









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 a recount as a diary. Desired outcome: To be able to write a diary based on a story that they have previously read.</p> <p>Assessment activities to be submitted by 20.01.2022 Completed diary entry</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, and set of objects or quantity. Desired outcome: I can find $\frac{1}{4}$ and $\frac{1}{3}$ of shapes, numbers and objects.</p> <p>Assessment activities to be submitted by 20.01.22 (Session 4)</p>																													
<table border="1"> <tr> <td data-bbox="123 901 302 1204"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="324 901 593 1204"> <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> </td> </tr> <tr> <td data-bbox="123 1236 302 1476"> <p>Explain</p>  </td> <td data-bbox="324 1236 593 1476"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<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>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 focuses on words, which are not phonetically decodable. Children need to be taught to learn these words in different ways and to become familiar with them by sight.</p> <p>Here are some useful words for this week's phonics.</p> <table data-bbox="705 1284 1288 1468"> <tr> <td>find</td> <td>old</td> <td>class</td> <td>great</td> <td>past</td> </tr> <tr> <td>kind</td> <td>cold</td> <td>grass</td> <td>break</td> <td>last</td> </tr> <tr> <td>mind</td> <td>gold</td> <td>pass</td> <td>steak</td> <td>fast</td> </tr> <tr> <td>behind</td> <td>hold</td> <td>door</td> <td>path</td> <td>told</td> </tr> <tr> <td>told</td> <td>poor</td> <td>bath</td> <td></td> <td></td> </tr> </table>	find	old	class	great	past	kind	cold	grass	break	last	mind	gold	pass	steak	fast	behind	hold	door	path	told	told	poor	bath			<p><u>Session 1</u></p> <p>Look at the PowerPoint slides for Monday.</p> <p>Talk about what we were learning last week in maths (how to find the half of a number)</p> <p>Explain that today we are going to be finding quarters of amounts, shapes, objects and numbers.</p> <p>Talk about $\frac{1}{4}$. Ask the children, how many groups do we split something into when thinking about quarters? (4).</p> <p>Remember that they need to be equal groups.</p>
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<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children if they know what a mnemonic is?</p> <p>Explain to the children, that a mnemonic is a way of remembering things more easily and how to spell difficult exception words.</p> <p>Can the children remember any of the mnemonics they have learnt before?</p>	<p>Using sharing circles to help you with finding how many parts of a shape there are. Use the following method:</p> <p>How many equal parts are there in total?</p> <p>Share this number into 4 sharing circles.</p> <p>How many in one sharing circle?</p> <p>Shade this amount of the shape.</p> <p>Use this method for amounts of objects and numbers also.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Read the mnemonic 'Oh you lucky duck'. Ask the children what it was helping them to remember. Remind them how it can be used to remember the words <i>would</i>, <i>should</i> and <i>could</i>. Go through the different mnemonics and ask the children write the exception word on their whiteboards.</p>	<p>Task:</p> <p>Task A: Children to work with an adult and find $\frac{1}{4}$ of different amounts using sorting circles. Try using 4, 8, 16 and 20 counters and get the children to find $\frac{1}{4}$. Make sure the children know why there are 4 sorting circles.</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Have a look and practise reading the Y1 and Y2 Common exception words. Ask the children to make up mnemonics for many, every and people.</p> <p>English</p> <p>This week in English, we will be writing a diary entry as if we were Dogger in the story we were reading last week. If you would like to hear the story again, you can listen to it here: https://www.youtube.com/watch?v=jNOYgRf5jes</p> <p>Can you put the pictures from the story of 'Dogger' in the right order of beginning, middle and end? Children to talk about story events with a partner and explain what comes next. Discuss the middle part of the story when Dogger gets lost. He was dropped by Dave and left outside overnight. This week, Year 2 will be writing a diary entry about what might have</p>	<p>Task B: Complete the sheet titled Session 1 Finding a quarter.</p> <p>Session 2</p> <p>Look at the PowerPoint slides for Tuesday.</p> <p>Today we are thinking about $\frac{1}{3}$ of a number.</p> <p>Talk about the role of the numerator and denominator</p> <p>What do we think this means? How many parts do we think we share it in to?</p>

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happened to Dogger. When you write a diary entry, you are writing about the day in the life of a real person or character. You will use lots of **I, my** and **our** words when you pretend to be Dogger. **Remember Dogger is lost and away from Dave and your diary needs to include how he feels.**

Where could Dogger go on an adventure? Work together as a class to list different places that Dogger could go on an adventure. Could he make friends with another dog in the park, visit outer space, go under the sea or to the beach. **It is important that Dogger gets back to the stall and is returned to Dave.**

The teacher will model creating a story map and planning a new adventure for Dogger. Make use of the questions below to help generate ideas for a beginning, middle and end:

- Where have you been dropped?
- How has this made you feel?
- What can you see? What can you hear?
- Whom do you meet? What do they look like?
- Where do you go? What was your favourite part?
- How will you get back to Dave in time?
- Does Dave find you?
- How does this make you feel?

Children to use their 'Dogger diary entry' planning sheet to create their own story map. You can draw the different parts of your story in sequence and write key vocabulary that will help you write your diary.

Challenge: Can you add some adjectives or conjunctions that will add more detail to your Dogger diary entry?

Use a similar method to yesterday but this time you are sharing into 3 groups.

Task:

Task A: Children to work with an adult and find $\frac{1}{3}$ of different amounts using sorting circles. Try 3, 6, 9 and 12 counters and get the children to find $\frac{1}{3}$. Make sure the children know why there are 3 sorting circles.

Task B: Complete the sheet Session 2 Identifying thirds, which are showing $\frac{1}{3}$ and which are not showing $\frac{1}{3}$.

Session 3

Look at the PowerPoint slides for Wednesday.

Recap what we were looking at yesterday.

Ask the children to recall how we can find a third of shapes.

How many equal parts are there in total?

Share this number into 3 sharing circles (as we are looking at $\frac{1}{3}$ s now).

How many in one sharing circle?

Shade this amount of the shape.

Task:

Task A: Complete Session 3 - Task A sheet

Task B: Complete Session 3 - Colour a third sheet

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Plenary: Children to take it in turns to share the plans of their Dogger diary entry.

Lesson 2

Phonics

Write the words *path* and *bath* on the whiteboard. Ask the children what is similar about these two words. Then write kind and mind on the whiteboard, can the children identify what is similar about these two words.

Explain that some words have similar parts or 'roots' and if they know how to spell this root then it can help them spell all sorts of different words.

Write the word *path* on the whiteboard. Cover over the letter 'p' and ask the children if they can come up with a different word by adding a different letter at the start.

Write the 'root' ast on the whiteboard. Ask the children to add letter/letters at the start of ast. Write each word the children suggest on the whiteboard so the repeated letters are obvious.

Play the game Chain letter.

English

Look back at the plan you did during yesterday's lesson and practise saying your Dogger diary entry to a partner. **Today Year 2 will be writing the beginning of their Dogger diary entry.**

Session 4

Look at the PowerPoint slides for Thursday

Recap all the fractions that we have looked at so far: $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$. Recap what the numerator and denominator means.

You can either use sharing circles to find $\frac{1}{2}$, $\frac{1}{3}$ or $\frac{1}{4}$ of a number or divide the number by the denominator.

e.g. $\frac{1}{2}$ of 8 = 8 divided by 2.

Task :

Children to answer questions from the PowerPoint. Choose a level of questions (green, yellow, red). Remember to look carefully at the fraction it is asking you to find.

Session 5

Look at the PowerPoint slides for Friday.

Look at the fraction problem question. If you knew that, half of a number is 2. What is the whole?

Well if one group has 2. Two equal groups of 2 would be 4.

Look through and try the examples with a whiteboard and pen.

Today we would also like you to log on to TT rock stars.

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Remember that the beginning of your work should be setting the scene so you might want to think about your senses in this section and describe what you can see, hear, feel, taste and smell. Explain that a diary usually starts by saying 'Dear Diary'. You will need to use 'I' and 'me' when you are talking about what Dogger did as you are pretending to be this character.

For example:

Dear diary,

Yesterday ended as such an awful Friday because clumsy Dave dropped me by the school gates. First I got very upset as I watched him running away to get his ice cream. It was very cold as I was sitting on the damp floor and I could smell the dinner cooking in the houses nearby. This is when I knew that I had been lost! What was I going to do? Suddenly, I heard a very loud rumble in the distance and a bright light shone down on me.

Challenge- When you have finished writing the beginning of your diary entry, check through your work and make sure that it makes sense. Can you see any spelling mistakes that you could correct? Are you able to add a question that Dogger might want to ask?

Plenary- Children to take it in turns to read aloud the beginning of their diary entry.

Lesson 3

Phonics

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Remind the children about the family exception words that they have been learning this week. Read the words together as a class.

Ask the children to group the exception words into groups according to the 'roots'.

Write the word find on the board, and ask them to write another word from the same family on their own whiteboard.

Now demonstrate making this into a simple sentence, e.g., *I need to find my drink*. Ask the children to write a sentence using their word. Share these sentences in pairs and then discuss a good example as a class. Repeat with a word from a different family group.

Share the exception word poster to recap words we are focussing on this week.

English

Look back at the plan you did earlier in the week and practise saying your Dogger diary entry to a partner. **Today Year 2 will be writing the middle of their Dogger diary entry. This is where Dogger goes on a big adventure to somewhere new.**

For example:

Then, a friendly _____ called _____ appeared.
I was so _____ to have found a new friend!

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told me excitedly about the . I decided this is the perfect time to go on an adventure! I had to get back for Dave but how was I going to do it? Next we both went to

Challenge- When you have finished writing the middle of your diary entry, check through your work and make sure that it makes sense. Can you see any spelling mistakes that you could correct? Are you able to add an exclamation mark to this section of your diary?

Teacher to give individual feedback to groups and encourage the use of similes.

Plenary- Children to take it in turns to read aloud the beginning and middle of their diary entry. Now you have both parts, check does it sound similar to your original plan.

Lesson 4

Phonics

Play the game Guess my word.

Read the words on the PowerPoint to make sure the children know what the words are. Demonstrate the game and give example questions for the children to guess your word. Then ask one child to play with you. Ask the child to choose one of the words on the board and write it secretly on their whiteboard.

They can show the class. Tell the class that you are now going to try to find out which word they have chosen by asking as few questions as possible about the word. The child can only

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answer *yes* or *no*.

Ask questions and demonstrate how to ask for family groups, (e.g. *Is it in the same family as the word "find"?*); how to ask for word endings, (e.g. *Does it end with the sound "st"?*) and how to ask for initial sounds, (e.g. *Does it begin with the sound "f"?*).

Demonstrate how to cross out the words that you know it cannot be once you have asked a question. Record how many guesses it took to find the word and challenge the children to guess their word with less questions. Children to play the game, taking turns to choose a word.

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.

Complete ['The Diary of Samuel Pepys'](#) Comprehension Activity.

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.

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English

Now is the last lesson for you to finish off your diary entry. Today, you will be writing the end of your diary. Look back at what you wrote for the beginning and middle of your diary entry and then look again at your plan. Practise saying aloud what you are going to write for the end of your diary entry.

Complete the diary with however you would like the story to finish. Remember Dogger needs to get back to the school to be on the toy stall during the fete. **Remember to sign Dogger's name at the bottom to show the end of your diary entry.**

For example:

My new friend _____ had a brilliant idea and helped us get home. We _____
I was really hoping that Dave would find me after my adventure!

Finally, I felt familiar hands hold me. It was Dave and he had found me. I was so _____ and _____. I could not wait to go home and _____ with Dave. I hope my Dave never drops me again!

Love Dogger.

Challenge- Return to your diary entry and re-read from the beginning. Make sure all your capital letters are in the right places and ask your teacher where you need to correct spellings. You might need your sound mat to help you.

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