






# 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>Literacy Tasks (offline and online)</u></p>  <p>Main learning objective: To use expanded noun phrases and similes.</p> <p>To answer direct questions relating to a text.</p> <p>Desired outcome: Children will understand how to use adjectives and similes to add description to their writing.</p> <p>Assessment activities <b>Lesson 2 and 5</b> to be submitted by 26.11.2021</p> | <p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To use multiplication knowledge to solve problems.</p> <p>Desired outcome: Children will understand what an array is and apply it to problem solving.</p> <p>Assessment activities <b>Session 3 and 4</b> to be submitted by 26.11.21</p> |   |   |
| <table border="1"> <tr> <td data-bbox="123 927 297 1230"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="297 927 582 1230"> <p><b>What is it?</b></p> <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>Activate</b></p>   | <p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>   | <p><u><b>Lesson 1</b></u></p> <p>This week in school, we will be focusing on Phase 2 to 5 phonics ready for the children's Phonic Screening Check over the next couple of weeks. There is a separate PowerPoint for phonics this week.</p> <p><u><b>Phonics</b></u></p> | <p><u>Session 1</u></p> <p>Count in 2s, 3s, 5s and 10s</p> <p>Talk about what we were doing last week during maths. What can they remember about the x sign?</p> <p>Explain that today we are going to be learning about an array. Does anyone know what an array is?</p> <p>An array is when pictures or objects are used. When objects or pictures are in columns and rows, it is called an array. They can</p> |
| <p><b>Approach</b></p> <p><b>Activate</b></p>   | <p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</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>Use the phonic mats to practise your digraphs, trigraphs and blends/clusters. See if you can practise with an adult. Can you recognise which word the digraphs, trigraphs, blends and clusters are representing? What other words can you think of with the same sounds?</p>  | <p>help us to count objects more efficiently. Rows and columns have equal objects in them.</p>  |
| <p><b>Practise</b></p>  | <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>          | <p>digraph – a single phoneme represented by two letters.<br/>           trigraph – a single phoneme represented by three letters.<br/>           Blends/clusters – two or three consonants side by side in a word.</p> <p>Play the game Buried Treasure, sound out the words and decide whether they are real or alien words.</p>   | <p>Show the children the following video to explain further: Pause at parts to ask the children what they think they could do.<br/> <a href="https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-how-to-use-arrays-to-multiply/zrks382">https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-how-to-use-arrays-to-multiply/zrks382</a></p> <p>Use the PowerPoint to show examples of different arrays and model how we can count in different numbers to know the number of objects.</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>English</b></p> <p>Read the story '<u>Man on the Moon</u>'. Discuss Bob's character and his daily routine. Can you find some number words in the text that tell you, What time Bob gets up? When he puts on his Moon suit? When he makes it to the Moon?</p>   | <p>For example <math>4 \times 5 = 20</math>. Explain how the calculation can also be switched around (a bit like commutativity previously) <math>4 \times 5 = 20 \rightarrow 5 \times 4 = 20</math>.</p> <p>Task – Children to have a number of counters/ objects and put them into arrays. If necessary, give them some calculations e.g. <math>3 \times 2</math> or <math>10 \times 1</math>. Use the visualiser to show an example.</p>  |
| <p><b>Review</b></p>  | <p>Revisiting previous learning after a gap.</p>   | <p>Read up to the page with all the aliens on. Ask the children what an adjective is? Remind the children what an adjective is and that they can be used to describe appearance, personality, character and emotions. Explain that today; they will be adding their own adjectives to describe an alien that might live on the Moon. Make a whole class word bank for the following:</p> <p><b>What will your alien look like?</b> Encourage use of colour, shape and size adjectives to describe skin, body and eyes.</p> <p><b>Where does your alien live?</b></p> | <p>Plenary: If we have the number 12, what arrays can we make? <math>3 \times 4</math>, <math>4 \times 3</math>, <math>6 \times 2</math>, <math>2 \times 6</math>, <math>1 \times 12</math>, <math>12 \times 1</math>.</p> <p><u>Session 2</u></p> <p>Count in 2, 3, 5 and 10<br/>           Recap what an array is from the previous lesson and explain that today we are going to be answering some questions using arrays.</p>   |

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**How does your alien move?**

**How does your alien act/behave with their friends?**

Children to draw their own alien inside their Draft Books and write some adjectives about their own alien. Use the template in the English planning folder called Alien description plan.

There are also examples of alien adjectives and monster features word mats for inspiration and ideas.

**Challenge** - Can you give your alien a name?

**Plenary** - Finish reading 'Man on the Moon' book and check for comprehension and response to text. What time does Bob finish? What is his other role on the Moon? Can you explain his bedtime routine?

## Lesson 2

### Phonics

Practise your phonics using the Phase 2 to 5 mats.

Explain to the children that we are going to be looking at split digraphs. A split digraph is the sound made when two vowels are separated by a consonant.

Watch the video clip about split digraphs, encourage the children to join in and use their phonic knowledge to read the words.

Go through the examples on the PowerPoint. Count the number in a row then the number in a column. Model how we can count them row by row or column by column.

Give the children some example questions to draw an array of a white board (focus on 2, 5, 10, 3)

Task: Complete the array worksheet-

Task A- If you aren't so confident

Task B- feeling confident.

Challenge- Draw some arrays from given calculations.

Plenary – Go through the times tables and reasoning question.

### Session 3

Today we are focusing on counting in 2s. Count in 2s as a class, focus on going forwards and backwards and ask the children some quick fire questions.

Next look at the 2 times table reasoning questions. How would we solve them?

Task- Today is a whole class lesson. Each question there will be a short input and then a chance for the child to try the question. In total, there are 6 reasoning questions. (Task B) Try Task A if you find it very tricky.

Plenary – Try some more reasoning questions about the 2 times table.

### Session 4

Similar to yesterday's lesson, we are focusing on one times table; today we are focusing on the 5 times table. To begin

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Task - Children to work with a partner spelling words that have split digraphs in them. Children are to use the picture clues on the PowerPoint to help them.

## **English**

Listen to the 'Man on the Moon' story from previous lesson.

<https://www.youtube.com/watch?v=Rt5zQ1UO6rE> Recap

Bob's character and his daily routine on the moon.

With their talk partner, children to describe their alien to them. Can you use some describing words without showing your alien picture to your friend?

Teacher to model putting adjectives into a sentence. Children to use conjunctions to describe alien appearance and personality e.g. My alien is friendly but he has sharp feet. He has three long arms and yellow spotty skin. My alien is so loud and likes to play hide and seek on the Moon with his friends.

**Plenary** - Children to read their alien description examples and show where they have used examples of conjunctions. Have a tick list on the whiteboard **but, and, so, with**. Ask the children how many conjunctions they have used in their alien description today?

## **Lesson 3 - No Pens Wednesday**

## **Phonics**

Practise your phonics using the Phase 2 to 5 mats.

with count in 5s and then solve some quick fire times table questions.

Look through some reasoning questions together.

**Task** - The task will then be to look through a question together and then solve a similar question independently. (Task B) Try Task A if you find it very tricky.

Plenary - Look at the two-step multiplication question. What is it asking you/how would you solve it?

## **Session 5**

There are three different tasks today:

Problem Solving- Go through the questions on the PPT

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

Times table practice - Visit TT Rockstars

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Ask the children to share the split digraphs they were working on in the previous lesson. Share the PowerPoint called Quick read split digraph. Explain to the children they will be reading the words; if they think that word is an alien word, the alien will get splatted with paint.

Play the game Random wheel – Split digraph game. Ask the children which split digraph is in each of the words.

## English

### Warm Up:

Play 'Human Bop It' - The teacher will out actions to which the children respond in the following ways:

Kick it – children kick in front of them (ensure they are all in a space first)

Twist it – twist their bodies half way around then back, feet are to remain in the same place on the floor.

Spin it – children turn around

Pull it – imagine they are pulling two levers down from above their heads

Bop it – Jump in the air

Watch some clips of aliens, monsters and creatures dancing and moving.

<https://www.youtube.com/watch?v=aXKoh60u3Ko>

<https://www.youtube.com/watch?v=h99c81oeJl8>

<https://www.youtube.com/watch?v=CsWX0cn1pG0>

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Show the children the 'Alien Poster'. **How do you think these aliens would move? Are they fat and heavy or long and slithery?** Explore vocabulary, ideas and share different examples of children modelling a variety of movements. Ask the rest of class to copy, repeat and practice.

Play a song and encourage the children to listen to the beat and clap along in time. Can they march or stomp in time to the music? How would this kind of alien (choose from poster) stomp in time to the music? What about a different kind of alien? What words could you use that would describe the movements of this alien?

## **Task:**

In small groups of 3 or 4, children are to choose in secret one of the alien pictures from the poster and decide on movements that will represent how they think the monster will move. Rehearse in their groups and then present to the rest of the class.

**Plenary** – Can the class guess the alien each group has chosen from the poster?

## **Lesson 4**

### **Phonics**

Practise your phonics using the Phase 2 to 5 mats.

Explain to the children that they will be looking at real and alien words. Can they help the robot read the words? Play the game Reading Robot.

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## 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.

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 'Planets and the Solar System' reading comprehension activities in the English folder. Choose one to complete if working at home. This will also consolidate features of non-fiction texts that the children learnt about last week.

- Alien Word search
- Phonic Games

## Lesson 5

## Phonics

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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>

## **English**

Introduce children to similes. Explain that a simile describes something by **comparing it to something else**, using **like** or **as**.

Look at some examples on the English PowerPoint;

As long as...

As shiny as...

As quick as...



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|  | <p>Go through Adjectives and Similes PowerPoint and talk through the slides as a whole class.<br/>The teacher will model using a simile in an alien description.<br/>E.g., He has claws that are as sharp as nails.<br/><b>Response Task</b> - Children to go back to their alien descriptions and include a simile. Those that are able, can record two examples of similes.</p> <p><b>Plenary</b> - Practice Phase 5 Alien/Nonsense Words. There is a game that you can open on the PowerPoint where children have to read the words and pop the alien's balloon.</p> |  |
|--|---|--|