




# 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>Art</b> <b>PSHE</b></p> <hr/> <p><b>Art –</b></p> <p>Main learning objective: To be able to represent observations and ideas. To record from first-hand observation</p> <p>Desired outcome: Children to be able to take; select and edit photographs. Children to use tone and shade to represent things seen, drawn or imagined. Children to develop techniques of colour, pattern, texture.</p> <p><b>Assessment activities to be submitted by: Wednesday 7<sup>th</sup> October 2021</b></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 recognise a variety of habitats.</p> <p>Desired outcome: Children to be able to match different animals to the habitats they can be found in.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <thead> <tr> <th data-bbox="120 1118 300 1182">Approach</th> <th data-bbox="322 1118 582 1182">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="120 1182 300 1414"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1182 582 1414"> <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><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>Art –</b></p> <p><u><b>Lesson 1</b></u></p> <p>Ask the children to pretend to be a camera. Give the children iPads or iPods and ask them to walk around the classroom looking through a camera's viewfinder.</p>	<p><b>Science –</b></p> <p>This week we are going to use 'Now Press Play' to discover habitats. We are learning about different habitats around the world and in this weeks Now Press Play...</p> <p>You are an alien from the Planet Doom. You and your co-pilot Shift need to find a new planet to inhabit. When you stumble across the planet Earth, you visit different habitats to find a</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>Encourage the children to explore what happens when they move closer to something or further away. What happens when they hold the viewfinder vertically or horizontally ?</p> <p>Ask the children to go outside and look at trees, plants and flowers. Let the children practice zooming in and out to look at the fine detail. Children to work in pairs, choosing a favourite flower or plant to each take a close up photo of ready to sketch when returning to class.</p>	<p>suitable home for your people. However, Shift is kidnapped by some creatures called ‘humans’ – will you ever see her again ?</p>
<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Share a few of the photos with the class, asking the children to point out the fine detail, the shapes, colours, light and dark tones and any areas of shade.</p>	<p>Follow the link below to take part in the ‘Now Press Play’ experience ‘Habitats’.</p> <p><a href="https://nowpressplay.co.uk">https://nowpressplay.co.uk</a></p> <p>Click on At Home at the top of the web page Enter the password - nowpressplay</p> <p>Select Years 1 – 2 followed by selecting Science – Habitats.</p> <p>You do not need headphones. Have fun on your adventure.</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Demonstrate sketching from a photograph. Encourage the children to draw everything they see in their frame using a 2B sketching pencil. Compare the drawing with the photograph, identifying similarities and differences between the drawing and the photograph.</p>	<p>Play the game Habitats quiz. Can you match the animal or creature to the habitat it lives in ?</p> <p><a href="https://www.dkfindout.com/uk/quiz/animals-and-nature/habitats-quiz/">https://www.dkfindout.com/uk/quiz/animals-and-nature/habitats-quiz/</a></p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p>Children to sketch from both of the photos they took with their partner.</p> <p><b><u>Lesson 2</u></b></p> <p>Show the children photos of gardens. Play ‘Jump into the picture’ How would it have felt be in the picture ?</p> <p>Would it have felt cold or warm ? What smells may there be ? Would it be relaxing or exciting ? What would you do there ?</p>	<p><b>PE –</b></p> <p>At school, continue with Val Sabin Lesson 3 – ball skills.</p> <p>If at home a Joe Wicks fitness workout or Cosmic Yoga.</p>

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Play 'Guessing game' with the children by showing just a small part of different photos. Ask the children to suggest what could be happening and what else may be in the rest of the photo.

Introduce the idea of being an eyewitness. Gradually reveal more of the picture and encourage them to use the visual cues, e.g. shapes, colours, lines and objects.

Make a class list of the children's ideas before revealing the whole photo, picture or painting.

Ask the children to look at differences between photos and paintings, can they explain the differences and similarities.



**Keukenhof Gardens, Lisse, Netherlands**

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**Garden path by Jennifer Branch**

**Task** - Extending the children's imaginations, feelings and thoughts about colours. Ask the children to choose four different colours and use a range of paints to express what the colours mean to them.

### **Lesson 3**

Show the children half of a natural image from a photo and fix it onto a plain white piece of paper, A4 size. Introduce the word 'crop' and discuss how pictures or photos can be cropped to tell a different story.

Ask the children to pretend to be an eyewitness in this 'natural scene'. Can they imagine what else might be happening in this

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picture ? Share some of the children's suggestions and demonstrate what they think might be in the picture.

**Task** – Children to draw what they think might be outside their chosen garden image. Children to complete the image using different media to achieve a variety of effects, add tone and shade. (Colouring pencils, pastels or crayons.)

When the pictures are completed, ask the children to write a caption.

Finally, display each child's piece of work and encourage them to evaluate their own work and that of others.

## **PSHE –**

Main learning objective: How to be a good friend.

Assessment activities to be submitted by: N/A

Link below - open to listen to the song.

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/being-a-good-friend-1>

Subjects and Issues

Friendship Positive Relationships Education (formerly SRE or RSE) Relationships

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## Introduction

Introduce the character Harold - the happy, healthy and very friendly giraffe. He has two special friends, Kiki the Kangaroo and Derek the Penguin.

Ask the children to listen to the words of the song and see if they can pick out all the things that Harold 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 all right

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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.

## Being a good friend

Set up your circle time in your usual way, reminding children of your normal circle time rules. The children in their usual circle time rules.

Children pass an object around the circle, when they have the speaking object they say 'With my friends I like to...' and complete the sentence with their own words, then pass the object on. If they do not wish to speak at this stage they can say 'I'm still thinking,' and pass the object on.

Explain that although Harold, Kiki and Derek are good friends they sometimes do things, which are not that friendly. Tell the pupils that they are going to think about some of those things and decide whether they are being good friends or not good friends towards each other.

Give out the 'Being a good friend' activity sheet. Children can independently read and complete the activity sheet or complete with the help of an adult.

NB: explain that it is ok to put 'not sure' for some of the scenarios. Encouraging children to do this can help develop their analytical and critical thinking skills. For example, Harold might not have invited Derek over to see his pet guinea pigs because Derek had already seen them, or was busy, or Harold's mum said he could only have one friend over, or Derek is not

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really interested in guinea pigs etc. You may want to challenge gently children's answers if you feel that they are being too 'black and white' in their thinking.

Discuss the scenarios as a class.

In pairs or small groups, children discuss or write on post-it notes things that good friends do and things that good friends do not do. Bring all the ideas back to share with the whole class. Write up or stick post-its up into 2 lists "good friends do..." and "good friends don't do..."

For example...

Good friends mostly do:

- Share their things
- Look after each other
- Are kind
- Notice is someone is being left out or feeling lonely
- Help each other with their work
- Other ideas

Good friends mostly don't:

- Act selfishly towards friends
- Ignore each other
- Don't take notice of someone who's being left out or feeling lonely
- Leave people out
- Stop listening to each other
- Start telling lies
- Other ideas



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## Plenary

Play the circle game 'The sun shines on those who.....'  
focusing on friendly behaviours, for example, those who have been kind today, have helped someone today, smiled, shared, used a kind voice etc. If you don't know this circle game, here's how it works:

'The sun shines on everyone who...'

Sit the children on chairs in a circle but have one less chair than there are children. One child stands in the centre and says 'The sun shines on everyone who...' then says something which is true about themselves and which is one of the friendly behaviours the class have been thinking about – in this case, related to being a good friend, e.g. helping someone with their work.

If there are other children who have also shown that friendly behaviour they have to stand up and quickly but carefully find a vacant seat (NB: they cannot sit on their own chair or the chair immediately to the left or right of them). The child who is left without a seat now becomes the person in the centre who has to think of a new statement. This should be a fun activity but also generate lots of statements about friendship and friendly behaviours! Can anyone think of something that nobody else has done today?

During the next few days after playtimes, ask children to say who has been a good friend and what they did from the 'good friends' list.

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	<p><b>SCARF Friendship certificates</b> could be given out to celebrate and reinforce examples of friendly behaviours. (Download these certificates from the Resources needed area).</p> <p>You can finish the lesson by singing Harold's 'Friends are Special' song again.</p>	
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