






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 sentences using the appropriate punctuation.</p> <p>To know about the main events of the Great Fire of London.</p> <p>Desired outcome: To write a letter and use questions asking how the Great Fire of London affected them.</p> <p>Assessment activities Lesson 1 and Lesson 3 to be submitted by 7th January 2022.</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To know the properties of 3D shapes.</p> <p>Desired outcome: Children should be able to identify 3D shapes and know the number of edges, faces and vertices that they have.</p> <p>Assessment activity Finished 3D shape table to be submitted by 7th January 2022.</p>				
<table border="1"> <thead> <tr> <th data-bbox="123 941 297 1005">Approach</th> <th data-bbox="324 941 580 1005">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 1005 297 1236"> <p>Activate</p>  </td> <td data-bbox="324 1005 580 1236"> <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><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>Ask the children if they can remember any of the sounds that they learnt last term. Make a list of any that they suggest, giving an example word for each.</p> <p>Read the fictional Lottery win article as a class. Ask the class if they can spot any sounds that they were learning in the</p>	<p>This week the children will be investigating 3D shapes. Each lesson will end with the children completing part of the table (3D properties sheet).</p> <p>Session 1</p> <p>Ask the children which 2D shapes they can remember. Do they know different shapes? Do they know any 3D shapes? What is the difference between 2D and 3D shapes?</p>
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>					

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>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Autumn term. Highlight the words, which show the sounds from last term and write them under the correct heading on the Sound recorder resource.</p> <p>English</p>	<p>Look at the following video:</p> <p>https://www.bbc.co.uk/bitesize/clips/zps34wx</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children to think about what a New year's resolution is. It is a promise to yourself of what you would like to try to do during the coming year.</p> <p>Share '<u>New Year's Resolution</u>' PowerPoint to help explain how New Year is celebrated and ask the children how they choose to celebrate going into 2022.</p>	<p>Go through the different 3D shapes on the PowerPoint. Ask the children if they understand what the following terminology is:</p> <p>Edges</p> <p>Faces</p> <p>Vertices</p> <p>Pass around the 3D shapes on the carpet so that the children can explore.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Think about what you would like to do this year and write down two or three resolutions. These could be about a new skill you would like to learn, something you will do at home and something you will do at school. For example;</p> <p>I would like to try to learn how to skip this year. I am going to keep my bedroom tidy all year. I will work hard on my handwriting and try to join my letters.</p>	<p>Task 1: In small groups, children are to go around the school and search for different 3D shapes.</p> <p>Discuss with the class what a face is in more detail and how it can be different to 2D shapes. Look at the examples.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>I will work hard on my handwriting and try to join my letters.</p> <p>Challenge- Can you use a conjunction in your resolutions as well? For example; and, but, because, when, or, so</p> <p>Lesson 2</p> <p>Phonics</p> <p>Show the children the Spelling reminder bubbles and remind them about the four sounds we are revising this week.</p>	<p>Task 2: Complete the following part of the table:</p> <ul style="list-style-type: none"> ➤ Name of shape ➤ Number of faces <p>Alternative task: Can you draw around the shapes? What do you notice about them?</p> <p>Session 2</p> <p>Recap which 3D shapes the children can remember. Do they remember what edges, faces and vertices mean?</p> <p>Look at the following video:</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 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.

Ask the children to help you remember any words that fit into these four sounds.

Dictate some of the following sentences for the children to write on their whiteboards.

After the shipwreck, everyone knew the ocean was scary.

The princess lost her distance race.

You know how to write the add sign.

There is a gnome in the circus.

What is the price of a sweet in a wrapper?

English - Cross-Circular with History

Look at the PowerPoint 3 and the slides about Samuel Pepys diary. Focus on slides 1 – 6 and 10 – 11. Discuss the information he shared. Think about the key facts about the Great Fire of London. Use these to create a class word bank for the 5ws– *what, where, when, why, who*.

Children to work in small groups using instruments or their own body to create some sound effects and feelings that can be included in their letter e.g. water sloshing, people screaming, flames blazing, people in boots running and bell clanging.

Children to plan a letter to a friend or family member who also lives in London at the time of the Great Fire of London to find out how they were affected. Children to use the planning sheet to record a sentence to match each sense e.g. smell, feel, see, hear and draw a picture to match. To be completed inside Green draft books.

<https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p>

Explain that today we are focusing on the number of vertices. Look at the example of the cube and cuboid. What is the same about them? What is different?

Go through the examples together and model to the children how we can count them (use of post it notes or blu tac so they do not count them more than once/ count them altogether).

Task: Complete the part of the table - number of vertices.

Alternative task: Session 2 An Eye Spy activity.

Session 3

Recap the 3D shapes the children can remember. What do they remember?

Look at the different shapes and ask the children which of them have 6 faces. Can they remember? What is the same about a cube and cuboid?

Today we are focusing on the number of edges. What are edges?

Look at the example of a cuboid. If we know the number of edges for a cuboid, would it be the same for any other shapes?

Continue to look through the examples and show children how we can count the number of edges (use blu tac).

Task: Complete the table - number of edges.

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.

Challenge - Try to plan at least 2 questions of what you would like to ask your friend or family member.

Plenary - Children to take it in turns to read aloud their plans.

Lesson 3

Phonics

Play the game - How many words? Using the letters given, how many different words can you make up? Can you make any words with kn or gn in them?

In pairs, give the children the Colour the sound worksheet. The children will need a yellow, green, red and blue colouring pencil. Ask the children to colour all the words that have the **s** sound written as a **c** sound yellow e.g. pencil or recent. Check how many words the children have coloured and check that they are correct.

Repeat this, colouring the silent **kn** sounds green, silent **gn** sounds red and silent **wr** sounds blue. Check the children's boards for accuracy.

If the children finish they can put some of the words into sentences.

English - Cross-Circular with History

During the input, children to share examples of their letters and plans to their talk partners. Remind the children to make sure they have used all of the senses and asked a question

Alternative task: Session 3 Task A sheet.

Look through the 'What am I 3D shapes' PowerPoint. Can the children guess the shapes?

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.

about what they would like to know about their friends experience during the Great Fire of London.

Teacher to model writing a letter using the template below to help:

There is also a scaffolded word bank to help in the English Folder.

Dear _____

I was writing because _____ (What do you want to know?) _____.

I could see _____ (e.g. fire, flames) _____.

I could hear _____ (e.g. people screaming) _____.

I felt _____ (scared, worried) _____ because ____.

I hope you are safe.

Encourage the children to write in full sentences and use the ideas from their plans. Children to try to keep their letters on the line using neat presentation.

Plenary - Share the finished letters and teach the children the song 'London's Burning.'