




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>ART</p> <p>Main learning objective: To develop techniques of texture, line, shape, form and space. To learn about the work of a range of artists in this unit that of Wassily Kandinsky.</p> <p>Desired outcome: To be able to use imagination and ideas to create a picture in the style of Wassily Kandinsky. To be able to share an interesting fact about Wassily Kandinsky. To be able to talk about one of Kandinsky's paintings.</p> <p>Assessment activities to be submitted by 26.02.22</p>	<p><u>Topic including PE - Task</u> (offline and online)</p> <p>SCIENCE</p> <p>PSHE</p> <p>PE</p> <p>Main learning objective: To be able to compare solids and non-solids.</p> <p>Desired outcome: Children will be able to use the term solid and non – solid when describing an object. To understand that if something is solid it will stay in one place on its own and can be held.</p> <p>Assessment activities to be submitted by N/A</p>		
<table border="1"> <tr> <td data-bbox="120 1011 300 1315"> <p>Approach</p> <p>Activate</p>  </td> <td data-bbox="322 1011 582 1315"> <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>ART -</p> <p>Lesson 1</p> <p>This week we are, thinking about colours and how they make each of us think of different things, places, people, objects and feelings.</p> <p>Ask the children to think about their favourite colour. Why do they like it?</p>	<p>SCIENCE</p> <p>Talk to the children about materials and what we have learnt about materials so far. What have they found out? Can they remember the names of different materials and their properties? Look back at the previous PowerPoints if the children need reminding.</p> <p>Explain that today we are going to be thinking about things that are solid and things that are not solid. Ask the children</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>	<p>What does it make them think about? How does it make them feel? Does a certain colour bring back memories?</p> <p>Ask the children to think of four different colours that they would like to draw and write about. Ask the children to label if they are a cool or warm colour.</p>	<p>how will they know if something is a solid? (Answer: They will be able to hold it.)</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>See the example on the PowerPoint.</p> <p>The rest of this art unit is about a famous painter called Wassily Kandinsky. He thought a lot about what colours mean and how they make people feel. The children will learn about his life, paintings and style of his artwork.</p>	<p>Remind children of the vocabulary they learnt last week to describe the properties of materials.</p> <p>See the Properties of materials – Liquid and solids information mats for examples.</p> <p>SORTING ACTIVITY - Ask the children to complete a sorting activity where they sort whether an object is a solid or not. Ask the children to find 10 objects around the house (5 solids and 5 non-solids) and sort them into two groups. Take a photo to record the activity.</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>Children to look at and listen to a PowerPoint about Wassily Kandinsky. Ask the children which of the paintings shown did they like the most? Why did they like it? How did it make them feel? What did it make them think about?</p>	<p>PSHE</p> <p>Main learning objective: Discuss situations which they would need to say 'yes, no, I'll ask or I'll tell' in order to keep themselves safe.</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Children are to choose one of Kandinsky's paintings and recreate their own picture in the same style. Kandinsky was an abstract artist; he only used shapes, colours, forms and marks to achieve effects. He did not draw accurate representations of real objects.</p> <p>Ask the children to watch the demonstration and follow the steps to create their own abstract art piece. As Kandinsky did, the children can listen to background music to inspire their feelings and emotions.</p>	<p>Desired outcome: To be able to independently think of situations where they might need to say 'yes, no, I'll ask or I'll tell' in order to keep themselves safe.</p> <p>Assessment activities to be submitted by N/A</p> <p>Introduction</p> <p>Start the discussion about keeping safe with some key questions.</p>

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Challenge - Can they research and find other paintings by Wassily Kandinsky. How they are different to the paintings already introduced in the PowerPoint?

Lesson 3

To investigate and create a piece of work in the style of Kandinsky. Children can draw, paint and use craft materials or sculpture to develop and share their ideas, experiences and imagination.

Children are to use their imaginations to recreate Kandinsky's Colour study – Squares with concentric circles.



Lesson 4

Children to look at the PowerPoint on Wassily Kandinsky again. There is a PowerPoint named Kandinsky – fill in the gaps. What facts can they recall about his life and his paintings?

- What things make people feel completely safe?
- What things can make people feel unsafe? [Be careful to depersonalise this discussion so that children talk about safe and unsafe situations in general rather than the things that specifically make them feel unsafe]
- When someone is feeling unsafe, what could they do to make themselves feel safer?
- Who are some of the people who can help us when we are feeling unsafe?
- Who are the people whose job it is to help keep us safe?
- What is the best way to ask someone for help?

What would Harold say?

Explain that you are going to think of different responses to situations depending on whether a situation is safe or unsafe. On the whiteboard / flipchart, write the words: **Yes, No, I will ask and I will tell.**

Tell the children that you are going to read a story involving Harold and his friends Kiki and Derek. At various points of the story, you will stop and ask the children to decide which of the responses on the whiteboard Harold would say and why.

Read the story '**What would Harold say?**' stopping at the appropriate points. Ask the children to explain which response would be most appropriate in each situation. Activity: **Yes, No, I'll ask, I'll tell**

Give children the '**Yes, No, I'll Ask and I'll Tell**' activity sheet (saved in the PSHE folder on the web drive)

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Children to verbally answer the questions;

What country was Wassily Kandinsky from?

When was Wassily Kandinsky born?

What style of painting was he famous for?

What did he like to do while he painted?

Can you name one of his paintings?

Display some pictures of Kandinsky's work around the classroom. Ask the children to walk around The gallery, which of the paintings shown did they like the most? Why did they like it? How did it make them feel? What did it make them think about?

Children to discuss their preferences and share the reasons why.

For each response, ask the children to write and/or draw a situation in which they would say those words.

- When would it be best to say yes to someone?
- Why do we sometimes need to say no?
- When do we sometimes need to ask for help or ask to check something?
- When might we need to tell an adult or older person something?

Children complete the activity sheet then share their scenarios in pairs, threes or small groups.

Plenary

Set up your circle time in the usual way. Go round the circle giving each child a label of Yes, No, I'll Ask or I'll Tell. Check they know which they are by asking, for example: **All those who think YES put your hands up....** etc.

Read the Harold story again. When it gets to the point in the story where Harold has to give a response all the children with the appropriate response get up and move until they are sitting in a different place/seat. When they are all seated, check that the correct children have moved.

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.

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