

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.

<u>Metacognitive strategies</u>	<u>Topic Tasks (offline and online)</u>	<u>Topic including PE - Task (offline and online)</u>
<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>Science and PE</p>	<p>PSHE DT</p>
	<p>Science -</p> <p>Main learning objective: To be able to describe the importance for humans of exercise.</p> <p>Desired outcome: To be able to recognise the effect of exercise to their body.</p> <p>To be able to use their knowledge of exercise to make a poster explaining the importance</p> <p>Assessment activities to be submitted by 10.12.21</p> <p>PE -</p> <p>Main learning objective: To take part in different exercises with a team, working together.</p> <p>Desired outcome: To understand the importance of exercise and its effects on their body.</p> <p>Assessment activities to be submitted by N/A</p>	<p>PSHE -</p> <p>Main learning objective:</p> <p>To be able to identify people who are special to them.</p> <p>Desired outcome:</p> <p>To explain some of the ways those people are special to them.</p> <p>Assessment activities to be submitted by N/A</p>

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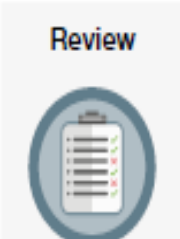
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Approach	What is it?			
<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>There are 2 linked lessons for Science and PE.</p> <p>Lesson 1</p> <p>Open up the folder – 1 What happens when we exercise ?</p> <p>Open the PowerPoint – 1 Exercise in Important.</p>		<p>PSHE</p> <p>Introduction</p> <p>Go over what we mean by special people – people who are important in our lives. (Revisit from previous year’s activity ‘Who are our special people?’ if necessary).</p>
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>10 minutes</p> <p>Work through the slides asking the children questions as you go. Assess what they know and what they might be learning for the first time. Stress the benefits of exercise explaining that we will be looking at this in the next lesson – see if there are any experts that will remember these important facts.</p>		<p>The list can include family, friends, people at school and in different community groups - faith groups, out of school clubs.</p> <p>How can special people help us? Take suggestions from the class.</p> <p>What can the children do to help the special people in their lives? Take suggestions.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The children will get into their PE kit for the next practical part of the lesson.</p> <p>15/20 minutes</p> <p>The investigation sheet will need to be printed for each group. In their groups, children will need to test out the activities. On their work sheet, tick or cross the exercises that increase their heart rate. The children will have 15-20 minutes to work through as many of the activities as they can.</p>		<p>Where do our special people come from, which communities? [home, school, street, clubs, church, mosque etc.]</p> <p>Once these points have been talked through, it should be easier for the children to write down whom their special people are, why they are special and where they come from. Make some notes as you go along, on a whiteboard or flipchart.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Challenge - If the children complete the first task. They can create an exercise routine that we could all follow to help keep us fit.</p>		<p>Activity</p> <p>Give the children a blank sheet of large (e.g. A3) paper on which to make a poster about themselves and their special</p>

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 <p>Review</p> <p>Revisiting previous learning after a gap.</p>	<p>20 minutes</p> <p>Back in class, children to have their own tables with pictures to cut out. Children to independently cut and stick the exercises into the correct table.</p> <p>Challenge - For children who complete within the time – They can work on the reasoning challenge card. Ask the children to write their answer on their whiteboard.</p> <p>Lesson 2</p> <p>Open up the folder – 2 Why is it important to exercise ?</p> <p>Open the PowerPoint from yesterday – 1 Exercise in Important</p> <p>Revisit some of the key points from yesterday. Then move to slide Part 2. Today the children are boosting their knowledge and previous learning.</p> <p>Can they make a zigzag book showing the importance of exercise? Suggestion of at least 3 pages.</p> <p>Look at the examples of posters on the next slide. Also use the display posters that can be found in the Science/PE folder -</p> <p>2 Why is it important to exercise ?</p> <p>Once the children have had some time to think of some ideas and have talked to their partners about what they will produce. Children will create their posters. Can they create an information page for each page of their zigzag book?</p> <p>Stick in Topic book.</p>	<p>people. The children will use the notes made in the introduction to help them with this.</p> <p>Children can draw a picture of themselves in the middle or, if available, stick a photo of themselves in the middle. The children can name and draw who their special people are. The reasons they are special and which part of the child's life they come from can be added. Photos of these special people can be brought in and added later.</p> <p>N.B. There may be some children who feel that they do not have many special people in their lives. This needs to be identified early on at the note making stage so the teacher/TA can make some suggestions such as helpful adults around school. The child will then have something they can put on their poster.</p> <p>Plenary</p> <p>Ask each child to think of something to say to their special person to show how much they mean to them. They can say this out loud (perhaps as a circle time activity), write it on their poster or keep it to tell their special person when they see them.</p> <p>DT -</p> <p>Main learning objective: To master practical skills. To assemble, join and combine materials. To follow instructions and use tools/equipment safely.</p> <p>Desired outcome: To identify simple tools and equipment they will want to use. To join and combine materials independently.</p>
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		<p>Assessment activities to be submitted by N/A</p> <p>Lesson 1</p> <p>In this lesson, the children will work on and develop some cutting, joining and finishing skills with paper or card.</p> <p>The children need to measure the width of their chassis and add 4cms to find out the length of dowel needed for the axle. Next, the children will need to measure and cut two pieces of dowel and sandpaper the ends.</p> <p>Adult support to use a stapler and or glue gun to assemble their nets.</p> <p>Give the children the opportunity to explore and use wheels, axles and axle holders. Can they assemble their sleigh using chassis, dowel, wheels and stoppers ?</p> <p>Lesson 2</p> <p>Children will use their design and planning sheet to decorate their sleighs. Encourage the children to carefully follow their plan from last week's lesson.</p> <p>Children will have the opportunity to select from and use a range of materials and components such as paper, card and craft materials.</p>
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