




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 spilt 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.

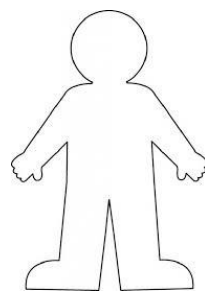
<p><u>Metacognitive strategies</u></p> <p>The learning sequence in the next two columns is split into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below.</p>	<p><u>Topic</u> Tasks (offline and online)</p> <p>Art Theme – People who help us – Real heroes PSHE</p> <hr/> <p>Art /DT –</p> <p>Main learning objective: To design a super hero costume.</p> <p>Desired outcome: To use a range of materials.</p> <p style="text-align: center;">To use a range of joining techniques.</p> <p>Assessment activities to by submitted by N/A</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>PE</p> <hr/> <p>PE -</p> <p>Main learning objective: To work as part of a team.</p> <p>Desired outcome:</p> <p>To support team members to complete tasks.</p> <p>To improve aiming, balancing, running and fitness skills.</p> <p>Assessment activities to by submitted by N/A</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1f5fe; padding: 5px;">Approach</td> <td style="background-color: #e1f5fe; padding: 5px;">What is it?</td> </tr> <tr> <td style="text-align: center; padding: 10px;"> <p>Activate</p>  </td> <td style="padding: 10px;"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	Approach	What is it?	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Art –</p> <p>Design and make your own super hero character. Cut out your superhero template. Will you add a cape, a mask, a headband, a belt, wristbands, shield or a special badge ?</p>	<p>PE –</p> <p>Superhero assault course:</p> <p>1 - Spiderman’s web target practice. Children have to aim the beanbags into the hoop target. How accurate can they be? 1 point for each time the beanbag lands into the hoop.</p>
Approach	What is it?					
<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					

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 spilt 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>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>
<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>



Time to use your imagination, you will need some card, and can use coloured scrap paper, material, felt tip pens, crayons or colouring pencils.

Here are some ideas to help inspire you.



What is your special quality ? Think about all the wonderful things about yourself and chose one to add to your Superhero figure.

2 – Batgirl’s balance and control challenge.
Can the children balance like Batgirl and negotiate their way along the markings on the playground, following the instructions and then finishing with the balance beams on the gym equipment. Children have to complete the whole route. 1 point when they have finished the route.

3 – Flash challenge – Speed challenge.
How quickly can the children run a route? Children in teams and a stop watch. Time each other running to see if they can beat their own time like Flash in training.

4 – Wonder Woman martial arts training - <https://www.youtube.com/watch?v=L77MgyVgwkg>

Children in a group – Work through these moves.
Jumping Jacks then strike a pose.
Squat punches
Squat block
Lunge jumps

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.

I am kind

I work hard

I do my best

I believe in myself

Use the poster to help with ideas; Super kids – What is your super power ?

Theme – People who help us – Real heroes

Listen to the story 'People who help' by Phoebe Coghlan. Think about the people who have helped you and what they did to help you or your family.

<https://www.youtube.com/watch?v=t64J9St5mSQ>

There are so many jobs people can do and so many ways to help others. Have you thought about what job you might do when you grow up to help others ?

Play the guessing game of Reveal the Job. Pick a number, reveal the square, what clues can you see and can you guess the job ? Keep going until you can guess what the job is and how that job helps other people.

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 spilt 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.

PSHE -

Main learning objective: To recognise how to feel happy.

Desired outcome: To know ways to help ourselves and others feel happy.

Assessment activities to be submitted by: N/A

Introduction

Start the lesson with some key questions about feelings such as:

How would you feel if:

- You were going to party?
- You were at a party but nobody wanted to play with you?
- All your friends were going to a party but you were not invited?
- Somebody spilt a drink on your clothes?
- You could not go to school because you had been sick and had a nasty stomach ache?
- School was closed because of snow?
- Somebody called you a nasty name?
- Your pet cat/dog went missing?
- Your pet cat/dog turned up safe and sound?
- You gave your friend a present?
- Your friend gave you a present?

Explain that we have feelings all the time. Sometimes those feelings make us feel good and sometimes they

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 spilt 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.

do not. In this lesson, we are going to think about lots of different feelings and how we can help someone whose feelings are not making them feel good.

How are you feeling?

Begin by showing the feelings photos, see resources section.

Ask:

How do you think this person is feeling? Write the words on the whiteboard for reference later.

How can you tell?

Can you show us... a cross/happy/scared/surprised/worried face?

Play 'Feelings charades' – a child stands in front of the class and mimes a 'feeling' with their face and body. Can the class guess what the feeling is?

Let us all be happy - how can I help?

In pairs or small groups, children to be given 5 blank cards. Ask them to write a different 'not so good' feeling on each card; they can use the words from the whiteboard or any that they can think of. Swap their cards with another group.

Still in their groups, ask the children to look at the cards and come up with ideas of how they could help

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 spilt 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.

someone feeling that way. Responses to look for in particular:

- they could talk to them
- help them
- tell a grown up about their problem
- cheer them up by playing with them

Share ideas with the rest of the class.

Plenary

Praise the children for thinking of such good ways to help people who are not feeling happy.

Allow children to tell suitable jokes or pull funny faces to make everybody laugh and feel happy.