





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 be able to compare and contrast two similar stories. To be able to retell and act out a story</p> <p>Desired outcome: Children will be able to perform a story using puppets. Children will be able to find similarities and differences between stories.</p> <p>Assessment activities to be submitted by: 4.11.20</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to add and subtract from different numbers</p> <p>Desired outcome: Children to use their place value to partition numbers and add/subtract them. Children should apply this to word problems.</p> <p>Assessment activities Session 2 and 3 to be submitted by 4.11.21</p>												
<p>Approach</p> <p>Activate</p>  <p>What is it?</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" data-bbox="728 1077 1232 1220"> <tr> <td>wrap</td> <td>wrapper</td> <td>wreck</td> </tr> <tr> <td>wren</td> <td>wrestler</td> <td>wriggling</td> </tr> <tr> <td>wriggly</td> <td>wrench</td> <td>wrong</td> </tr> <tr> <td>wrinkly</td> <td>wrist</td> <td>write</td> </tr> </table>	wrap	wrapper	wreck	wren	wrestler	wriggling	wriggly	wrench	wrong	wrinkly	wrist	write	<p><u>Session 1</u></p> <p>Today we are revisiting place value. Can you remember how to show numbers using rods and crosses. Go through the examples with the children.</p> <p>Show using dienes how we can split a number apart. 65 is 6 tens and 5 ones → $60 + 5 = 65$.</p> <p>Go through some examples under the visualiser and then on the powerpoint.</p> <p>Allow the children time to try some examples of their own.</p>
wrap	wrapper	wreck												
wren	wrestler	wriggling												
wriggly	wrench	wrong												
wrinkly	wrist	write												
<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>This week's lessons are on words with a silent letter w. Ask the children what other silent letters have they learnt about previously.</p>	<p>Explain that we can partition in different ways for example: 45 can be shown →</p> <p>$40 + 5 = 45$</p> <p>$30 + 15 = 45$</p> <p>$20 + 25 = 45$</p>												

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>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Explain that a silent letter is a letter in a word that we do not need to say when sounding a word out phonetically, but that it needs to be in the word to be spelt correctly.</p> <p>Go through the poster and read the words that have the silent w sound.</p>	<p>You can show this under the visualiser by moving the dienes across each time.</p> <p>Allow the children some time to see if they can tackle the examples on the board.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Explain to the children that this silent w sound is usually found at the start of the words. Explain to the children that not all 'r' sounds have a silent letter. Ask the class if they can think of a different word using the 'r' sound that does not have a silent letter, refer to the words <i>right</i> and <i>rope</i>.</p> <p>Show the children the pictures on the worksheet wr picture cards. Can the children guess what they are? Explain any words that the children are unfamiliar with.</p>	<p>Task A- Complete the sheet if you feel comfortable partitioning the number in one way ($40 + 5 = 45$)</p> <p>Task B – Complete the sheet if you feel comfortable partitioning the number in more than one way ($40 + 5 = 45$ and $30 + 15 = 45$).</p> <p>Some children will work in a smaller group working with dienes on the carpet.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Task - Can the children think of an action to help them remember each word? Remind the children all the words start with the letters wr, practise spelling each word.</p> <p>Challenge – Can the children put these words into a sentence?</p> <p><u>English</u></p> <p>This week we will be learning the story of 'Yeh Hsien'. It is a traditional Chinese fairy tale. Have you read any other examples of fairy tales before? Your teacher will read aloud the 'Yeh Hsien' story. Here are some web links to use below:</p> <p>https://www.youtube.com/watch?v=xpacm4ET-Cs https://www.youtube.com/watch?v=raqCNujgE38</p>	<p>Plenary → Some quick arithmetic questions.</p> <p>Session 2</p> <p>Begin the lesson by answering some quick arithmetic questions. Recap column addition (without borrowing). Remind children of the rules (ones first!). Go through some examples on the board and allow children time to give it a go. Do the same when thinking about carrying over.</p> <p>Task → Children to try to get through each challenge that they can. Plenary → Some addition reasoning questions.</p> <p>Session 3</p>

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.

After reading, ask the children are to answer different questions related to the story. **Who** are the good and bad characters in the story? Where does the story take place? **What** does the Stepmother and King do? **Why** does Yeh Hsien leave the festival? **How** does Yeh Hsien feel at the beginning, middle and end of the story?

Children will work in small groups to act out the story. Remember; when performing to an audience you need to:

- Have a loud, clear voice
- Use expression on your face
- Move your body around (don't be like a statue)

Challenge

Can you perform the story as a mime where there is no talking in your performance? Can your audience still understand what is happening in the story?

Lesson 2

Phonics

Ask the class if they can remember the silent letter, they were looking at in the last lesson. Make a list of the **wr** words the children remembered.

Task - Ask the children to write the words, wrap, wrong, write and wreck on their whiteboards.

Challenge – Can the children put these words into a sentence ?

Children will begin with some quick arithmetic questions. Today will be similar to yesterday. Go through the subtraction questions. Start with the ones. The first few questions will be without exchanging. Then the children will attempt some. After, introduce exchanging again.

Task → Children to go through each challenge on the sheet in the time given.

Plenary → Go through the subtraction reasoning questions.

Session 4- Outdoor Learning Day

There will be 2 parts of the lesson. The first is for children to create a number line using chalk. Ask the children to work in small groups (4 or 5 is fine) and create a number line to 30 (similar to a ruler). Half of the children will go to collect natural objects to represent the objects e.g. 1 stone, 2 leaves, 3 twigs. The other half of the group will use chalk to draw the number line and use numbers. Once the children have completed this, the class teacher will shout out small number calculations. For example $5 + 3 = ?$ Children can jump up the number line so that they practice using a number line/ruler. Calculations should be addition and subtraction.

Session 5

Today we will be focusing on times tables. Log on to TT rock stars and focus on the 2,5,10 and 3 x table. You can do this by focusing on the arena part of TT rock stars.

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 spilt 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.

Play the game 'Sentence Doctor' that can be found on the English PowerPoint. Read the paragraph together and then ask the children to work with a partner to see how quickly they can find the mistakes.

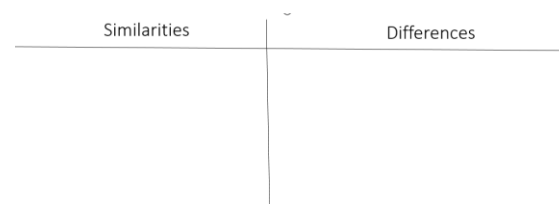
English

Revise 'Yeh Hsien'. What story were we reading yesterday?
Can you explain happened in the story?
What story was this one similar to?

This lesson we are going to be thinking about the similarities and differences between Yeh Hsien and Cinderella.

If you need a reminder of the story, use the web links from yesterday's lesson. Children to listen again to Yeh Hsien story and look at the Cinderella PowerPoint. Compare characters, story events and illustrations throughout input.

Children to draw a grid in their English book with one side saying similarities and the other saying differences.



Fill in at least three similarities and three differences between the story Yeh Hsien and Cinderella.

Challenge

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.

Write two sentences underneath about the two stories that include adjectives (describing words) and a conjunction (for example; and, but, because, or, when)

Lesson 3

Phonics

Show the children some of the actions used previously to demonstrate **wr** words. Ask the children to guess what word you are showing them and then they can join in. Ask children to volunteer to show actions for the rest of the class to guess.

Explain to the children that they are going to complete some sentences using the wr words that they have learnt so far this week. Talk to a partner and share which wr words you can remember.

Task - Read the sentences on the worksheet 'Complete the sentences' with a partner and decide which words make each of the sentences make sense. Go through the sentences at the end of the lesson together to check the children's answers.

Challenge – Can the children think of alternative sentences using the missing words given ?

English

Explain to the children that today they are going to be creating your own puppets. These could be stick puppets, finger puppets or hand puppets.

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 spilt 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.

They will need to make the puppets of the main characters in the story of Yeh Hsien. Children will work in small groups and make one different puppet each.

Show the children the pictures from the story on the PowerPoint to help them draw the characters. The teacher will model writing a play script showing what each character says in the story. Encourage the children to use a different colour to show when another character is speaking.

Make sure the children know that the character's name has to be written first in the script. Children to stay working in their groups and record their play script onto large sugar paper.

Challenge

Can you write out part of a play script for the story of Yeh Hsien where you write what each of the characters say?

For example:

Narrator - Once upon a time, there was a lonely girl called Yeh Hsien who was very sad but very kind. She lived with her Stepmother and Stepsister who were very unkind to her.

Stepmother - Go and get some water from the pool.

Stepsister - I am so hungry, get me some food.

Lesson 4 - Outdoor Learning Day

Phonics

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.

Show the children the work sheet 'wr word cards' and ask the children if they can think of a sentence using two of the wr words ? Share an example;

The wrens wrestled to get the wriggly worm.

Explain to the children that they are going to play a game called Spin the wheel. Take turns to spin the wheel and read the word. Does it have a silent k or a silent w ? If the children get the word correct, the word will be eliminated and the game can continue.

Ask the children to make up a sentence with some of the words and share them verbally.

<https://wordwall.net/resource/9370327/kn-and-wr-words-og>

English

The children will use their puppets and play script from yesterday's lesson, each group will perform their version of 'Yeh Hsien' to everyone.

Make sure every character is included in the story.

Remember to use a loud voice so that the audience can hear you and that the story is retold in the right order.

Ask the audience, to share three things that each group has done well and one thing they could improve on when next performing.

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.

Lesson 5

Phonics

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. How many words can the children get right ?

English - Guided Reading

In this lesson, the children will read in small groups together and answer comprehension questions with their teacher. The children will also complete independent comprehension activities -

- Cinderella Word search
- Cinderella Comprehension Questions

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.

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 spilt 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.

--	--	--