




# 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 (<b>offline</b> and <b>online</b>)</p> <p><b>History</b></p>	<p><u>Topic including PE - Task</u> (<b>offline</b> and <b>online</b>)</p> <p><b>Science</b></p>				
	<p><b>History -</b></p> <p>Main learning objective: To know about the main events of the Great Fire of London.</p> <p>Desired outcome: To talk about the main events e.g. Why the fire spread so quickly, how it affected people and what was destroyed.</p> <p>Assessment activities to be submitted by N/A</p>	<p><b>Science -</b></p> <p>Main learning objective: To identify different materials including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Desired outcome: To name different materials and compare the suitability for particular uses.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 1106 297 1161"> <p><b>Approach</b></p> </td> <td data-bbox="322 1106 577 1161"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1165 297 1406"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1165 577 1406"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p><b>Approach</b></p>	<p><b>What is it?</b></p>	<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><b>History</b></p> <p><b>Lesson 1 -</b></p> <p><b>What happened in the Great Fire of London?</b></p> <p>The children in school will have been listening to a book about The Great Fire of London. If at home, share the Great Fire of London PowerPoint.</p>	<p><b>Science</b></p> <p>Ask the children what is meant by the word materials, can they help make a class list of the materials the children already know.</p> <p>Share the Materials PowerPoint to look at pictures of other materials, for each material can the children see something in the classroom made of that material?</p>
<p><b>Approach</b></p>	<p><b>What is it?</b></p>					
<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>					

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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>Discuss the story of the Great Fire of London. Ask questions to check how much they have understood e.g.          Why did the fire start?          Where did it start?          What happened?          Why did it end?          What were the results of the fire?          Why was it called the Great Fire of London?</p>	<p>Take the children on a material hunt. Explain to them that they will be looking at what each of the objects we see are made of and talk about why they think that object has been made from that material.</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><u>Task –</u></p> <p>Give the children pictures from the Great Fire of London. Ask the children to describe the events in each of the pictures. Remind the children what chronological order means. Ask the children to cut out and stick the events in the correct chronological order.</p>	<p>In small groups, the children will have four different materials to be looking out for on the materials hunt. Ask the children to find two/three different objects made of each of their groups materials. Each group to take photographs to remind them</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><u>Plenary –</u></p> <p>Ask the children to recall key facts they have learnt so far.</p>	<p>Task – Children to draw the objects they found on the materials hunt, in the correct section on the worksheet according to what they are made from.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p><b>Lesson 2 -</b></p> <p><b>Why did the fire spread so far and stay alight for so long?</b></p> <p>Show the children pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what materials they think the houses were made from.</p>	<p><u>Plenary –</u></p> <p>Children to share what they found on their hunt and what it was made of with the rest of the class. To finish play Eye spy with my little eye something made of... beginning with...</p>

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Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river.

Look at the link below to remind you of how and why the fire spread across London.

<https://www.bbc.co.uk/newsround/37222884>

Encourage the children to think about who helps to fight fires today. Explain that there was no fire brigade at the time.

Share with the children information from the document - Stuarts and fire fighting; discuss any thoughts the pupils have about firefighting.

<https://www.historyonthenet.com/the-stuarts-fire-and-fire-fighting>

Task –

Give the children the pictures with reasons why the fire may have spread so easily, ask the pupils to discuss in their groups and put the pictures in two groups 'causes and other factors'

Afterwards discuss the choices the children made. Ask questions such as;

If there had been very heavy rain, would there have been such a devastating fire?

If there were no wind would it have spread so easily?

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	<p>Let the children have a chance to change and move any pictures, take a photograph and stick into the children's topic books.</p> <p><u>Plenary –</u></p> <p>Make a class list of the main reasons why the Great Fire of London started.</p>	