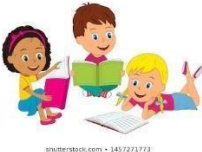









Engayne home learning planning framework

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.

<p><u>Metacognitive strategies</u></p> <p>The learning sequence in the next two columns is spilt 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 write a character description.</p> <p>Desired outcome: I can use exciting adjectives to describe a characters appearance, personality and traits.</p> <p>Assessment activity Lesson 3 to be submitted by: 13.01.22</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To identify $\frac{1}{2}$ and $\frac{1}{4}$ of different shapes and numbers.</p> <p>Desired outcome: To recognise the difference between equal and unequal groups. To be able to find fractions of shapes and numbers.</p> <p>Assessment activities Session 3 and 4 to be submitted by 12.01.22.</p>						
<table border="1"> <tr> <th data-bbox="100 893 280 965">Approach</th> <th data-bbox="291 893 571 965">What is it?</th> </tr> <tr> <td data-bbox="100 967 280 1197"> <p>Activate</p>  </td> <td data-bbox="291 967 571 1197"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> <tr> <td data-bbox="100 1198 280 1460"> <p>Explain</p>  </td> <td data-bbox="291 1198 571 1460"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </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>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>This week's phonics revision is focused on -</p> <ul style="list-style-type: none"> o sound written but pronounced as u j sound written with a g words ending in ge and dge words ending in il <p>Ask the children to read the words on the PowerPoint, see if they can be a phonic detective, and recognise the sounds that</p>	<p><u>Session 1</u></p> <p>This week we are starting to look at fractions. Look at the two pizzas. Which would you prefer? Which pizza would be shared equally? What does equal mean?</p> <p>Look at the pictures on the PowerPoint. Which are showing equal parts?</p> <p>It does not always have to be split into two.</p> <p>As a class, split the bears into equal groups.</p> <p>How do you do this?</p> <p>What method will you use?</p>
Approach	What is it?							
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>we are revisiting this week. Ask the children if there are any words they need help to understand?</p> <p>Task – Children to make up sentences using words on the PowerPoint and share them verbally with a partner before choosing a few sentences to write on their whiteboards. Share the children’s sentences with a variety of today’s words in.</p>	<p>Once complete as a class. Let the children attempt the beanbag question. Make sure they count the number of beanbags carefully.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. In pairs, children are to take a number of counters/objects and put them into equal groups. What makes it equal? 2. Once this is complete, on the carpet the children are to use Task A sheet and distinguish between equal and unequal.
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>English</p> <p>This week in English, we will be working on the story of Dogger by Shirley Hughes. You can listen to the story here: https://www.youtube.com/watch?v=jNOYgRf5jes</p>	<p>Plenary: Look at the challenge question together and ask children to think about their reasoning. Look at $\frac{1}{2}$. Ask the children does anyone recognise what this means?</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Ask the children what characters are in the story, do they have a favourite character and why?</p> <p>Explain to the children that they will be Hot seating. They can take it in turns to choose a character from the story. Then one person takes the ‘<u>hot seat</u>’ in role. The audience then ask them questions.</p> <p>Answer these key questions with your friend:</p> <ul style="list-style-type: none"> • Whom does Dogger belong to? • What did Dave do to Dogger when it was cold? • How many teddies does Bella take to bed? • Where was Dogger found? • Do you have a special toy like Dave? 	<p>Session 2</p> <p>Today we will be looking at half ($\frac{1}{2}$). What does this mean? Show a picture. There are two equal parts and one part is shaded.</p> <p>Look through the pictorial examples on the PowerPoint to show different whole shapes split into halves. Are they all correct? Why? Why not? Remember they have to be equal.</p> <p>Allow children time to look at the numbered shapes and determine if they are half or not.</p> <p>Look through the other reasoning questions as a class.</p> <p>Ensure children are aware that in order for a shape to be a fraction, all parts need to be equal.</p> <p>Show the picture of a square with four parts and ask them which picture would show half? Which would not and why?</p>

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Lesson 2

Phonics

Ask the children to identify the pictures on the PowerPoint. Can they think of other words to fit into each of the sound groups? –

- o sound written but pronounced as u
words ending in **ge**
- j sound written with a **g**

How many words can the children see with an **il** ending and can they think of anymore?

Play the game – Alternative j sound matching card game. Pick children to come to the whiteboard and chose two cards, will they be a match? Remind the rest of the class to keep looking but keep the answers a secret until asked.

English

Re-read and ask the children to recap the main events in the story.

Explain to the children that we are going to be writing some character descriptions this week.

Character description is **a type of writing that gives the reader information about a character**. This information might be related to the character's visual appearance, or it might give the reader a better sense of their personality or background.

Task A: Children to have a different number of counters and to split them into half (2 equal groups).

Task B: Children to complete the 'Is it half?' worksheet. Cut and stick the shapes into the correct column.

Plenary - Look at the drawings together. How would we draw the other half?

Session 3

Today we will be finding half of numbers. When finding half we are dividing by two. Look at the examples with the apples. Think about what the whole is and the half is.

E.g. half of 4: Whole – 4

Half – 2

When finding half of an unknown number, children need to count the whole and then split them into two equal groups (or divide by 2). Use sorting circles each time as this will help when looking at trickier fractions.

Task: Half the numbers that are on the PowerPoint.

Task A - Green (if struggling)

Task B - Amber

Task C - Red (trickier)

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Today we would like you to focus on Bella and Dave.



Can you help write a list of words to describe Bella? Think about her personality as well as the way she looks. Look at the example list on the PowerPoint and add some more words altogether as a class.

Children to make a list of words to describe Dave. This will be written in the children's Green draft books.

Challenge - Use a thesaurus to find some synonyms of your words to make your work even more interesting. Synonyms are words with the same or similar meaning.

Plenary - Share some examples of the children's character descriptions for Dave. What makes Dave and Bella two different characters? Give your reasons why.

Session 4

To begin with, look at the arithmetic questions and ask the children to find half of the numbers.

Now look at the following video:

<https://www.bbc.co.uk/bitesize/topics/z3rbg82/articles/zq2yfrd>

Today we are looking at a new fraction... $\frac{1}{4}$. How do you think we say this fraction? It is not 'one fourth'. It is one quarter. Recap key vocab → numerator, denominator etc.

How many equal groups do you think there is?

Look at the difference between whole, half and quarter. Show different pictorial representations of one quarter.

Using whiteboards, children are to go through the examples on the board and work out if they are $\frac{1}{2}$ or $\frac{1}{4}$. Ask children to explain their reasoning. With the yellow and red circle example, remind children that $\frac{1}{2}$ is the same as $\frac{2}{4}$.

Tasks -

Task A: Focus on $\frac{1}{2}$ and draw the correct number of spots on each ladybird.

Task B: Cut and stick the different shapes and stick in the correct column. Is it half or $\frac{1}{4}$?

Session 5

Today we are completing our rotation maths lesson:

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Lesson 3

Phonics

Explain to the children that an anagram is a word, phrase or name made by rearranging the letters given. Share the examples of orange and gerbil on the PowerPoint.

Tell the children that all the words they are looking for in the game Anagrams are words with either g, ge, dge, il ending or the o sound written but it is pronounced as u ?

The next part of this lesson are challenges, where the children have to use the sounds given to make words.

The first challenge is making words when the o sound is written but it is pronounced as u.

The second challenge is making words with an il ending.

The final challenge is making words that have j sound in. Will you make words using g, j, ge or dge?

English

Look back at the list of words you wrote yesterday about Dave from the story Dogger.

If you would like to watch the story again, you can see it here:
<https://www.youtube.com/watch?v=jNOYgRf5jes>

Today we would like you to write a character description of Dave using your adjectives that you thought about yesterday.

Go onto TT Rockstars and practice you times tables.

There are also some fractions problems to try on the Maths PowerPoint. Use your knowledge from this week to help you solve them.

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Teacher to model using list about Bella from the previous lesson. Take some examples from the list to model recording an extended noun phrase **for example;** Beautiful, strong Bella with the long wavy hair was brave when she gave the cuddly teddy to the little girl.

Children to try and use some conjunctions (**for example; and, but, because, or, when**)

Challenge - Can you write an expanded noun phrase in your work? This will need to include the word with and some of your conjunctions.

For example, Worried, nervous Dave with the short, brown hair was scared that he would never see Dogger again because he dropped him.

Plenary - Reread the story of Dogger. Explain your favourite part of the story.

Lesson 4

Phonics

Write on the whiteboard the following sentence.

I went to and found some

Ask the children to help you fill in the gaps using some of the words that they have been using today. Ask the children to try to make the sentence funny but still make sense e.g.

I went to Brazil and found some fudge!

I went to Egypt and found some onion fossils!

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(Explain that the children can add 's' on to a word to make the sentence grammatically correct.)

Ask the children to help make some silly sentences using the words on the PowerPoint. Read the words together before completing the given silly sentences.

Task - Now have a go yourself. What silly sentences can you make using today's words? Write two silly sentences on your whiteboard. When finished the children can swap with a partner and read each other's silly sentences.

English

During this lesson, we will be doing some guided reading. Log into Bug Club and work your way through at least one of the books. Make sure you answer the bug's questions.

Challenge -

Can you make up some of your own questions about the book that you have read?

Lesson 5

Phonics

Log into Bug Club and play some phonic games.

English

Write on the whiteboard, Dogger is soft and brown. Ask the children to think of other adjectives to describe Dogger?

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Children to work with a partner and record some examples on a post it note/enlarged versions of character. Children will have 2 minutes each before they swap partners.

Response Task - Children to re-read their character descriptions and highlight if they used any noun phrases. Teacher to work with small groups to add more detail to their writing.

Plenary – Share the sentence, Bella was very kind and swapped her new bear so that Dave could have Dogger back.

What nice things could Dave do for his sister to say 'Thank You' to her? Add some suggestions to the speech bubble on the English PowerPoint.