






# 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>Literacy Tasks (offline and online)</u></p>  <p>Main learning objective: To understand the features of a non-fiction text, specifically explanation texts. To organise information into logical steps for an explanation text.</p> <p>Desired outcome: Children to understand the sequence of events in a timeline. To use non-fiction information in own writing to create a non-chronological report.</p> <p>Assessment activities to be submitted <b>Lesson 2 and 3 by 17.11.2021</b></p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to apply multiplication knowledge to answer questions.</p> <p>Desired outcome: Children will be able to understand how multiplication links to repeated addition. To be able to apply this to solve word problems.</p> <p>Assessment activities to be submitted <b>Session 3 and 4 by 17.11.2021</b></p>																
<table border="1"> <thead> <tr> <th data-bbox="123 970 297 1038">Approach</th> <th data-bbox="324 970 582 1038">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 1038 297 1273"> <p><b>Activate</b></p>  </td> <td data-bbox="324 1038 582 1273"> <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><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><b>not</b></td> <td><b>is</b></td> </tr> <tr> <td>aren't</td> <td>he's</td> </tr> <tr> <td>didn't</td> <td>she's</td> </tr> <tr> <td>can't</td> <td>it's</td> </tr> <tr> <td>couldn't</td> <td>that's</td> </tr> <tr> <td>hasn't</td> <td>what's</td> </tr> </table>	<b>not</b>	<b>is</b>	aren't	he's	didn't	she's	can't	it's	couldn't	that's	hasn't	what's	<p><u>Session 1</u></p> <p>Explain to the children that this week we are focusing on multiplication and division. Do they know what the vocabulary means?</p> <p>Do they know other words? E.g. lots of/ share equally.</p> <p>Do they know what the word equally means? Go through some examples, <math>4=4</math> <math>6= 5+1</math> etc.</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>don't hadn't haven't wouldn't mustn't weren't</p> <p>where's who's</p>	<p>Explain that if there was a bag of counters and you pulled out a handful of counters, how could they put them in equal groups. Go through some examples together. Under the visualiser, show another example.</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>This week's lessons are on contractions. In contractions, the apostrophe shows where a letter or letters would be if the words were written in full, e.g. <i>can't</i>, <i>cannot</i>.</p> <p>Show the children the Contraction rhymes worksheet. Most of the children will be familiar with the first rhyme 'It's Raining! It's Pouring!' and it can be sung with its original tune. Alternatively, ask the children to say this rhyme with you as a rap.</p>	<p><b>Task:</b> Children to play the equal groups games in pairs. Whilst the children are playing the games, ask them if they notice anything. (Even number counters can always be in 2 equal groups for example).</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Show the children the next rhyme 'Little Bo Peep' and again rap this together. Tell the children that there is a form of punctuation in both raps/songs that they are learning about this week. Can they guess what it might be? Support the children to find the correct answer.</p>	<p><u>Session 2</u></p> <p>Today we are focusing on multiplication as repeated addition. If we have <math>5 + 5</math>, this also means 2 lots of five (<math>5 \times 2</math>).</p> <p>Explain how you can count up in these numbers also <math>\rightarrow 5, 10</math>. Go through the other examples. Each time children need to count up in the number (e.g. 2, 4, 6, 8, 10, and 12).</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>Explain to the children that these are called contractions and they all use an apostrophe. Practise saying the words contraction and apostrophe together as a class. Go through both texts and highlight the contractions in both songs.</p> <p>Draw a large apostrophe on the whiteboard and ask the children to suggest any other contractions that they might know. Show the children the worksheet Contraction – not and is and fill in as a class, focusing on contractions using not and</p>	<p>Ask children to work out the answer in multiple ways. E.g. repeated addition (<math>10+10+10+10+10+10</math>) or (<math>7 \times 10</math>) or using numicon to help you.</p> <p><b>Task:</b> A - Focusing on 2 times table (numicon repeated addition) B - Focusing on 2, 5 and 10 times tables (numicon repeated addition) C - Focusing on 2, 5, 10 and 3 times tables (other represented repeated addition)</p> <p>Plenary - Look at the relationship between different repeated additions. What do the children notice?</p>

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is. Other examples can be added to the bottom of the work sheet.

**Challenge** – Can the children put two of today’s words into a sentence?

## English

Read ‘Going into Space’ on Bug Club. Look carefully at the front cover. What is the title? Who is the author? Explain that this is an information book/a non-fiction text.

Tell the children that non-fiction books tell us about facts and information about the world around you. A non-fiction book is about something that really happened or something that really exists.

Ask the children to look for clues, what will the book tell us information about? Encourage the children to look at the blurb, contents page, glossary, index page and discuss the features of non-fiction text. Can they find;

- Labels/arrows
- Diagrams
- Photographs
- Title/Headings
- Caption
- Paragraph
- Page numbers

**Task:** Children to use labels to identify the features of a non-chronological report. Each child to have a space themed extract and to discuss what each of the parts are named.

## Session 3

In this session, explain to the children that we are thinking about multiplication problems. Begin by counting 2s, 5s, and 10s.

What patterns do the children remember?

On the PowerPoint, there are a number of examples of multiplication problems. Explain that x means lots of.

Explain to the children that they can draw pictures to help if necessary.

**Task:** Children to complete multiplication problems.

Task A is if you are not feeling as confident as there are some pictures to support you.

Plenary: Look at the times tables. How can you work it out?

## Session 4

Begin by counting in 3s in the tune of jingle bells. Then look through the PowerPoint at the 2, 5, 10 times tables. First count in these numbers. Then use this to help with the multiplication times tables.

Play the following game:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**Task:** Complete the times tables sheets.

A - In order

B - Mixed questions

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Some groups will identify the heading, photograph, diagrams, caption and paragraph.

**Challenge:** Can you highlight the heading, page number and caption?

**Plenary:** Either in Reading Area or Library, children to look at a sample of fiction and non-fiction books. Children to look through as a group and discuss the differences between the two types. Can they sort them into two groups and explain their choices? Are they fiction or non-fiction books?

## Lesson 2

### Phonics

**Watch the video clip -**

<https://www.youtube.com/watch?v=gubPH3WEurg>

Display the Contraction not and is worksheet from yesterday's lesson and remind the children that they are looking at contractions, which use an apostrophe. Show the children how to draw an apostrophe, starting at the top and hanging down, and explain to the children that this sits at the top of the letter in the 'ascender' region. Ask the children to practise this with their writing hand in the air.

Write *She\_s* on the whiteboard and then ask the children to demonstrate putting the apostrophe in the correct place. Explain to the children that the apostrophe represents a missing letter. Show an example – *I'm* without the apostrophe *is I am*. Repeat with *aren't*.

Plenary – There are multiplication reasoning questions on the PowerPoint to complete.

## Session 5

There are three different tasks today:

Problem Solving - Go through the questions on the PowerPoint.

Arithmetic Practice - Practice missing numbers questions, column addition and subtraction.

Times table practice - Visit TT rock stars.

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**Task** - Ask the children to guess the missing letter(s) in the following words – *don't, he's, that's* and *can't*.

Add more contractions to the annotated Contraction finder sheet if necessary.

Explain to the children that there is one word, *won't*, in which a letter is not simply missing but the whole stem of the word has changed. Write it on the displayed sheet for reference.

## **English**

English cross-curricular writing lesson with History.

History Lesson 1 – Neil Armstrong's timeline

## **Lesson 3**

### **Phonics**

Ask the children to recall which contractions they have learnt so far this week.

Play the word game –  
<https://www.youtube.com/watch?v=IJyy4A-rjB4>

Activity 1: Merge my words

Show the children the Merge my words work sheet.  
Demonstrate how to merge the words to make a contraction.

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**Task** – Children to work with a partner and create a new word using an apostrophe. Go through the words at the end of the lesson together to check the children’s answers.

**Challenge** – Can the children think of sentences using some of today’s contractions?

## English

As a class, sequence the events of the moon landing. Use Apollo 11 PowerPoint to help. Start picking out some useful vocabulary and place onto working wall.

### **Task:**

Start prepping for writing a non-chronological report – show the children the template. How can we separate the three paragraphs of text? Explain that we can put the information into 3 separate subheadings.

Draw pictures of the moon-landing event. Encourage use of Neil Armstrong Word mat and model putting into sentences.

Explain to the children what the different paragraph will be about;

Introduction- Rocket taking off

Sub Heading 1- Landing on the moon

Sub Heading 2- Walking on the moon

Sub Heading 3- Summary about Neil Armstrong’s achievements in his life.

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**Plenary-** Children to re-read their non-chronological report to their partner. Are all the events of the moon landing in the right order? Do their ideas make sense? Ask the children to check they have used capital letters and full stops correctly.

## **Lesson 4**

### **Phonics**

Remind the children that they are focusing on the contractions of not and is. Write a list of the words the children can remember that have not and is in.

Show the word **couldn't** on the whiteboard. Ask the children to help you write the word without the apostrophe. Demonstrate writing could not.

Now write **isn't** on the whiteboard and ask the children to write it on their whiteboards without the apostrophe.

Check for understanding and repeat with **hasn't and wasn't**

Reverse the activity and ask the children to write the contraction of **had not, might not, there is and she is.**

### **English**

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.

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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.

**Task** - There are differentiated Neil Armstrong themed reading comprehension activities in the English folder. Choose one to complete if working at home.

## 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 split 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.



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

## **English**

This is a response lesson where the children edit and make improvements to their work. During the lesson input, either use another example of a Space text on Bug Club or use one from Reading Area/Library.

Revise what the children know about explanations and features of non-chronological reports.

### **Task:**

Teacher to work with children and finish writing three captions to go with the pictures.

**Response Task-** Can you write a fun fact to summarise the end of your report about Neil Armstrong? Children to show an adult where they have used heading, paragraph, pictures and captions in their reports. Ask the children to talk about some of the features that have learnt about this week.