




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>Computing - We are photographers</p> <p>Main learning objective: To be able to take and edit photos. Desired outcome: Children will have a range of photos that they have taken and edited. Assessment activities to be submitted by 21.01.22</p> <p>Please send us your favourite photo that you have taken and edited and explain why it is your favourite.</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>SCIENCE PSHE PE</p> <p>Main learning objective: To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Desired outcome: To identify the most suitable material to use for particular objects and explain why. Assessment activities to be submitted by N/A</p>		
<table border="1"> <tr> <td data-bbox="120 962 300 1262"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="322 962 582 1262"> <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> </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>Computing</p> <p>For this computing topic, the PowerPoints will walk you through everything that you will need to do. In preparation for this topic you will need:</p> <ul style="list-style-type: none"> • A device for searching on the internet • A device to take digital photos with (the PowerPoints talk about using an iPad but this is not necessary if you do not have one) 	<p>Science</p> <p>Explain that today we are going to be thinking about materials and their different uses around the home.</p> <p>Look at the PowerPoint - Properties of materials recap.</p> <p>Talk about the different materials, their uses and properties. Choose a particular material (or all of them) and look around</p>
<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>			

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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"> If you are not using an iPad to take your photos, you will need the app Snapseed <p>This is an overview of what the children will learn to do during each of the sessions which can be found on the PowerPoints:</p> <p>Lesson 1</p>	<p>the classroom or house for all the different uses of that material e.g. fabric – curtains, bed covers, clothes, tea towel.</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The children will be researching photographs for the topic- Seasons. The children will discuss which images are their favourite and why?</p> <p>You will need: a device to search for images online (if you have an iPad- this is how it is described in the instructions but if not any device will be fine)</p>	<p>Discuss why the particular material has been chosen for a certain object e.g. fabric is warm, absorbent, can keep out light. Think about materials that would not be suitable for the objects you found e.g. stone would not be good for clothes.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Lesson 2</p> <p>During this lesson, the children will be learning about pixels.</p> <p>You will need: a device to search for images online, a device to take digital photos on (if you have an iPad- this is how it is described in the instructions but if not any device will be fine)</p>	<p>Ask the children, can they think of other materials that the objects found could be made from?</p> <p>Open the PowerPoint - Science Materials Quiz and Activity. Work through the slides answering the questions as you go. The final slide is the activity we will be completing today. Complete the sentences in topic books (on paper if you are working at home). Copy them out neatly and use the red word bank below the sentences to fill in the gaps.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Lesson 3</p> <p>During this lesson, the children will be taking photos and then discussing what they like about them with a partner.</p> <p>If you have an iPad – the PowerPoint is demonstrating how to teach the children how to take the photos but if not any device will be fine.</p>	<p>Challenge - Write 1 or 2 of your own sentences using your knowledge of materials and their properties. What would be a good material or not a good material for a particular object?</p> <p>Use the Scientific materials and their properties word mat to help you.</p> <p>PSHE</p> <p>Main learning objective: To be able to identify situations in which they would feel safe or unsafe.</p> <p>Desired outcome: To be able to suggest actions for dealing with unsafe situations including whom they could ask for help.</p>

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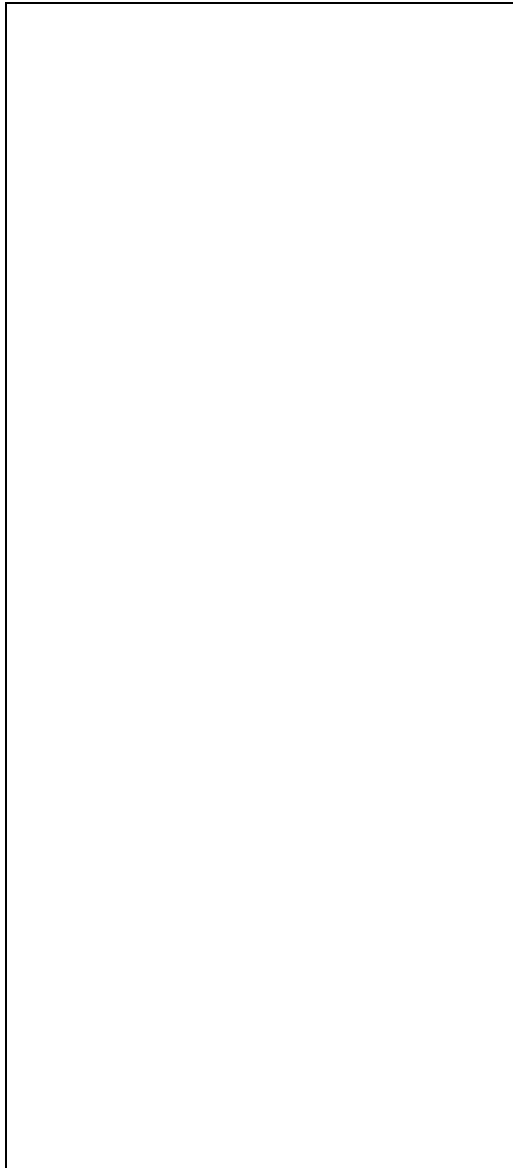
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	<p>Lesson 4</p> <p>This lesson is about sorting through your photos and selecting the ones you want to work with.</p> <p>Lesson 5</p> <p>This lesson is all about editing your photos. If you are using an iPad use the PowerPoint called 'Lesson 5' if not, look at the PowerPoint called 'Lesson 5 - not using an iPad.' If not using an iPad the app you will need is called 'Snapseed'.</p> <p>Lesson 6</p> <p>This is an end of unit quiz for the children to try. Discuss with a partner, can they get all of the answers right?</p>	<p>Assessment activities to be submitted by N/A</p> <p>In the PSHE folder, you will find the resources for this lesson. There are cards to sort in order of completely safe ----- completely unsafe.</p> <p>Introduction</p> <p>Introduce the topic of feeling safe with some key questions:</p> <ul style="list-style-type: none">• When do you feel safe?• Where do you feel safe?• Who makes you feel safe?• Are there ever any situations where we feel unsafe? [NB Please note that this may be a sensitive area for children who may experience feeling unsafe at home or with their peers] <p>When we feel unsafe, uncomfortable about something or worried, nervous or frightened how does our body tell us that [NB: this is a review of the work in Y1/P2 so examples will include feeling hot, sweating, needing the toilet, feeling sick etc.]</p> <p>Activity 1 - How safe would you feel?</p> <p>Find a suitable place to display the <i>Completely Safe</i> and <i>Completely Unsafe</i> cards – these should be as far apart as possible, preferably at opposite sides of the classroom. Make sure there is enough room for children to move about safely between the two cards.</p>
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Explain that you will describe a situation and children have to move to a place on the imaginary line between *Completely safe* and *Completely unsafe*, to show how safe they would feel. For example, if they feel completely safe they should stand close to that card. They can stand anywhere on the imaginary line between the two cards.

Give some examples of situations such as:

- Going on a rollercoaster
- Being in a dark room
- Crossing a busy road
- Picking up a spider

Ask children to explain why they have placed themselves in their position on the line. Emphasise that some people feel more safe/unsafe in certain situations than others.

Activity 2 - Safe or unsafe scenarios

Ask children to look at the *Safe or unsafe? activity sheet scenarios* in pairs, threes or small groups. They must decide where they would place themselves on the safe to unsafe line.

For each scenario they must describe (either in words, in pictures or in writing) the steps they would take to make that situation safer for themselves and others, and who they would turn to for help, if needed.

Scenarios to include:

- Going on a roller coaster
- Being in the kitchen while someone is boiling a pan of water

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	<ul style="list-style-type: none">• Playing near a busy road or railway line• Noticing that something has caught fire in a room• Cycling down a road <p>Plenary</p> <p>Children to share some of the ways that they would keep safe in different scenarios.</p> <p>Which of those scenarios were most unsafe? Are there any other places or situations that would be very unsafe? (e.g. playing near a canal)</p> <p>Where are safe places to go in school? Are there any places that may be unsafe and we should avoid unless with an adult (e.g. if the school has a pond area or a car park near the playground). Other examples to discuss include:</p> <ul style="list-style-type: none">• In a crowded supermarket or shopping centre• At a swimming pool or on a beach, near the sea• In a park or a playground area with swings, slide etc. <p>Ask the children to think about how each of these places can be made safer.</p> <p>Finally, talk about the special people whose job it is to help us feel safe - this can include:</p> <ul style="list-style-type: none">• Family members• Teachers• Police officers• Road crossing patrol officers
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Plenary

Children to share some of the ways that they would keep safe in different scenarios.

Which of those scenarios were most unsafe? Are there any other places or situations that would be very unsafe? (e.g. playing near a canal)

Where are safe places to go in school? Are there any places that may be unsafe and we should avoid unless with an adult (e.g. if the school has a pond area or a car park near the playground). Other examples to discuss include:

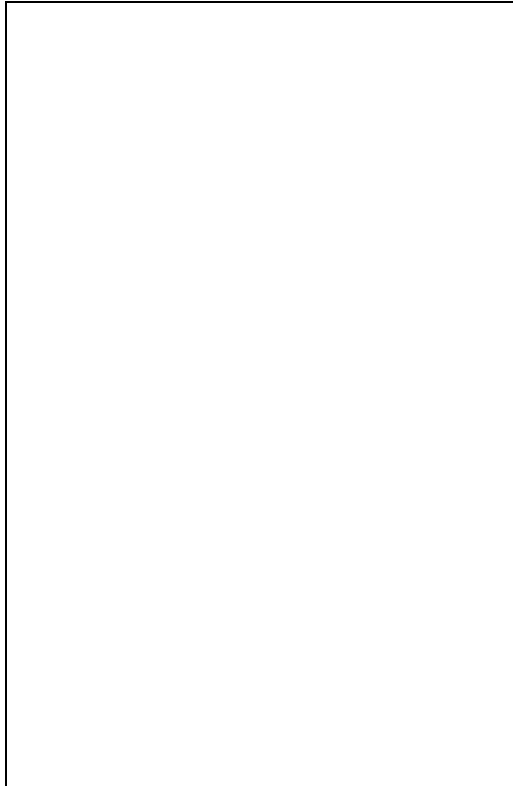
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Finally, talk about the special people whose job it is to help us feel safe - this can include:

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- Sales Assistants in shops (if children are lost). Talk about how the children would know how to recognise these people (e.g. uniform, at the tills etc.)

PE

Main learning objective: To be able to travel in different ways using vocabulary high and low.

Desired outcome: To be able to pause whilst on the apparatus and hold a position before carrying on with their travelling.

Assessment activities to be submitted by N/A

At school - follow Val Sabin lesson 2.

If learning from home, follow one of these workouts for PE.

[Cosmic Kids Yoga - YouTube](#)

[8 Minute Kids Workout With Spiderman | The Body Coach TV - YouTube](#)