.</p>	<p>Use findings to draw out that habitats can be large areas and many animals and plants could be there, or they can very specific/ small areas, where only some animals or plants could be there.</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>For example, The Lost Sheep is a parable told by Jesus in the Bible to teach an important lesson. The story will have a special meaning for Christians to learn from.</p> <p><b>Lesson 2 –</b></p> <p>Allow children to encounter a range of bibles (e.g. children's version, King James version, a language other than English, Old Testament and New Testament)</p>	<p>Make a class list of any living things they saw whilst walking around outside. Share 'Habitat pictures' PowerPoint to see what other habitats, there are that were not found at school or home.</p> <p><b>PE –</b></p> <p>Val Sabin lesson 2 - ball skills continued.</p> <p>If at home - take part in a Joe Wickes session or cosmic kids.</p>

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Help children to use bible references to find stories by Jesus, in the Bible. Can they find - Noah's Ark, Jonah and the whale, Jesus feeds the five thousand and The Nativity.

Task - Ask the children in pairs to think of five questions for a Christian visitor about the importance of the Bible to them.  
For example:

How often do they use the Bible?

How do they treat the Bible?

How do they remember its words?

What is their favourite story from the Bible and why?

How do the stories of Jesus affect their actions and beliefs?

Ask the children to share examples of questions they have devised and decide a class set of questions to ask a Christian visitor to school.

## **Lesson 3 –**

Watch a film version of The Prodigal Son the link is on the RE PowerPoint.

Help children to locate it in a Bible, drawing attention to Old and New Testaments, by modelling how to use the Bible reference (Luke 15:11-32).

Explain to the children they will be looking at art to help them see how the story is represented today. Ask the children to look at compare and contrast a stained glass window representation of the story with a modern depiction of The Prodigal Son on the RE PowerPoint.

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Task - Children to identify similarities and differences between the two images and to write a sentence about which image they prefer and why. Use the worksheet 'The Prodigal Son comparison'.

## Lesson 4 –

Explore the meaning of the word 'generous'. Can children identify any synonyms for this word ?

Share the Little Clay Bible version of the story of Zacchaeus  
<https://www.youtube.com/watch?v=zHXqI1-RA1c>

Think about how Zacchaeus changed by the end of the story and the importance of generosity. What might this teach Christian people today ?

Encourage children to reflect upon times when it is hard or easy to change our ways:

Have you ever had to say sorry and change how you behave ?  
Have you ever helped anyone by showing them kindness ?  
Is it hard or easy to be generous ?  
Who is generous in our school community and how ?

Task - Children to draw a picture from the story of Zacchaeus and write a sentence about the moral of the story.

## Lesson 5 –

Watch the video clip of The Widow's Mite

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<https://www.youtube.com/watch?v=vW-uWMZB23o>

Ask the children what they think is important to Jesus, in this story ?

Would his message be difficult or easy for Christians to follow ? How about people who are not Christians ?

As a class research to find out about a Christian charity. What do they do to help others ?  
What can we do to support charities ?

Task - Look at examples of Henry Martin's art to depict the story on the RE PowerPoint. Children to create a piece of artwork to show how Jesus' words and actions are inspirational in light of the story. Use the worksheet 'The Widow's Mite stained glass window template'

**PSHE –**

Types of bullying

**Introduction –**

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/types-of-bullying->

**Click on link to find an audio clip to listen to.**

Subjects and Issues  
Bullying Safeguarding Support networks

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## Introduction

Listen to the 'Friends are Special' song. Children may have already learnt this song in the lesson 'Being a good friend'. If so, they can join in with the song now. If not, ask the children to listen to the words of the song and see if they can pick out all the things that Harold, the happy, healthy giraffe, likes *about* his friends and likes to *do* with his friends.

Verse 1:

Who cheers me up when I'm feeling down

Who notices when my face wears a frown

When I'm all alone, who plays with me

It's my friends who help me stay carefree

Chorus:

Friends are fun and friends are fine

We play together most of the time

A friend's a special thing to be

And mine are so important to me

Verse 2:

If I've got a secret who can I tell

Who'll laugh with me and cry as well

Who makes up with me when we've had a fight

It's my friends who help me feel alright

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(Chorus)

Ask the children to list all the different friendship qualities they heard being mentioned in the song. You may like to print the words out (see resources section) so that children can learn the words and sing along.

Types of bullying

Friends try and do kind things towards each other like Harold does with his friends. But sometimes people are unkind to others. In what ways can people be unkind to each other:

- Calling names or saying hurtful things
- Hurting by hitting, pinching or kicking etc.
- Leaving someone out
- Sending hurtful messages or saying nasty things about people using mobile phones or computers

Look at the definition of bullying, noticing the emphasis on the word "*repeatedly*" in this definition. Explain also that not many children – and not every child – will get bullied.

'How many of you have ever fallen out with your friends?' Use the answers to show that falling out happens far more often than bullying.

'What behaviours or actions can be bullying if they happen repeatedly?' (Try to get children to cover the above acts of unkindness: physical – hitting, kicking; verbal – saying unkind things; emotional – e.g. leaving someone out; cyber - saying unkind things online or via mobile phones)

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In pairs or small groups give children a copy of *Types of Bullying Pupil* Activity sheet and ask them to discuss what is happening on each day.

Day 1 & 2: everyone together and all friends.

Day 3: one person on their own – why? Is it fair to leave someone out on purpose?

Do you think the friends have noticed that the one person is on their own?

Day 4: who could help if someone is feeling upset about something?

Day 5-6: point out that by talking to someone the child who is left out is helping himself.

Days 7-8: Everyone is back together again.

## **Plenary**

Ask children if the above incident is bullying? [Unlikely, it depends if that happens all the time, or if it's just happened once]

As a class draw up a list of people we could talk to if we were feeling unhappy or worried about something. Display this in the classroom.