




# 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 use mixed media to create a piece of artwork.</p> <p>Desired outcome: To use imagination to create a recognisable flower picture.</p> <p>Assessment activities to be submitted by N/A</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 carnivore, herbivore and omnivore is.</p> <p>Desired outcome: To be able to classify a selection of animals under the correct heading of carnivore, herbivore and omnivore.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="125 970 300 1042"> <p><b>Approach</b></p> </td> <td data-bbox="322 970 584 1042"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="125 1042 300 1273"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1042 584 1273"> <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>What is it?</b></p>	<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><b>Creative session</b></p> <p>Children to create their own flower picture using mixed media. Children can use a collage technique to create their own piece of artwork using knowledge of last week's art lessons.</p>	<p><b>Science –</b></p> <p>Look at the PowerPoint - Identifying herbivores, carnivores and omnivores.</p> <p>Use the headings and sorting cards to classify the different animals. Are they a carnivore, herbivore or an omnivore?</p> <p>Take a photo of the cards once they have been sorted.</p>
<p><b>Approach</b></p>	<p><b>What is it?</b></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><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>

Here are some ideas to help inspire the children's creativity and imaginations.



Children will be able to choose from a variety of art materials such as - tissue paper, crayons, pens and paint.

If working at home, use any materials you can find at home and just have fun with it.

EXT - can you add your own animals? Explain to an adult how you know.

**PE –**

At school, continue with Val Sabin Lesson 4 – ball skills.

If at home a Joe Wicks fitness workout or Cosmic Yoga.

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**PSHE -**

**Continued from last week** (if completed on home learning already, use this time to reflect on what you did last week)

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

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

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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

(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.

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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 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...

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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

## 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

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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 many 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.

**SCARF Friendship certificates** could be given out to celebrate and reinforce examples of friendly behaviours. (Download these certificates from the Resources needed area).

You can finish the lesson by singing Harold's 'Friends are Special' song again.