






# 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 recognise verbs as action words.</p> <p>Desired outcome: Children to write a set of instructions with at least one verb.</p> <p><b>Assessment activities to be submitted by: 9.12.2021</b></p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to identify properties of 2D shapes.</p> <p>Desired outcome: Children should be able to identify the shapes, the number of sides and vertices it has and be able to explain how many lines of symmetry it has.</p> <p><b>Assessment activities to be submitted by 10.12.21</b></p> <p>Children to send in the finished table they would have been completing throughout the week.</p>																				
<table border="1"> <tr> <th data-bbox="123 978 297 1045">Approach</th> <th data-bbox="324 978 575 1045">What is it?</th> </tr> <tr> <td data-bbox="123 1048 297 1281"> <p><b>Activate</b></p>  </td> <td data-bbox="324 1048 575 1281"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </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>April</td> <td>devil</td> <td>nostril</td> <td>civil</td> </tr> <tr> <td>basil</td> <td>daffodil</td> <td>pencil</td> <td>gerbil</td> </tr> <tr> <td>Brazil</td> <td>evil</td> <td>peril</td> <td>until</td> </tr> <tr> <td>fossil</td> <td></td> <td></td> <td></td> </tr> </table>	April	devil	nostril	civil	basil	daffodil	pencil	gerbil	Brazil	evil	peril	until	fossil				<p><u>Session 1</u></p> <p>Look at the Math shape PowerPoint.</p> <p>Throughout the week, we have a shape table that we will be adding information to each day.</p> <p>Today we are identifying the shapes.</p> <p>Look at the following video - <a href="https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn">https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn</a></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>Show the children What is my sound? work sheet. Go through the pictures, encouraging the children to get the correct word. Ask the children what sound is the same for all of the words. Support the children by sounding the words out to check.</p>	<p>Go through the different shapes and count the number of side/vertices that they have. Here are some helpful hints and tips. E.g. hexagon for six. Five fingers hold a <b>pen pentagon</b>.</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Show the <i>-il</i> word display work sheet with the labels for each picture. Ask the children where in the word the sound is located ? Underline the digraph <i>-il</i> in each word to reinforce the sound. Show the <i>-il</i> word display with the words ending <i>-il</i>. Go through the words again, saying them together as a class. Sound the words out individually using the digraph <i>-il</i>. Highlight to the class the repeated consonants in <i>fossil</i> and <i>daffodil</i>.</p>	<p>Task 1: Using sorting circle. Place different 2D shapes into them. For example 'has four sides' 'has no vertices'. To make the task trickier, this could be changed to '&gt; 2 sides' 'the same sides and vertices'. Can the children think of their own groups?</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Play the game Missing vowels.</p> <p><b>English</b></p>	<p>Task 2: On the table work sheet, fill in the following parts: Shape name (children may not know them all due to some being irregular. This will be visited in the next lesson so can be revisited then).</p> <p><b>Session 2</b></p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>Explain that this week, Year 2 will be writing some instructions. Ask children what they know about instructions already and share '<u>Writing instructions</u>' PowerPoint.</p> <p>Ask children to name different types of instructions they have seen before e.g. how to play a board game, recipes to cook something at home etc. Record what the children know about instructions on the class whiteboard and then share some examples (see Cardboard Rocket Tube template or use Big Books).</p>	<p>Recap the 2D shapes that the children can remember. Look at the shapes on the next slide. Can they identify them? What helpful hints can you remember?</p> <p>Allow children time to look at the reasoning question. Which shape is a hexagon and <b>how</b> do they know? What properties does it have? Does it look like the hexagons we have been looking at? Explain that later on in the lesson we will be visiting this.</p> <p><b>Task 1:</b> Children are to go on a shape hunt around the school. What shapes can they see? How do they know it is that shape? Use whiteboards to tally their answers.</p>

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Explain that when we write instructions, it is important to add a **title** to let others know what we are doing. We also need a **list of equipment** to know exactly what we need. Each instruction is **numbered** so we can follow them in the correct order.

Activity 1- Children to work in pairs and practice giving instructions to each other. How quickly can your partner read/follow the instructions?

Activity 2- During mini-plenary, show the children examples of command sentences. We use **command sentences** to give instructions. These always include a **bossy verb** (a verb that tells you what to do). These bossy verbs have been removed from the instructions below.

**eat, brush, get, walk, wash, go**

Children to work again with their partner to write out the sentences on their whiteboard. Use each bossy verb once to complete the instructions so that they make sense.

**Get** out of bed.  
..... to the bathroom.  
..... your face.  
..... your teeth.  
..... downstairs.  
..... your breakfast

Plenary - Children to share examples of their instruction writing and identify the bossy verbs.

When the children have completed the shape hunt, introduce the two words:

'regular' 'irregular'

What do they mean?

Look at the pictures of different shapes. Which do they think are regular?

Discuss what the terms means and then ask children to think again. Discuss answers together.

Give children some time to complete the questions on the power point.

**Task 2:** Fill in the following parts of the table:

- Number of sides
- Number of vertices
- Regular or irregular
- Any unknown shape names from previous lesson (remember they are just irregular!)

## Session 3

Today we will be looking at symmetry. Discuss what vertical and horizontal mean. (There is a picture of the horizon to assist).

Have the children heard of symmetry before? What is it? Discuss the children's answers.

Look at some examples of vertical symmetry. Can they see any other lines of symmetry?

Use the following MyMaths lesson to help further the children's knowledge of symmetry.

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## Lesson 2

### Phonics

#### **Activity - What am I?**

Tell the children that they are going to play a game called What am I? Give the children some clues and they need to try to guess what object or word you are thinking about. Ask them to write the answer on a whiteboard, copying the spelling from the whiteboard if they need to.

Ask the whole class to show their answers at the same time:

*I am a pretty yellow flower. What am I? (daffodil)*

*I am found in rocks and I am the remains of an animal or plant.*

*What am I? (fossil)*

*I am a small animal like a hamster. What am I? (gerbil)*

*I am a country that plays a lot of football. What am I? (Brazil)*

*I am the month that follows March. What am I? (April)*

*I am used to write. What am I? (pencil)*

More What am I? questions could be asked if time permits.

### English

Revise 'Man on the Moon' story. Talk about what Bob does at different times of the day with references to time. Discuss as a class what a verb is---action word, something you can do. Explain that there is ALWAYS a verb in a sentence.

<https://app.mymaths.co.uk/309-lesson/symmetry>

Task: Children are to cut out the given shapes and see if they can identify if they have lines of symmetry. They can fold them or use mirror to help.

## **Session 4**

Recap what symmetry is and look at the following video - <https://www.bbc.co.uk/bitesize/topics/zrhp34j/articles/z8t72p3>

Look at the shapes on the PowerPoint and ask if the children can identify any lines of symmetry. Are there any shapes that have no lines of symmetry?

It is important to know that most regular shapes have the same number of lines of symmetry (e.g. square has 4, triangle has 3, pentagon has 5). Note that a rectangle is not a regular shape which is why it only has 2 lines of symmetry.

**Task 1:** Complete the symmetry sheet as a class. This is focusing on vertical symmetry and there is a hint on the PowerPoint to help.

**Task 2:** Once revisiting regular/irregular, children are to complete the lines of symmetry part of their shape sheet.

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Teacher to give some examples from the story to the class and see if the children can act out the verbs, e.g. Bob is brushing his teeth, Bob is cleaning the moon; He jumped into the rocket and zoomed home. What verbs did you hear in the sentences?

Bob has had his memory zapped by the aliens. We need to give him instructions about his day so he can be a good moon guide. Children to put the instructions into the correct order.

**Green Draft Books** - Children to make a story map of Bob's day and in addition act out instructions beginning with a bossy verb. Encourage use of **not, put, get, go**  
Those that can, use interesting verbs accompanied by an adverb and some detail in the instruction.

**Plenary** - Record as a class some of the instructions they have created. Hot seat Bob character and make sure he can follow the instructions in the correct order.

## Lesson 3

### Phonics

Show the children Word jumble worksheet.  
Explain that all the letters of the *-il* words they have been looking at have been jumbled up and you need their help to find the correct spelling of the words.  
Tell them each ' \_ ' represents one letter of the word. Tell them to use the pictures to help them and to sound out the word carefully. Remind them to look out for the *-il* sound at the end of the word.

Demonstrate completing the first word jumble.

## **Session 5**

There are three different tasks today:

Problem Solving

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

Times table practice - Visit TT Rockstars

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Children should complete the Word jumble sheet independently. Take feedback from the class and check for accurate spelling and use of *-il* endings.

Work with your friends to answer the questions in the quiz.

<https://www.educationquizzes.com/ks1/english-spelling/year-2-ending-with-il/>

## **English**

Have another look at the instructions for Bob from the previous lesson. During this lesson, we will be adding more detail to our instruction writing. Teacher to model adding examples of bossy verbs and use of time openers to add detail e.g.

### **First, Then, Next, After, Finally**

1. First, cook and eat your breakfast. You need to make sure you are full for your busy day.
2. Next, stroll to the shop and buy a newspaper, this will keep you entertained when in the rocket ship.
3. After that,

Children to write instructions using numbers and bossy verbs to put Bob's day in the correct order. Write one instruction for each picture of your story map.

**Plenary** - Take it in turns with a partner to read aloud your instruction writing for Bob.

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## **Lesson 4**

### **Phonics**

Show the *-il* word display work sheet with the words labelled beneath each picture on the whiteboard for use.  
Choose one word and demonstrate making it into a simple sentence, e.g. *I found a fossil on the beach.*

Ask the children to make up their own sentences using one of the words on the whiteboard. The children are to swap whiteboards with a partner who checks their spelling of the *-il* words shown on the class whiteboard.

Repeat until the class has used most of the words.  
Share good examples of sentences with correct spelling with the class.

Play the game Against the clock. Listen to the sentences and decide what the missing word is, type the word and win points.

[https://www.spellzone.com/word\\_lists/games-388.htm](https://www.spellzone.com/word_lists/games-388.htm)

### **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** -

- Habitats Comprehension Sheet
- Children to write their own instructions

## Lesson 5

### Phonics

Keep practising your phonics using the phonic mats 2 to 5.

Practise your reading skills; can you change one or more words to make a different sentence ? Make sure the sentence still makes sense.

Play the game Sentence substitution.

<https://www.phonicsplay.co.uk/resources/phase/5/sentence-substitution-ph5a>

### English

Teacher to share a few examples of instruction writing that was completed during the previous lesson. Recap features of instruction writing e.g. numbers, list of what you need and



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	<p>title. Draw attention to use of time openers and bossy verbs when showing the children examples.</p> <p>Create a class word bank to help children with their lists of what Bob needs.</p> <ul style="list-style-type: none"><li>• <b>Response Task—</b> Teacher to work with a group at a time to check/add use of bossy verbs. Children to work independently to record a list of what Bob needs on the Moon until it is their turn to work with an adult.</li></ul>	
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