




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 (offline and online)</p> <p>History - Space</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>Science PE</p>				
	<p>History -</p> <p>Main learning objective: To be able to recount main events from a significant moment in history. To Look carefully at pictures/photographs or objects to find information about the past.</p> <p>Desired outcome: To be able to order events in a timeline. To be able to use information to describe the past. Children can record in words and pictures what they found out.</p> <p>Assessment activities to be submitted Lesson 2 by 18.11.21</p>	<p>Science -</p> <p>Main learning objective:</p> <p>To know that animals, including humans, have offspring which grow into adults. To know what a life cycle is.</p> <p>Desired outcome:</p> <p>To be able to name the stages of the life cycle of a frog.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 1086 300 1161"> <p>Approach</p> </td> <td data-bbox="322 1086 582 1161"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="120 1161 300 1390"> <p>Activate</p>  </td> <td data-bbox="322 1161 582 1390"> <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>What is it?</p>	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>History –</p> <p>Lesson 1 – Space art</p> <p>In this lesson, the children will continue to learn about Neil Armstrong’s journey into space and his life.</p> <p>Share the Neil Armstrong PowerPoint in the History folder. Ask the children key questions about what they have just heard and seen on the Neil Armstrong PowerPoint. Show the</p>	<p>Science – Life cycles</p> <p>Ask the children if they know what a life cycle is ? Talk to the children about what a lifecycle is. Do the children know any life cycles?</p> <p>Show the children the life cycle of a butterfly using the video without explaining at first. Can the children add the narration and explain to a partner what happened ?</p>
<p>Approach</p>	<p>What is 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>children how to go back and look for keywords to help find the answers.</p> <p>Ask the children to talk to a partner and can they recall two important events or facts. Share with the class and answer any questions the children have.</p>	<p>http://www.bbc.co.uk/education/clips/zfqd7ty</p> <p>Share the Power Point of The life cycle of a frog. Talk about the life cycle and what changes happened during the frog's life.</p> <p>Task A – To cut out and order four pictures correctly. Labelling the pictures -frogspawn, tadpole, tadpole with legs and frog.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Explain to the children that they are going to create some space art pictures. What could you put into a space picture ? Ask the children to share their ideas.</p> <p>Show the children the space pictures on the PowerPoint to help with inspiration and ideas. Tell the children they can do realistic space shuttles, astronauts on the moon or floating in space, planets and the galaxies.</p>	<p>Task B – To draw a frogspawn, tadpole, tadpole with legs, and frog in the correct order. Children to write a description of the changes.</p> <p>Plenary -</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Children to be able to choose from paint, crayons, pastels or colouring pencils.</p> <p>Lesson 2 – Neil Armstrong's time line</p>	<p>Recap the changes in the lifecycle of a frog. As a class play, the baby animal's names quiz.</p> <p>http://www.educationquizzes.com/ks1/science/animals-babies/</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Tell the children that they will be thinking about what we have learnt so far about Neil Armstrong's life.</p> <p>Explain that there are lots of important dates and events in his time line. Share the definition of a timeline - A time line is a way of showing events in the order they happened. It is called chronological order.</p> <p>Show the children Neil Armstrong's time line in the History folder; it will need expanding in size to be able to see it clearly.</p>	<p>PE -</p> <p>Main learning objective: To work on football skills.</p> <p>Desired outcome:</p> <p>To be able to keep control of a ball.</p> <p>To be able to aim and shoot into a goal.</p> <p>See PE lesson sheet for the lesson. There are activity ideas and games to play.</p>

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Go through the timeline, asking questions to consolidate the children's learning.

Explain to the children that they will need to look very carefully at the dates and match them to the events in the correct order that they happened.

The children need to put these events into the correct order-

1930 – Born

1949 – Fighter pilot in the Korean war

1966 – First flight into space on Gemini 8

1969 – First man to walk on the moon

2012 - Died

Task –

Focus group to cut out the five pictures and stick them in the correct order on a timeline, matching the dates carefully.

Children to draw pictures to show the five events and to write what the event were in each box.

To finish the lesson explain that in the next English session they will be writing a non-chronological report about The Moon Landing. Share the Features of a non-chronological report poster.

If you are at home, see how many of the activities you can do and try to work on moving around in a space with your ball.

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Lesson 3 – The Planets

Explain to the children in this lesson they will be learning about The Solar System. Ask the children to share what they know already, can they name any planets ?

Explain to the children that;
The solar system consists of the Sun and everything that travels around the Sun. This includes the eight planets and their moons, dwarf planets. Asteroids, comets and other small icy objects.

The solar system itself is only a small part of a huge system of stars and other objects called the Milky way. The Milky way galaxy is just one of billions of galaxies that make up the universe.

Use the link below to find out lots more information about the solar system. Here you can click on the different planets, stars, comets, asteroids and meteors to learn more.

<https://www.dkfindout.com/uk/space/solar-system>

Play the video clip of The Solar system 3D, where the children can pretend to be aboard a space shuttle to have a closer look at what is in space.

https://www.youtube.com/watch?v=sVPK_uDvig

Task – Children using The Planets poster will need to draw and label, the sun and the eight planets. Remind the children to look carefully at the order, size and colour of the planets.

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Lesson 4 – Now Press Play - Neil Armstrong

This week we are going to use ‘Now Press Play’ to enjoy an experience in Space. We have been learning about Neil Armstrong and the different planets in our Solar System.

As a child, you dreamed about going to the moon. Now you are an astronaut with NASA. But will you complete your mission to be the first man on the moon?

Type in the link below to take part in the ‘Now Press Play’ experience ‘Neil Armstrong’.

<https://nowpressplay.co.uk>

Click on At Home at the top of the web page
Enter the password – n>p>pAH21!

Select Years 1 – 2 followed by selecting History – Neil Armstrong.

You do not need headphones. Have fun on your adventure in Space...