




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>DT Science</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>PSHE PE</p>				
	<p>DT -</p> <p>Main learning objective: To design, make, evaluate and improve. To master practical skills. To test and evaluate finished vehicles.</p> <p>Desired outcome:</p> <p>Children will be able to design, adapt, build and evaluate making a sleigh for Santa. Children will be able to identify, recognise and label different parts of a wheeled vehicle.</p> <p>Assessment activities to be submitted by N/A</p>	<p>PSHE -</p> <p>Main learning objective: To recognise how to talk about their emotions and feelings and understand a range of different conflicts to support respectful relationships.</p> <p>Desired outcome: To recognise and explain how a person's behaviour can affect other people.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <thead> <tr> <th data-bbox="125 1082 300 1145">Approach</th> <th data-bbox="322 1082 584 1145">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="125 1145 300 1385"> <p>Activate</p>  </td> <td data-bbox="322 1145 584 1385"> <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>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>DT – Lesson 1</p> <p>Explain to the children that they are going to become engineers. They will be designing, planning, investigating, building, decorating and evaluating a wheeled sleigh for Santa. Can the children use their prior knowledge and share when they have designed, investigated and built something before.</p>	<p>PSHE</p> <p>Introduction</p> <p>Ask the children to share what makes them feel good about themselves e.g I am helpful; I score goals in football; I am a good friend.</p> <p>How do children behave when they feel good about themselves? [they tend to make positive choices.]</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Show the children a picture of Santa's flying sleigh and explain that we need to build a wheeled sleigh in case there is not any ice this year.</p> <p>Explain that we will be working on the sleighs for the next few weeks using a range of different resources and materials.</p>	<p>What can affect their behaviour in positive ways [parent/carer comes to see them in class assembly, being praised in front of others etc.]</p> <p>What might make a person feel not so good about themselves [when people shout at them, when they fall out with a friend, when they are unkind.]</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children about any wheeled vehicles they know, working with a partner to find two different ones each. Add their answers to the PowerPoint.</p> <p>Share the PowerPoint 'Features of a toy vehicle', children to listen to and repeat new terms 'A chassis is the base, a base is the chassis' Continue for wheels and axles, adding the key terms to the whiteboard.</p>	<p>How might someone behave when they don't feel good about themselves? [tend to make negative choices.]</p> <p>What can affect a person's behaviour in not so good ways [feeling tired, feeling sad, just had a falling out with a friend.]</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 planning sheet, explaining that it is a bird's eye view. Do any of the children know what the term a bird's eye view means ?</p> <p>Demonstrate and model the labelling. Ask the children what sort of things remind them about Christmas and what is festive to create and make for their sleigh decorations. Share a range of resources to assist with planning, ask the children to talk to a partner about any ideas they have.</p>	<p>Emphasise that we can be affected by other people's behaviour on the outside and on the inside of our bodies. E.g. "I was punched on the arm and got a bruise (outside) so now I am scared to go into the playground (inside)."</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Task –</p> <p>Design sleigh and label including axle, wheels, chassis, back, front and sides. Children to draw festive pictures to show what they want to make and add in future lessons.</p>	<p>Activity</p> <p>Find the resource - Play Script in the PSHE folder</p> <p>Put children into groups of 5. Give the children the simple script to practise and act out. They can add to it and improvise if they want to as the script is for guidance.</p> <p>Each group shows their play. The repetition of the play reinforces the behaviours.</p> <p>Plenary</p> <p>Follow up the performances of the play with these questions:</p>

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DT – Lesson 2

Explain to the children that in this lesson they will be learning how to measure accurately. Ask the children what we can use to help with measuring and do they know what unit length and width can be measured in ?

Show the children under the visualizer a ruler and demonstrate how to measure, ensuring they start at 0 and not the start of the ruler. Let the children measure the length and width of the chassis and record the measurements on their work sheet.

Next, the children will need to measure and cut 2 nets sides and one net for the back. Demonstrate this under the visualizer.

Explain to the children that they will be covering the sides and back of the net in coloured paper. Demonstrate under the visualizer how to use the edge of the coloured paper to help so they only need to measure two more sides. Let the children practice and help each other, if it is proving particularly difficult the children can draw around the edges of the cardboard net sides.

Tasks -

Measuring the width of their chassis and adding 4cms to find out the length of dowel needed. Children to record the measurement on their design sheet.

Measure the sides and width of the chassis. Cut the cardboard strips for the sides and back/front.

- Why do you think Child 1 behaved like that?
- How did Child 2+3 behave?
- Why did they behave like that?
- How did Child 4+5 behave and why?
- Which was the better approach?

Child 4+5 were still angry but they didn't become aggressive. They kept calm, stayed cool. They didn't make the situation worse. In fact they made it all work out well for everyone.

Summarise that it's possible to react in a calm way when someone is being a bit aggressive. Sometimes it can help there to be a good outcome for everyone.

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Measuring the length and width of the sides to cover with coloured paper. (cross curricular with maths) Once this is cut accurately, the paper can be stuck on both sides of the cardboard with glue.

Assemble the chassis by folding the cardboard sides under and using a stapler to join. The back/ front depending on children's choice will need to be secured with tape or a glue gun. Adult support and supervision needed either 1:1 or in pairs.

If completed the children can work with a partner to cut out and match the terms and the definitions correctly - chassis, wheels, axle and dowel.

If at home then the children will be able to catch up on DT Lesson 1 and 2 when they return to school, they could make a vehicle using junk modelling, Lego or any other building materials.

Science –

Main learning objective: To know what humans and animals need to survive.

Desired outcome: Is able to say why living things need water, food and air to survive.

Assessment activities to be submitted by 03.12.21

Science – Lesson 1

PE -

Main learning objective: To be able to change direction whilst keeping control of the ball.

Desired outcome: To be able to maintain control of the ball when moving in other directions.

Assessment activities to be submitted by N/A

PE -

See PE lesson sheet for the lesson. There are activity ideas and games to play.

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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Ask the children if they know what is meant by the term survival ? Explain to the children that they will be learning about what living things need to survive.

Show the children the PowerPoint Humans and animals – Survival. Ask the children questions about what they have learnt, can they tell a partner the five basic needs for survival.

Share the video clip – Why do we need sleep ?

<https://www.youtube.com/watch?v= aAmaCeq9v4>

Children to design a survival poster, in the centre the word Survival and children to draw pictures and label, oxygen, food, water, shelter and sleep.

MA/HA to add more detail i.e. oxygen to breathe, food for energy, water to stay hydrated, shelter to be protected from the weather and sleep to allow your body work properly.

Plenary

Have a go at the quiz about what animals need to survive.

<http://www.educationquizzes.com/ks1/science/animals-what-do-they-need-to-live-and-grow/>

Science -

Main learning objective: To know the basic needs of humans for survival.

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Desired outcome: Children will be able to say why living things need water, food and oxygen to survive.

Assessment activities to be submitted by N/A

Lesson 2 - Now Press Play - Humans

This week we are going to use 'Now Press Play' to continue learning about survival. This lesson will also teach about the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

You are visiting your Aunt, a researcher who is working on another planet. When the local Rock Monsters take her food, you need to save your Aunt and work out what humans need to survive.

This Now Press Play lesson is not available for Home learning.

If at home, you can log onto Now Press Play for an alternative experience.

Type in the link below to take part in the 'Now Press Play' experience 'Seasons'.

<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 Science – Seasons. In this experience the children will learn -

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- The names of the four seasons
- How weather changes across the seasons
- How changing seasons affect animals and nature
- How people adapt to seasonal change

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