




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 (offline and online)</p> <p>History</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>Science</p> <p>PSHE</p> <p>PE</p>				
	<p>History -</p> <p>Main learning objective: To recall key facts about a historical event.</p> <p>Desired outcome: To be able to complete a piece of writing about the great fire of London.</p> <p>Assessment activity to be submitted by Friday 14th January 22.</p>	<p>Science -</p> <p>Main learning objective: To identify different materials including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Desired outcome: To know where these materials are in a child's bedroom and label a birds eye view diagram with scientific vocabulary.</p> <p>Assessment activity to be submitted by Friday 14th January 22.</p>				
<table border="1"> <tr> <td data-bbox="120 1142 297 1209"> <p>Approach</p> </td> <td data-bbox="324 1142 577 1209"> <p>What is it?</p> </td> </tr> <tr> <td data-bbox="120 1212 297 1442"> <p>Activate</p>  </td> <td data-bbox="324 1212 577 1442"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p>Approach</p>	<p>What is it?</p>	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>History -</p> <p>Lesson 1 - Now press play - The Great Fire of London.</p> <p>In this Experience, the children will learn about:</p> <ul style="list-style-type: none"> • The causes of the fire • Methods of extinguishing the fire 	<p>Science -</p> <p>Open the PowerPoint - Materials and their properties.</p> <p>See what the children can remember from last week's introduction and create a knowledge harvest, by writing down anything the children know and want to find out with this topic.</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<ul style="list-style-type: none"> The effects of the fire The historical context of the fire (Pepys, King Charles II, 1666) <p>It is 1666, and you live in London with your Mum and your cat, Max. In the middle of the night, a fire starts on your street, Pudding Lane. When Max goes missing, you stumble across Samuel Pepys, who calls on your help to stop all of London from burning down. Will you be able to stop the fire, and will you ever see Max again?</p>	<p>Work through the PowerPoint explaining we will be creating a birds-eye view of a bedroom today.</p> <p>Model to the children, showing the worksheet under the visualizer to demonstrate how to start a birds-eye view. Model how to label the object and write what material it is made from.</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Type in the link below to take part in the 'Now Press Play' experience 'The Great Fire of London'.</p> <p>https://nowpressplay.co.uk</p>	<p>Complete the activity and stick into topic books.</p> <p>PE -</p> <p>Main learning objective: To travel and balance confidently showing different parts of the body high or low.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Click on At Home at the top of the web page Enter the password – n>p>pAH21!</p> <p>Select Years 1 – 2 followed by selecting History – The Great Fire of London.</p>	<p>In school - see Val Sabin Lesson 1 - Parts high and parts low.</p> <p>If learning from home here are some links to follow to try some activities at home.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>You do not need headphones. Be brave and super smart on your adventure back in time.</p> <p>Lesson 2</p> <p>Explain to the children that in this lesson they are going to be a reporter and write a report about the Great Fire of London.</p>	<p>Yoga - https://www.youtube.com/user/cosmickidsyoga</p> <p>Joe Wicks - https://www.youtube.com/watch?v=udgOXaw4jbl</p> <p>PSHE -</p> <p>Main learning objective – To understand ways of making ourselves feels better when we are feeling unwell.</p> <p>Desired outcome - To understand that medicines can sometimes make people feel better when they are ill.</p>

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Remind the children of the features of a report and that they need to have included;

- the name of the newspaper
- a headline
- facts about the main event
- a picture with a caption

Ask the children to talk to a partner to share the important facts they know about the events of The Great Fire of London. Ask volunteers to share their answers and make a class list of facts.

Show the children the History PowerPoint – Lesson 2. Show the newspaper report worksheet and model how to complete the work sheet.

Remind the children to remember to include:

- A catchy headline
- Write three important facts
- A quote
- Include a picture with a caption

Plenary –

When finished the children can swap with the other children on their table and read each other's reports. Share some reports to the whole class.

Introduction

Start the lesson with some key question such as:

- If I had a headache, what sort of things might make me feel better? (Rest, quiet, sleep, water, medicine etc. NB: ensure the children have suggested alternatives other than just using a medicine)
- When have you felt ill? What was the matter with you? What sort of things helped you to feel better?
- What medicines have you heard of? (Children may mention medicines you won't have heard of, especially if they are being used by themselves or family members)
- How do medicines get into/onto the body? (As a liquid or tablet that you swallow, inhaler, injection, or creams/ointments that are rubbed onto the skin)
- Where medicines should be kept? (Out of reach and sight of children)

If learning from home - have a talk about the points above.

With your child, write up a list of rules about using medicines safely. The child can write a list for example:

- **Keep medicines out of reach of children**
- **make sure an adult looks after the medicine**

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Lesson 3

Show the children some pictures and paintings of The Great Fire of London and explain to the children that will be becoming artists today.



Children will need a variety of coloured paper, tissue paper, glue and scissors.

When finished all of this week's History lessons, follow the link below to read the story of The Great Fire of London and help to answer the questions.

<https://www.fireoflondon.org.uk/game/>

- **always take the correct dose**
- **only use medicine when it's needed**

If learning at school - complete the lesson with the children in class using this link -

<https://www.coramlifeeducation.org.uk/scarf/iwb/harolds-picnic>

Use the print out for extra notes.

Complete the list as above as a class and see what rules the children can remember and think of. Stick this into the class IIP book.