





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 be able to write a recount.</p> <p>Desired outcome: Children will be able to write a recount in sequential order.</p> <p>Assessment activities to be submitted by 26.01.22, please send in your finished recount.</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To understand non-unit fractions</p> <p>Desired outcome: I can find $\frac{3}{4}$ and $\frac{2}{3}$ of a shape, object and number.</p> <p>Assessment activity Session 3 to be submitted by 26.01.22</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>	<p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>Read the poem The Birthday Bubble as a class. Ask the children what sound they can hear repeated throughout the poem? Can the children recognise what today's phonic sound is?</p> <p>Read the poem again, explaining any words that the children are unfamiliar with. Ask the children to find and highlight all the words with the le sound in them?</p> <p>Explain to the children that this sound is written as le but pronounced as l.</p> <p>Ask the children what they notice about the le sound and where it is in the word?</p>	<p><u>Session 1</u></p> <p>Look at the Maths PowerPoint - Monday.</p> <p>There is a short recap of the different fractions and some new ones. What do you think they are?</p> <p>Recap $\frac{1}{4}$. How do we find $\frac{1}{4}$ of a number? How many sorting circles? Look through the examples.</p> <p>How would we find $\frac{3}{4}$ of an amount? Now the numerator is a 3 we would need to count 3 out of the 4 sorting circles.</p> <p>Recap $\frac{1}{3}$ and how we find the amount. Remind child there are 3 sorting circle because the denominator is 3. Then show</p>
<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>		

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Write on the whiteboard the words sale, tale, whole and mile. What is different about these words? Establish with the children that they still have the -le at the end of the words but they do not use the l sound. Ask the children if they can remember the split digraphs, they previously learned and establish that these words are part of this spelling rule.</p>	<p>them $\frac{2}{3}$. Now the numerator is 2, we need to count 2 of the sorting circles.</p> <p>Task - With a partner, choose task A or B and use counters, sorting circles, or white boards to work out the fractions of amounts.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Task - Complete the word search as a class.</p> <p>English</p> <p>This week we are going to continue thinking about the story of Dogger but we are going to relate it to our own lives. Re-Read 'Dogger' story up to the part where Dave and Mum are trying to search for Dogger (p12).</p>	<p>Session 2</p> <p>Look at the Maths PowerPoint - Tuesday.</p> <p>There is a short recap. Go through the slides answering the questions either verbally or write them down. Today we are looking at $\frac{3}{4}$. What is the difference between $\frac{1}{4}$ and $\frac{3}{4}$?</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Today we would like you to think about a time when you have lost something. It could be a toy or part of a game, anything that you have lost in the past. Teacher to make a list of 'lost items'.</p> <ul style="list-style-type: none"> • Who/What did you lose? • When did you lose this? • What happened next? • How did you get it back? <p>Task 1- Children to work in small groups and choose an example of a lost item from the list/pictures on the PowerPoint (e.g. keys, purse, ticket, glasses, pencil). Practice acting out what happened when you lost your item. Remember, you will need to show how you were feeling at different points in the story through your facial expressions and actions.</p>	<p>Look at the shapes to begin with. Count how many parts there are. How many needs to be shaded?</p> <p>Complete the first part of the sheet. There is a method to follow when finding $\frac{3}{4}$ of objects. Complete this step by step with children. Go through the examples.</p> <p>Remember the last step is different from previous weeks. You need to count 3 groups not just 1 because the numerator is now 3. 1 would be for $\frac{1}{4}$.</p> <p>Complete the next part of the sheet. Finally attempt to find $\frac{3}{4}$ of a number following the same step and method.</p> <p>Key point: the numerator is now 3. Therefore, if a shape were split into 4 equal parts, three of them would be shaded.</p>

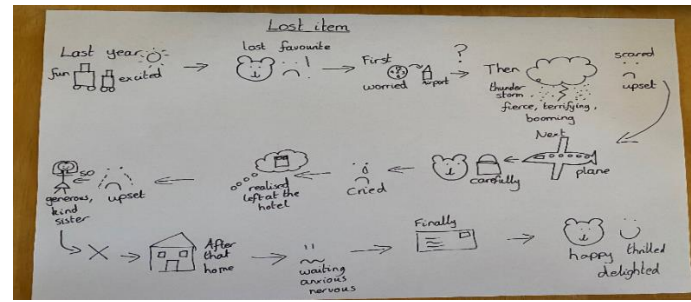
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Task 2- We would like Year 2 to plan your recount in a story map or a three-part plan for the beginning, middle and end of your recount. You will be writing about the time that you lost something that you acted out or discussed during the lesson.

Example:



The teacher will model drawing the order of a recount and the emotions that were felt. Focus on drawing your story plan of your lost item today.

Plenary- Children to take it in turns to share their story map about their lost item.

Lesson 2

Phonics

Write *chuckle* and *prickle* on the whiteboard. Ask the children what is similar about these two words. Help the children establish that they both have the *le* sound and they both have the ending *-ckle*.

Use the following method to find $\frac{3}{4}$ of a shape, object, number

To find $\frac{3}{4}$ of the shape follow the steps.

Step 1- How many objects are there?

Step 2- Split the number into 4 equal groups (because the denominator is 4)

Step 3- Count how many there are in 3 groups. This is because the numerator is a 3

Step 4- Circle the number of objects

Task:

Task A: Complete Task A sheet. This is finding $\frac{1}{4}$ of different numbers.

Task B: Complete the sheet titled Session 2 Task B.

Session 3

Look at the Maths PowerPoint - Wednesday.

There is a short recap and then a new fraction $\frac{2}{3}$ will be introduced in this lesson. Ensure that children have a clear understanding of what the numerator and denominator are and what the difference is. Go through the slides to understand the method of finding $\frac{2}{3}$ of an object/number/shape.

To find $\frac{2}{3}$ follow the steps:

Step 1- Count how many parts there are (if you are looking at a shape or objects)

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Now write *cycle* and *circle* on the whiteboard. Group these words all together to show they have a similar sound and a similar spelling.

Repeat this for groups of words ending *-ble*, and *-dle*.

The *-le* word list can be used to support this work.

Point out to the children that, in the vast majority of cases, when they hear the l sound when spelled *-le* it follows a letter which has an ascender or descender. (These are letters, which extend above the top or below the bottom of a standard letter such as an 'x'.)

Show the group of *-cle* ending words. Explain that this is an exception to the rule and read the words in this group.

Task – Read the table of words together. Ask volunteers to share their sentence. Ask the children to choose some words to put into a sentence and write them on their whiteboards.

English

Look at your story plan from yesterday's lesson. There needs to be a clear beginning, middle and end to your recount. You will be writing about a time that you lost something and adding some words and labels to your plan.

Teacher to refer back to story map and model using a thesaurus to add some emotions. **Can you think of some more exciting vocabulary that can be included in your work?** Make sure you record a phrase or sentence about where your lost item was found to explain how your recount would end.

Step 2- Share these equally into **three equal** groups (because the denominator is a 3)

Step 3- Once you have done this count how many there are in **two groups** (because the numerator is a 2).

Step 4- If you are required to shade or circle a shape/object then do this.

Task-

Task A: Complete Task A sheet. All are finding $\frac{1}{3}$; there are some shapes and some objects.

Task B: Complete the sheet titled Session 3 Task B. Children will complete the sheet as the lesson goes on.

Session 4

Look at the Maths PowerPoint –Thursday.

Today we are using all the knowledge that we have learnt throughout the week and applying it. Recap finding $\frac{2}{3}$ and $\frac{3}{4}$ of amounts. What do we need to remember?

It is important to look at the denominator to help you decide how many sharing circles you need.

If you found it tricky, try completing Session 4 - Task A.

If you have a good understanding, try completing Session 4 - Task B.

Session 5

Today is our Math rotation.

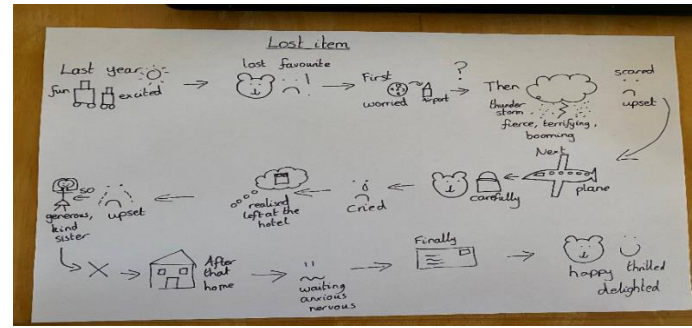
Visit tt rockstars and practice your times tables.

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Example:



Plenary- Play 'Thesaurus Game'. Teacher to describe an emotion or object. Children to guess the correct word and then help find the correct page.

Lesson 3

Phonics

Write *double* and *bubble* on the whiteboard. Ask the children what is similar about these two words. Help the children establish that they both have the *le* sound and they both have the ending *-ble*.

Now write *sensible* and *terrible* on the whiteboard. Group these words all together to show they have a similar sound and a similar spelling.

Repeat this for groups of words ending *-ple*, and *le*.
The *-le* word list can be used to support this work.

Once you have done this, play fraction bingo. Can you find the fraction of the different amounts?

<https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3>

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Point out to the children that, in the vast majority of cases, when they hear the l sound when spelled *-le* it follows a letter which has an ascender or descender. (These are letters, which extend above the top or below the bottom of a standard letter such as an 'x'.)

Show the last group of words and ask what is different about these words. Explain that all the words in this group still have the *-le* at the end but they also have a doubled consonant before the *-le*. Highlight that most of the double consonants are letters with ascenders or descenders.

Explain that this is the most common group of words.

Task – Read the table of words together. Ask the children to talk to a partner and make up some sentences. Focussing on *le* words with a double consonant in ask the children to write down the following sentences on their whiteboards.

I like to cuddle my little poodle.

It makes my giggle jumping in the middle of a puddle.

English

Today we would like you to have a go at writing your recount about when you lost something. We will be writing the beginning part of our recount today.

Think carefully about following the plan you drew yesterday; you might like to practise saying aloud what you are going to write before you start the writing.

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Try to include in your writing the exciting vocabulary, **conjunctions, adjectives, openers** and the **correct punctuation**. Try to write at least 5 sentences for your recount.

This is an example of the beginning of our recount:

Last year, I went on holiday to Spain it was so much fun **until** I lost my favourite, cuddly bear, which I had owned since I was born.

First, I was rushing around **because** my family and I were late to go to the airport. I felt worried and my Mum was running around the room packing everything **very** quickly. How were we going to get there in time for our flight?

Then, we drove to the airport and a fierce, terrifying, booming thunderstorm started. I was so scared **and** really upset.

Next, I walked onto the plane **and** I carefully opened my bag to find my bear but it was not there! I cried to my Mum. What an awful day that was!

Challenge- Can you put a question and exclamation into your writing?

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

Lesson 4

Phonics

Ask the children to recap what sounds and word endings they have looked at this week. Can the children give examples of words ending in ckle, cle, ple, -ble, -ible, -dle and -able.

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Can the children remember that some words will have a double consonant before the **le**. What examples can the children think of?

Explain to the children that today they will work in a small group to match the root of the word with the ending to make a full word. Show the children these on the PowerPoint and demonstrate making a word. Ask the children to work with a partner to practise and see what words they can make?

Task – Give groups of children one of the groups of words from the Find my ending cards sets. Children are to cut the words out. Ask them to match the root of the word with the ending to make the full word.

Go through the words made as a class and check for understanding. If time, swap the cards so, all the children have a chance to work with all three groups of cards. Children should then help record the words that they have made on the table on the PowerPoint.

English

Today we would like you to continue writing your recount about when you lost something. We will be writing the middle and end part of our recount today. Teacher to remind children how to check through their recount for mistakes and putting capital letters and full stops in the correct places.

After looking in my bag and on the plane, I felt **so** frantic **with** worry. My cuddly teddy was still lost **and** I remembered that I

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left him behind at our tall hotel on the beach. I felt **very** upset and missed him. How would I get my lost teddy bear back now? When we got home from our holiday, I waited for three long days. I was anxious **and** worried that my teddy would not be seen again.

Finally, I got a parcel through the post. I was **so** surprised because my teddy bear had been sent back to me from the hotel! They had found it for me!

Challenge- Check through your work and share with your teacher. **Are there any other improvements you can make to your writing?**

If you are able to then add a simile to your recount e.g. Then, we drove hurriedly to the airport and a fierce, terrifying, booming thunderstorm started. **It was as scary as a roaring lion**; I was so scared and really upset.

Lesson 5

Phonics

Log into Bug Club and play some phonic games.

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 questions.

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

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