






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 for different purposes. To be able to write a letter and recognise the features.</p> <p>Desired outcome: Children to write using the past tense. Children to use fingers spaces, capital letters and full stops. Children to recognise and use nouns.</p> <p>Assessment activities to be submitted by: Thursday 7th October 2021</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to add two digit numbers Desired outcome: To be able to use the column method to add two digit numbers.</p> <p>Assessment activities to be submitted by: Thursday 7th October</p>				
<table border="1"> <tr> <td data-bbox="123 997 302 1069"> <p>Approach</p> </td> <td data-bbox="324 997 582 1069"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="123 1069 302 1300"> <p>Activate</p>  </td> <td data-bbox="324 1069 582 1300"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p>	<p>What is it?</p>	<p>Activate</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>Today's spelling rule is, when the s sound precedes an 'e', 'i' or 'y' it is spelt with a 'c'. Here are some useful words for this week's phonics.</p>	<p><u>Lesson 1</u></p> <p>This week we will be looking at addition in maths. Start by asking what adding means? What does the symbol look like? Discuss vocabulary and other words for addition. When adding two numbers together they will become bigger. (S+S=B).</p>
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 <p>Explain</p>	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Word list</p> <table border="0"> <tr> <td>ace</td> <td>cancel</td> <td>circus</td> </tr> <tr> <td>centre</td> <td>chance</td> <td>dance</td> </tr> <tr> <td>city</td> <td>cycle</td> <td>ice</td> </tr> <tr> <td>distance</td> <td>face</td> <td>mice</td> </tr> <tr> <td>juice</td> <td>mercy</td> <td>once</td> </tr> <tr> <td>fancy</td> <td>price</td> <td>spicy</td> </tr> <tr> <td>peace</td> <td>recent</td> <td>race</td> </tr> <tr> <td>princess</td> <td>slice</td> <td>space</td> </tr> <tr> <td>since</td> <td>surface</td> <td>twice</td> </tr> </table> <p>Show the children the worksheet, s sound pictures. Ask the children to look at the pictures and remind them that the pictures must have an s sound in them.</p> <p>Demonstrate writing price, after writing <i>pri</i>, stop and ask the class which ways could the s sound be spelt. Ask the children to decide should it be spelt with an 's' or a 'c'.</p> <p>Explain to the children that all the words have a 'c' where the s sound is heard. Together write the other words on the whiteboard, asking the children each time which letter to use for the s sound.</p> <p><u>English</u></p> <p>Read the story of 'The Three Wolves and the Big Bad Pig'. Ask the children if the story reminds them of another story, what is the same and what is different ?</p> <p>Listen to the story again during Snack or at home time https://www.youtube.com/watch?v=coWeTT-eOOI</p>	ace	cancel	circus	centre	chance	dance	city	cycle	ice	distance	face	mice	juice	mercy	once	fancy	price	spicy	peace	recent	race	princess	slice	space	since	surface	twice	<p>Go through some visual examples. Check for misconceptions. Explain if you were to use this method, sometimes it would help to cross them out as you add them.</p> <p>Task: In mixed partners, look at the calculations given and try to find the answers. How did you work them out? What methods?</p> <p>Plenary: Introduce column addition.</p> <p><u>Lesson 2</u></p> <p>Recap- What are the rods and crosses showing. What numbers are represented?</p> <p>Recap- What does add mean?</p> <p>Look at the example: 23+35</p> <p>For each number show them using rods and crosses. Start by adding all the crosses together (the ones column) Then add all the rods together (the tens column) (PPT will go through this).</p> <p>Go through another example as a class. Allow children time to try to examples together. ALWAYS START WITH THE ONES (CROSSES).</p> <p>Task- Children are to pick a level of questioning that they feel comfortable with. (Red last questions is a carrying over question).</p> <p>Plenary- Representation question and introducing column addition again.</p> <p><u>Lesson 3</u></p> <p>Recap: What does addition mean, do the numbers get bigger or smaller when you add them?</p>
ace	cancel		circus																											
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fancy	price	spicy																												
peace	recent	race																												
princess	slice	space																												
since	surface	twice																												
 <p>Practise</p>	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>																													
 <p>Reflect</p>	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>																													
 <p>Review</p>	<p>Revisiting previous learning after a gap.</p>																													

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Children to talk to a partner and recall the four bad things the Big Bad Pig did. Ask the children to think of some adjectives to describe the Big Bad Pig's behaviour.

Hot seating – Tell the children they will be taking turns to pretend to be the Big Bad Pig. What excuses might he come up with for each of his bad actions. Teacher to model this first before choosing a child to be the Big Bad Pig.

Ask the rest of the children to think of questions to ask the pig. Try and encourage the use of question words; who/what/where/when/why/how?

Activity:

Children to record an excuse from the pig on whiteboards.

Write one excuse with use of "I"

Challenge - Write an excuse for and turn excuse into argument e.g., "I didn't mean to..." "I'm sorry but..."

Lesson 2

Phonics

Remind the children of the sound that they were looking at in the previous session, the **s** sound. Ask the children which ways this can be spelt (as an 's' or a 'c').

Explain to the class that a 'c' sounds like an 's' when it comes before certain vowels. Look at the words from the **s** sound pictures work sheet and ask the children what letter comes

Start by explaining column addition. We always set it out with the numbers on top of each other. When adding we start with the ONES column. Show the dienes representation after.

Go through another example as a class together.

Ask the children to try a question and then model it together:

Each number should go on top of each other and the ones and tens should be lined up.

Task: Choose a level of work that you would like to complete.

Class teacher to model under the visualizer how to set it out in books:

One number per square, numbers underneath each other.

START WITH THE ONES COLUMN!

Plenary- Go through the word problems with the children.

Highlight important information and answer the question.

Lesson 4

Recap: How do we use column addition method? Which column do you use? Go through the first question together.

Try the next question. What is different about this question? When we add the ones column it is 10 or more! When this happens we need to carry it over to the tens column and make sure we add an extra ten. (see example on PPT).

Model some examples with the children asking them to guide class teacher.

Children to attempt two questions on a white board.

When modelling the answers, forget to count over the carried one and address misconception.

Model under the visualiser how to set it up in their books.

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after the **s** sound in each word. Highlight these letters - ('e', 'i' and 'y').

Show the Reminder bubble worksheet and ask the children to help you complete the words with either an 's' or a 'c', highlighting whether the following letter is an 'e', 'i' or 'y'. Show the reminder bubble worksheet and repeat it together to help the children remember it.

Play the game –Don't say the word. Look at the words on the English PowerPoint. The children will describe a word but without saying the actual word. For example - cereal. You eat it in the morning, you eat it from a bowl and you add milk. Ask the children to take it in turns to choose a word; can they guess the word that their partner describes to them ? How good will you be at describing your word ? Remember – don't say the word !

English

Plan diary

Revise 'The Three Little Wolves and the Big Bad Pig' story. Can you remember some nouns/adjectives from yesterday? Revise excuses from previous lesson. What was the pig sorry for? Why was he sorry? Is there anything else we can add to his apology to the wolves? Model how to create a word bank (claim – excuse).

Activity: Children to plan their letter with some help to use opener's first/then/next/finally.

Task: Children to choose a level in their books of work.
Green- No carrying over
Amber- Starts off no carrying over and then some carrying over
Red- Carrying over questions.

Plenary- Misconception question. What did Craig do wrong?

Lesson 5

Recap column addition both without and with carrying over. Show some mistakes on the board and ask the children what CT did that was a mistake.

Task: In groups of 2 or 3, children are to play the addition to 100 school bus ride game. They can use their whiteboards for their calculations. Roll the dice and move this number of spaces. Solve the addition calculation. Partner to check whether it is correct. Children take turns. First to the finish wins.

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Focus group - These children will have pictures from the story to order in a story map. Focus is on cutting out and sticking in order.

The children to have first/then/next/? work sheet to help plan their letter.

Plenary - Share 'The Three Little Pigs' story and ask children to compare similarities and differences between this example and 'The Three Little Wolves'.

Lesson 3

Phonics

Show the Reminder bubble on the whiteboard to support the children. Ask them in pairs to complete the words on the Which s ? work sheet on their whiteboards.

Take feedback from the class and write the words on the whiteboard under columns 'c' and 's'.

English

Write letter

Teacher to identify examples of nouns/adjectives used during modelling.

For example,

Dear Mum,

I had very strange day and I met a Big Bad Pig.

First I saw the Big Bad Pig hit my house with a hammer.

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Then I saw the Big Bad Pig use a drill to smash my house.
Next I saw the Big Bad Pig throw some dynamite to blow up my house.
I was so scared and I ran away.
Finally, I made a house out of flowers and the Big Bag Pig was kind and I made a new friend.

Share letter template. Explain to children address, dear, from, date.

Activity:

Children to work from their plans from previous lesson to record their letter from the wolves. Encourage them to use openers and some adjectives if they can in their writing.

Focus group - They will be ordering the story using pictures. When pictures are stuck in, they will then write a sentence under each picture.

Lesson 4

Phonics

Activity 1: crossword /s/ 'c'

Show the children Crossword /s/ work sheet and explain that they need to find the word that goes with each picture. Demonstrate how each letter goes in each square of the relevant number on the grid. Check that the children know what each picture shows and complete the crossword together on the whiteboard, using the children to help fill it in.

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Activity 2: crossword /s/ 'c' and 's'

Explain to the children that they need to use the reminder bubble to help them complete this crossword with a partner. Check that the children know what each picture shows before they complete the crossword. Ask the children to share their answers and complete the crossword on the whiteboard together.

English

A response lesson is when the children work on editing and improvement skills.

Use 'Nouns' PowerPoint as an introduction. Explain to the children that we will be learning about nouns today. Year 2 will also find out if there are any in our classroom.

Children to work in small groups to share 'Noun Hunt' Worksheet. Children to work together to record examples of nouns---people, places, things inside and outside the classroom.

<https://www.youtube.com/watch?v=a6FFBsVJAMU>

Nouns Naming Song can also be another alternative to use with the children.

Activity:

Children to list nouns that they used and were in the story of The Three Little Wolves and The Big Bad Pig. Which of the nouns the children chose to list are a place, a person or an object/thing?

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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.

In school - Use a Space themed Bug Club Book to promote
Census Day Lunch.

Challenge

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