






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 describe a character's appearance, personality and likes.</p> <p>Desired outcome:</p> <p>Children to recognise and use adjectives. Children to use fingers spaces, capital letters and full stops.</p> <p>Assessment activities to be submitted by: Friday 15th October 2021</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>This week a number fluency assessment and a times table assessment will be completed in class.</p> <p>Main learning objective: To be able to subtract 2 digit numbers.</p> <p>Desired outcome: To be able to use a range of method to subtract two digit numbers from one another and apply this to word problems.</p> <p>Assessment activities to be submitted, Session 2 and 4 by Thursday 14th October 2021.</p>														
<table border="1"> <tr> <td data-bbox="118 962 297 1265"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="320 962 584 1265"> <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> </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><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>Here are some useful words for this week's phonics.</p> <table border="0"> <tr> <td>knead</td> <td>knee</td> <td>gnarled</td> </tr> <tr> <td>knew</td> <td>knickers</td> <td>gnaw</td> </tr> <tr> <td>knight</td> <td>knit</td> <td>gnash</td> </tr> <tr> <td>knob</td> <td>knock</td> <td>gnome</td> </tr> </table>	knead	knee	gnarled	knew	knickers	gnaw	knight	knit	gnash	knob	knock	gnome	<p><u>Session 1</u></p> <p>Talk to the children about what they learnt last week about adding.</p> <p>Show the children the take away sign and ask them what it means.</p> <p>What do they know about it?</p>
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<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>know knuckle gnat kneel knives sign knife knot</p> <p>This week's lessons are on words with a silent letter k and g. Read verse 1 of the poem Silent. Explain any words that are not familiar to the children. Ask the class if they can help you solve this riddle. What is the silent letter ?</p>	<p>Explain that today we are going to be taking away practically.</p> <p>Go through some of the examples together, ensuring that children know that the number gets smaller.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Explain that a silent letter is a letter in a word that we do not need to say when sounding a word out phonetically, but that it needs to be in the word to be spelt correctly.</p>	<p>$S+S = B$</p> <p>$B-S=S$</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Go through the poem and highlight the words that have the silent k sound</p> <p>Explain to the children that this silent k sound is mostly found at the start of the words. Explain to the children that not all 'n' sounds have a silent letter. Ask the class if they can think of a different word using the 'n' sound that does not have a silent letter, refer to the words <i>not</i> and <i>nick</i> in the poem.</p>	<p>Model how to take away using a range of methods. Drawing pictures, using a number square, and using a ruler (big focus, as children will always have access to a ruler).</p> <p>Task: Children to have whiteboards at their desks and a range of equipment to take away with. Start with small numbers and how they can take away and then move onto larger ones with dienes blocks.</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Task – Ask the children to spell knot, knife and knight on their whiteboards.</p> <p>Challenge – Can the children put these words into a sentence ?</p>	<p>Methods to use: Using pictures and crossing them off Rods and Crosses Using a ruler Using a number square Using manipulatives. Plenary - Show the children column method for taking away</p>
		<p><u>English</u></p> <p>Talk to your partner and tell them your favourite part of the story. Today we are going to use our imagination and act out the story.</p>	<p>Session 2</p> <p>Explain that today we are going to be taking away using the column method. The set out is the same but this time we are subtracting. Ask children which number will need to be on top (the bigger number). Children to use their whiteboard to write</p>

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What characters will you need ? Think carefully about what each other character did and said in the story.

Listen to the story on this link -

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

Lesson 2

Phonics

Ask the class if they can remember the silent letter, they were looking at in the last lesson. Make a list of the **kn** words the children remembered.

Read verse 2 of the poem Silent together; explain any words that are not familiar to the children.

Ask the class if they can help you solve this riddle. What is the silent letter ? Explain to the children that this silent **g** sound can be found at the start, in the middle or at the end of a word.

Task - Ask the children to write the words gnat, gnome and gnaw on their whiteboards.

Challenge – Can the children put these words into a sentence ?

English

Children are to think about the story we have been focusing on. Can they remember the BBP? What was he like? How does he change throughout the story?

out the calculation independently on their WBs to answer during input.

Use the visualiser to model layout in book when answering questions.

Task: Children to answer column subtraction questions. Choose the level appropriate for them and how confident they feel. Ensure the children are putting the numbers in the correct places

Plenary - Show the children some subtraction word problems where they have to pick out the vocabulary that tells them they are taking away.

Session 3

Recap- Column subtraction.

Look back at what we did during yesterday's lesson in the plenary and explain to the children that today they are going to be solving take away problems.

As a class, look at the word problem on the PPT. What are the key parts? What is the problem asking us to do? Solve the problem as a class using the subtraction column method.

Repeat with the second word problem.

Under the visualiser, share one of the problems the children will be solving today. How will they solve it? Model how it should be laid out in their book.

Task: Solve word problems on a whiteboard:
Task A- within 20

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What is an adjective? Can they list 3 or 4 adjectives about the pig?

Today we are going to be describing the pig.
Children are to think of a list of adjectives and words all about the pig.

Focus on:

Outside – What he looks like, how he moves.

Inside – What he behaves like, his personality.

Task A- Label the picture of the Big Bad Pig.

Task B – Fill the boxes with key words. How does he behave/act towards others? What does he look like/move like?

Lesson 3

Phonics

Task - Playing Hangman

Explain to the children that they will be playing hangman with words that have either a silent **k** or **g**.

Demonstrate how to play and ask the children to guess which word you have chosen. Ask the children to complete this activity in pairs, taking turns to choose a word and to guess. The list of words the children can choose from are on the English PowerPoint.

English

Today children are to use their plans to write a character description of the Big Bag Pig.

Task B- within 100.

Plenary- Introduce exchanging to the children

Session 4

Recap on the column method that was completed in a previous lesson (no exchanging).

Explain that today we are going to be exchanging from the 10.

Show the children how to exchange a ten using dienes blocks to show how it becomes ten ones instead of a ten.

Demonstrate how this can be done using column method.

Look through the examples on the power point and ask the children to speak through how to solve the answer. Highlight any misconceptions (especially when taking away from 0!).

Under the visualiser model again how to layout in books. Make sure children are aware not to switch numbers! E.g. 45 – 38 becoming 48-35.

Task: Children to choose a level of questions to complete depending on how confident they are.

Green- No exchanging

Amber- Some exchanging

Red- Exchanging

Plenary - Show the children a misconception question where the borrowing has not been completed correctly. Children to correct this and explain how.

Session 5

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Use class plan from the previous day to help you!!

An example:

*The Big Bad Pig has a round, fat tummy with black, beady eyes.
He is unkind because he blows down all the houses.*

Children should aim for at least 5 sentences.

Challenge: can you use the conjunctions: with, and, so but.

Lesson 4

Phonics

In today's lesson, the children will be identifying which silent sound is needed to make given words complete. Do they need a silent **k** or **g** ?

Play Word Detective. Ask the children to choose a book and look through a book and find as many examples as possible of silent letter **k** and **g** words. Tell the children they have five minutes to be a word detective !

Share the words the class has found.

English

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

Tell the children that today they will be looking at the Big Bad Pig character description they wrote in yesterday's lesson. Explain that they will be checking their writing; did they use capital letters and full stops correctly ?

Recap column subtraction both without and with exchanging. 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 subtraction 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 subtraction calculation. Partner to check whether it is correct. Children take turns. First to the finish wins.

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Share the writing checklist on the English PowerPoint.

Lesson 5

Phonics

English

Bug Club session. In school, we will log onto a guided reading book on bug club and work through the story reading aloud, echo reading and answering the comprehension questions.

If learning at home, use this time to log onto Bug Club and answer the Bug questions.

Challenge - Make up some questions of your own about the book you have read.