









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 write a letter using conjunctions and questions.</p> <p>Desired outcome: Children will be able to write a letter to Father Christmas including some questions they would like to ask him.</p> <p>Assessment activities Session 1 and 3 to be submitted by: 01.12.21</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to multiply and divide in 2,5,10.</p> <p>Desired outcome: Children will be able to answer questions and explain their reasoning to trickier word problems.</p> <p>Assessment activities Session2 to be submitted by 01.12.21</p>						
<table border="1"> <tr> <td data-bbox="123 911 297 975"> <p>Approach</p> </td> <td data-bbox="324 911 582 975"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="123 975 297 1206"> <p>Activate</p>  </td> <td data-bbox="324 975 582 1206"> <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 1206 297 1481"> <p>Explain</p>  </td> <td data-bbox="324 1206 582 1481"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</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>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>See the worksheet Y2 Contractions in the English folder for a list of the contractions covered this half term.</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>I am – I'm</i></p> <p>Remind the class about the contractions they learnt before, <i>not</i> and <i>is</i>. Ask the children what contractions they know.</p>	<p>Throughout the week, there are some extra challenges if children finish early.</p> <p><u>Session 1</u></p> <p>This lesson is similar to session 3 and 4 from last week, we are focusing on one times table, today we are focusing on the 10 times table. To begin with count in 10s and then solve some quick fire times table questions.</p> <p>Look through some reasoning questions together. There are pointers as to which questions should be answered after each input. Please see the Maths PowerPoint.</p>
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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Write <i>aren_t</i> on the whiteboard and ask a volunteer to put in the missing punctuation. Ask the class what this punctuation is called ?</p> <p>Ask them (remind them if necessary) what it represents, i.e. a missing letter. As a class, practise drawing an apostrophe in the air and then ask volunteers to write an apostrophe in the correct place in the following words, <i>mustn_t, hadn_t, don_t, there_s, who_s</i>.</p>	<p>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.</p> <p>Plenary - Look at the reasoning problems. What is it asking you/how would you solve it?</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Show the children the worksheet Contraction – are, has and am, fill in as a class. Other examples can be added to the bottom of the work sheet.</p>	<p><u>Session 2</u></p> <p>Children today will be using their 2, 5 and 10 times table knowledge in order to solve different problems. Begin by counting in these numbers.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Ask them when they would say I'm and when they might use I am. Encourage the class to appreciate that contractions are used in informal language and might not be used when talking or writing to someone important.</p> <p>Ask the class if they would use you're or you are when talking to their friend; I'll or I will when talking to the prime minister; you've or you have when talking to their mum; you'd or you would when talking to the Queen?</p> <p>Ask the children to pretend that they are going to make two telephone calls, one to their mum and one to the Queen. Ask them to decide in pairs which of the following two sentences they might say to their mum and which to the Queen: I'm sorry but we're going to be late because we're caught in some traffic. I am sorry but we are going to be late because we are caught in some traffic.</p>	<p>When looking at the times table questions. Ask children which table they think the question is referring to. Model how you could solve it, looking at the information you have and eliminate which times table it cannot be.</p> $5 \times _ = 25$ <p>5 x 10 = 50, so it cannot be 10. 5 x 2 = 10 so it cannot be 2. 5 x 5 = 25, so it must be 5.</p> <p>Allow children to complete this part of the worksheet independently.</p> <p>There are some reasoning questions to follow which will have an example on the PowerPoint, which children will then need to solve on their own.</p>

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Have the children make up their own sentences too, and make sure they notice the difference (i.e. contractions) when talking informally and formally.

English

Explain that this week; Year 2 will be starting to think about Christmas. Look at the 'Santa's Workshop' picture and listen to examples of sound effects on ambient mixer

<https://christmas.ambient-mixer.com/santa-s-toy-shop>

Talk to children about what they can see and hear/discuss whom we might be writing a letter to this week.

Talk about what a question is and how we form questions. When do we use questions?

As a class think of some questions that we want to ask Father Christmas and discuss the punctuation they are going to need. Refer to different types of question words and model how to use word bank to structure e.g., Who helps clean your sleigh? How many elves are in your workshop?

Children to plan their own questions they would like to ask Father Christmas inside their Draft Book. Children to use a range of different question words.

Challenge -Some children can try to use which, why, how to record another 3 questions.

Plenary - Listen to the story 'Dear Santa' by Rod Campbell
<https://www.youtube.com/watch?v=GCjf1SOdeEU>

When looking at the question where it mentions 10×8 and not knowing the 8 times table. Explain how similar it is to doing the inverse in adding and taking away. Multiplication can also be switched around.

$$10 \times 8 = 80 \quad 8 \times 10 = 80$$

Task B- Completed throughout the lesson.

Task A- If children do not feel confident; they are to work in a small group with an adult on counting in 2, 5, 10 and then playing some times table bingo.

Session 3

Ask children what the \div symbol is ? What can they remember ?

Show the children the first question. The question is asking for 12 lemons to be shared and divided between 2 people. First check there are 12 lemons (use arrays from previous week to help count). Model how you would split them equally using the Maths PowerPoint.

Complete the number sentence $12 \text{ divided by } 2 = 6$.

Allow children the opportunity to try the next one on their own or with a partner. Address any misconceptions. Show the children how they can check. For example counting 5, 10, 15, 20, and 25.

Task - Children will work in pairs to practically use counters to solve the division problems.

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Lesson 2

Phonics

The rest of this week the children will be looking at the contractions that are shortened forms of *are, have, had, would* and *will*.

Ask the children to guess what letter is missing in *they're*. Explain that in the next section, shortened forms of *have* and also shortened forms of *will*, miss out two letters. Ask the children to help you make a shortened form. Explain that the contraction *he'd* could be used for *had* or *would* depending on the tense being used, and give an example of this:

He'd (he had) a great birthday.

He'd (he would) have had a great birthday if only he had been well.

Ask the children to choose three of the contractions on the PowerPoint and write what two words made each contraction. Ask the children to put some of these words into a sentence and write it on their whiteboard.

Play the game – Contraction wheel, spin the wheel, read the word and ask the children to decide which two words make up each contraction.

English

In talk partners, children to share examples of questions they wrote during the previous lesson. Draw attention to the use of

Plenary - Look at the plenary questions and then ask how we can use our 2, 5, 10 times table to help us solve the problems in our head.

Session 4

Revisit what the division symbol means. Will it mean the answer is bigger/smaller? Go through an example (pencil pot question) asking the children what the number sentence may be and how they would solve it. Model for the children, there are then two more examples that children can attempt.

Show the children an example of a question from Task B under the visualiser. How would they solve this? Model the expectations in books and how it could be answered.

Task A - If not feeling too confident on division.

Task B - Feels comfortable with division.

Task C- Would like to be challenged.

Plenary - Look at the question together.

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/subtraction.

Times Table practice - Visit tt rockstars.

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question marks that have been used. Explain to the children that they will be using their questions and writing a letter to Father Christmas. Focus on writing introduction and questions inside their Literacy Books.

Model Introduction e.g. Dear Santa, my name is Emily. I am so excited for Christmas because....

Children to write their questions to Santa at the beginning of the letter. Include 3 questions as a list.
e.g. I have some questions about the North Pole

Challenge - Write your questions using time conjunctions e.g., First, I would like to know... Next I wondered if... Then I want to ask...

Plenary - Children to read aloud their introduction and first part of their letters. Check for correct use of question marks and punctuation.

Lesson 3

Phonics

Ask the children to help make a class list of at least ten contractions they can remember. Explain that today they will be working on contractions using the words **would** and **have**.

Can the children think of any examples? Show the children the examples on the PowerPoint discussing any they did not say.

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Ask the children to read the contractions and write a different sentence for a contraction that uses the word **would** and one that uses **had**.

Play the card game Contractions. Turn the cards over and see if you can identify what the two words were in each contraction.

English

Children will be finishing off their letters to Father Christmas today and adding a Christmas wish. Children to have their own 'Christmas Wish' post it note. Children to record a wish for Santa they would like to include in their letter to him e.g.
I hope you have a lovely Christmas party.
I hope you have a good rest and eat many mince pies.

Children to take it in turns to put their wish inside a 'Wishing Jar' or bag.

Model using Finally I hope that...as a time conjunction to end the letter. Remind the children to include Love from and their name at the bottom.

Plenary - Share Twass the Night Before Christmas' poem and talk about rhyme.

Lesson 4

Phonics

Explain to the children that today's contraction has the word **will** in it. Write the contraction I'll on the class whiteboard and

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ask the children which letters have been replaced with an apostrophe ? Work with a partner to change the two words on each of the butterflies into a contraction.

Show the class the Contraction sentences worksheet and ask the children to work with a partner to fill the gaps with the relevant contraction or the formal language. The opposite form is given as support.

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 -

- Santa Envelope
- Bug Club

Lesson 5

Phonics

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Play eye spy looking for something that has the digraph ur, oi and ow in it. Ask the children if they can think of alternative word with ur, oi and ow in it ?

Looking at the English PowerPoint read the words and when the children decide which is an alien word, tap the space gun and cover it in goo !

In school, we teach phonics twice a day one Phase 6 session and one phase 5 session. Look at the Phonic Screening Check PowerPoint from last week to continue practising digraphs, trigraphs and blending real and alien words.

English

Go through the 'Types of Letter' PowerPoint. Talk to the children about a time they might have received a letter or sent one to another person. Children to answer questions about whom the book character letters are addressed to. Model writing an example of an address with postcode at the top of your Santa letter e.g. Father Christmas 101 North Pole Lane AK 077 88

Challenge - Can children add their own address for their letter to reach the North Pole? Decorate and add address to front of envelope.

Response Task – Children to write up their Father Christmas letters in neat ready to be posted.