









Engayne home learning planning framework

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<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 pose questions. To recall important events in Neil Armstrong's life.</p> <p>Desired outcome: To be able to sequence events chronologically. To be able to identify time opening phrases in reading.</p> <p>Assessment activities to be submitted by: 11.11.2021</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>This week is Active Maths week.</p> <p>There are different learning objectives each day. A photograph completing the sessions would be great.</p> <p>Any spare time this week can allow children to practice addition/subtraction and x tables.</p>																																
<table border="1"> <tr> <td data-bbox="123 901 302 1204"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="324 901 593 1204"> <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> <tr> <td data-bbox="123 1236 302 1476"> <p>Explain</p>  </td> <td data-bbox="324 1236 593 1476"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</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>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</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>above</td> <td>among</td> <td>another</td> <td>brother</td> </tr> <tr> <td>come</td> <td>cover</td> <td>done</td> <td>dove</td> </tr> <tr> <td>dozen</td> <td>front</td> <td>glove</td> <td>money</td> </tr> <tr> <td>honey</td> <td>love</td> <td>Monday</td> <td>none</td> </tr> <tr> <td>monkey</td> <td>month</td> <td>mother</td> <td>oven</td> </tr> <tr> <td>nothing</td> <td>onion</td> <td>other</td> <td>wonder</td> </tr> <tr> <td>some</td> <td>son</td> <td>sponge</td> <td>worry</td> </tr> </table> <p>This week's lessons are on words with an o written but it makes an 'u' sound when pronounced.</p>	above	among	another	brother	come	cover	done	dove	dozen	front	glove	money	honey	love	Monday	none	monkey	month	mother	oven	nothing	onion	other	wonder	some	son	sponge	worry	<p><u>Session 1:</u></p> <p><u>Use place value and number facts to solve problems</u></p> <p>Begin with an activity estimation challenge. How many star jumps do you think you can do in one minute? Now test it. Work in pairs in order to do this.</p> <p>Allow children time to record their scores. They can then order and place themselves in 1st/2nd/3rd etc.</p> <p>Repeat this for different challenges e.g. step ups, hops, counting to 100.</p> <p>Can children use language such as more than and less than?</p>
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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children to look at the pictures on the worksheet named Sound picture cards. In pairs, can the children discuss what the pictures are showing?</p> <p>Ask the children if they notice anything about one of the sounds in all of the words. Can they hear a similar sound in all of the words?</p>	<p>Challenge: Can you add all the scores together?</p> <p>Plenary - How did they estimate? What is a good estimate or bad estimate?</p> <p>Equipment- Clipboard, Pencils, Paper and Hoops.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Task - Ask the children to put up their thumbs when they hear the 'u' sound that is spelt with an o when written. As a class, spell all of today's words on the class whiteboard.</p> <p>Challenge – Can the children put two of today's words into a sentence?</p>	<p><u>Session 2</u></p> <p><u>Solve problems with addition and subtraction</u></p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>English</p> <p>Before introducing '<u>One Giant Leap</u>' story, children to look at photographs of Space on the English PowerPoint and listen to examples of Space music on Ambient Mixer (see link on the English PowerPoint).</p> <p>In talk partners, children to share what they know about Space already and predict what they think it is like to travel in Space.</p> <p>Show the children a picture of Neil Armstrong. Explain to the children that they will be posing and writing their own questions about what they want to find out about Neil Armstrong.</p> <p>Model what a question is and what a question mark looks like.</p>	<p>In today's lesson, we are focusing on addition and subtraction. In a space, spread out lots of hoops randomly.</p> <p>The children will work in mixed ability groups. Each team has a whiteboard and hoop. Tell the children that each of their fingers is to represent 1; therefore, one hand is worth 5. The class teacher will call out a question; they are to work out the answer using the whiteboard and then put the correct number of fingers in the hoop. This could be changed to a game where children are out if they are last.</p> <p>Example questions:</p> <p>10 + 12 = 11 + 17 = 9 + 8 =</p> <p>This activity can be changed to subtraction and multiplication questions after.</p> <p>Equipment- Whiteboard, pen, hoops or draw chalk circles.</p>

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Task - Children to write a number of their own questions. Can they use a range of different question words ?

Read 'One Giant Leap' (to p18 'Eventually he became Neil Armstrong, the astronaut').

Answer questions together while reading:

- Who was Neil Armstrong?
- What did he enjoy doing as a child?
- What did Neil Armstrong become when he was an adult?

Plenary-

Share **Neil Armstrong PowerPoint** as a whole class.

What do we now know about him?

Why was he is so important?

What did he find out?

Lesson 2

Phonics

Ask the class if they can remember the spelling rule, they were looking at in the last lesson. Make a list of the words the children remembered.

Write the word *other* on the whiteboard. Ask the children to help you say the word and explain that today they are learning the u sound that is spelt with an 'o'.

Session 3

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems and contexts.

Before going outside today there will need to be a short input on \times and \div . How can we solve these questions?

There are 15 cards scattered around the hall.

Start at any given number – the answer to the question will tell you which card to go to next.

The children are to initial/mark the station card as they get to it, and keep a note of their work.

The rest to complete the course correctly are the winners.

Equipment- Question cards, whiteboard and pen

Session 4

Compare and order mass using 'more than', 'less than' and =.

Prior to the lesson, children are to have a very short input on how you measure mass and that the unit measured is in grams.

In the middle of a space, (hall/outside) have 3 hoops. Two hoops have different amounts and one hoop has different symbols ($<$ $>$ $=$).

Children are to be in small groups of 3 or 4.

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Add the letter 'm' onto the front of the word *other* and ask the children what word the word is?

Next remove the 'm' and add 'br'. Now what word has been made?

Explain to the children that sometimes words that sound the same have the same spelling pattern and this can help them learn to spell the word.

Repeat for *love, glove* and *dove*, and *money* and *monkey*, highlighting the sound.

Task - Ask the children to practise writing some of these words on their whiteboards.

Play the game 'Chain letter' that can be found on the English PowerPoint. Ask the children to change the highlighted letter and make a class list of the new words.

English

Using the 'One Giant Leap' Story Presentation, recap what the children learnt in the previous lesson and who Neil Armstrong was. Encourage children to answer questions with reference to the pictures and text.

Read through rest of the text 'One Giant Leap'. Discuss how he built up his skills and became a hero.

Use visualizer or cut up pictures to model putting the pictures of Neil's life into the correct order. Draw attention to names and specific dates from the text.

One child is to hop/skip/jump (using different equipment) to the hoops and bring back a card from each hoop.

When back the children are to put the cards in order to make a correct numbers sentence and as a group decide together which item has the greatest mass, and which has the least e.g.

$43g < 54g$

$23g = 23g$

Children on the work sheet provided will complete two parts: A number sentence and then order the masses from smallest to biggest.

When the next child goes to get three new cards, they are to replace the cards they used previously. Discuss different number sentences they have come up with as a class.

Equipment- Number and symbol cards, pencils, variety of sports equipment and hoops.

Session 5

This session is an opportunity to access TT rock stars and attempt the questions your teacher has set you.

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Children to choose pictures with or without text that they are comfortable with to order themselves. Children to cut out and stick the sentences in the correct order into their English books.

Plenary- Show the children the last 2 slides of 'One Giant Leap' Story Presentation. Show children how to pick out evidence from the text to answer true and false questions.

Lesson 3

Phonics

Explain to the children that they are going to complete some sentences using the words that they have learnt so far this week.

Read the sentences on the worksheet 'Complete the sentences' as a class

Task – Children to work with a partner and decide which words make each of the sentences make sense. Go through the sentences at the end of the lesson together to check the children's answers.

Challenge – Can the children think of alternative sentences using the missing words given?

English

English cross-curricular writing lesson with RE.
RE Lesson 2 - Ramadan and Celebrating Eid

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Lesson 4

Phonics

Activity 1 - Spot the sound

Remind the children of the 'u' sound, spelt with an 'o'. Show the children worksheet named Jack and the monkey story. Read the story as the children follow the words. Check the children are listening for the 'u' sound, spelt with an 'o' (and do not identify *upon*).

Ask the children to help highlight the words with the 'u' sound, spelt with an 'o'. Discuss with a partner, then share what they have found and look at these as a class.

Activity 2 - Change a letter

Ask the children to write on their whiteboards the word *none*. Check that the children have all written this word correctly. Ask them if they can change one letter to make the word *done*. Next, ask them to change one letter to make the word *dove*. Then ask them to change one letter to make the word *love*. Finally, ask them to add one letter to make the word *glove*.

This activity can be repeated, using the words *money/monkey* or *other/mother/brother/another*.

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English

English cross-curricular writing lesson with RE.
RE Lesson 3 - Mosques

Lesson 5

Phonics

In school, the children will practise the digraphs and trigraphs using flash cards. If at home, you can use the phonic phase mats.

Explain to the children that they are going to be looking at alien words. Remind the children to use their phonic knowledge to blend the sounds together to read what the aliens are saying. Ask the children to look carefully for digraphs, trigraphs and spilt digraphs.

Task – Play the game Astronaut or Alien. How many words can the children get right?

Click on the link below, select phase 5 and click on all sounds before pressing the launch button. Try a different phase if it is too difficult for your child.

If you read a real word click on the astronaut and if you read an alien word click on the alien.

<https://www.phonicstracker.com/games/AstronautOrAlien/index>

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English - Guided Reading

The children will be doing guided reading in small groups. The children will read together as a group, read aloud to the group and answer comprehension questions with their teacher. The children will also complete independent comprehension activities.

If learning at home, the children can use this time to log onto Bug Club, answer the bug's comprehension questions and play some phonic games.

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

There are two space themed reading activities in the English folder.

Task - Choose which one you would like to complete, My Alien friend or Ant the Astronaut's trip.