









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 perform a poem.</p> <p>Desired outcome: The children will be able to perform a poem using good expression and movement.</p> <p>Assessment activities to be submitted by: 4.2.22 (If learning at home please send in a video of you performing a poem)</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To interpret and show data.</p> <p>Desired outcome: Children will be able to create their own tally charts and pictograms and will be able to interpret them.</p> <p>Assessment activity Session 3 to be submitted by 4.2.22.</p>				
<table border="1"> <tr> <th data-bbox="123 831 297 890">Approach</th> <th data-bbox="324 831 582 890">What is it?</th> </tr> <tr> <td data-bbox="123 898 297 1121"> <p>Activate</p>  </td> <td data-bbox="324 898 582 1121"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	Approach	What is it?	<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>This week we have assessments so there are 3 Literacy lessons.</p> <p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <p>camel cruel gravel gospel enamel flannel kennel satchel level model jewel panel snorkel scalpel scoundrel navel shovel travel squirrel swivel sequel tinsel towel vowel weasel</p> <p>The <i>-el</i> spelling is much less common than <i>-e</i>, which was covered in some of, last week's phonics lessons.</p>	<p>This week we have assessments so there are 3 Maths lessons.</p> <p><u>Session 1</u></p> <p>Look at this week's PowerPoint</p> <p>This week we are focusing on data handling. Have a think about what you already know.</p> <p>Data is the collection of information. It can be on any subject. It could be how many people have brown hair in your class. It could be how many people there are in each country. It could be favourite ice cream flavours.</p>
Approach	What is it?					
<p>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>					
<table border="1"> <tr> <th data-bbox="123 1169 297 1228">Explain</th> <th data-bbox="324 1169 582 1228">Explicitly teaching strategies to pupils and helping them decide when to use them.</th> </tr> <tr> <td data-bbox="123 1236 297 1394">  </td> <td data-bbox="324 1236 582 1394"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.		<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>The <i>-el</i> spelling is much less common than <i>-e</i>, which was covered in some of, last week's phonics lessons.</p>	<p>Explain that data is usually collected using a tally chart.</p>
Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.					
	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>					

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>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The <i>-el</i> spelling is used after 'm', 'n', 'r', 's', 'v', 'w' and more often than not after 's'.</p> <p>Ask the children to tell their partner what the animals/objects shown on <i>-el</i> picture display are. Take feedback from the class. Can the children identify the common sound in the words?</p>	<p>Look at the example with emphasis on the following:</p> <div data-bbox="1608 383 1948 539" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> This shows 1 person</p> <p> This shows 5 people</p> </div>																					
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Ask the children if anyone can think of other words with an el ending?</p> <p>Tell the children that they are learning the <i>-el</i> sound all this week. Go around the pictures and ask the children to sound out the words to go with each of the pictures. Next, choose some for them for the children to write on their whiteboards. Ask the children to help spell the word and write under each picture on the class teaching whiteboard. Underline the digraph <i>-el</i> each time to reinforce this sound.</p>	<p>Explain to the children that it is easier to count the tallies if they are put into groups of five.</p>																					
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Play the game – Open the box. Can the children recognise what the pictures are representing?</p> <p><u>English</u></p> <p>This week in English Year 2 are going to be learning about Poetry. A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story. A person who writes a poem is called a poet. Many poems have words or phrases that rhyme.</p> <ul style="list-style-type: none"> • What do you know about Poetry? • Can you name any poems that you have read before? This could be Nursery Rhymes or even action songs. 	<p>Look at the tally chart that is about colour of hair. The slide shows you how to represent the total (frequency). Once you have seen a couple of examples (e.g. blonde and brown), have a think about what the tally would look like for the other coloured hair.</p> <p>The PowerPoint then shows how to count the number of tallies to work out the total/frequency.</p> <div data-bbox="1624 1037 1948 1460" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Session One</p>  <p style="font-size: small; text-align: center;">A zoo needs you to count how many of each animal there are. Fill out the tally chart below using the pictures of the animals above.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Animal</th> <th style="width: 40%;">Tally</th> <th style="width: 40%;">Total</th> </tr> </thead> <tbody> <tr> <td>Lion </td> <td></td> <td></td> </tr> <tr> <td>Penguin </td> <td></td> <td></td> </tr> <tr> <td>Elephant </td> <td></td> <td></td> </tr> <tr> <td>Tiger </td> <td></td> <td></td> </tr> <tr> <td>Zebra </td> <td></td> <td></td> </tr> <tr> <td>Bird </td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: x-small;">Which groups of animals is the biggest in the zoo? _____</p> <p style="font-size: x-small;">How many more lions are there than zebras? _____</p> <p style="font-size: x-small;">How many animals are there altogether at the zoo? _____</p> </div>	Animal	Tally	Total	Lion			Penguin			Elephant			Tiger			Zebra			Bird		
Animal	Tally	Total																						
Lion																								
Penguin																								
Elephant																								
Tiger																								
Zebra																								
Bird																								

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.

Listen to the video on BBC Bite size about rhyming words
<https://www.bbc.co.uk/bitesize/topics/zjhhvcw/articles/zqjgrdm>

Now you know words that rhyme have the same sound, we are going to play the 'Body Part Rhyming Game'. Either you can play along at home with your adult or your teacher will play with you as a whole class.

The Teacher will pick part of the body e.g. point to your head. Can you list some other words that sound like head?
Remember, a rhyme is a word that sounds like another word.
Repeat with toe, feet, knee, and hand.

Challenge- Children to work in pairs and write 3 words that rhyme with the examples below. This can be completed on either paper or whiteboards.

Find 3 words that rhyme with **snake, thin, jog, vet, quick, light**.

Plenary- Children to explore some examples of poetry and rhyme from the class Reading Area and school library. Ask children to show some examples of poems they have found and draw attention to use of verses, repetition and that poems can be short or long.

If you are learning from home, then you can explore and listen to different poems on this website. What have you found out after listening to some examples of different poems?
<https://childrens.poetryarchive.org/>

Task: Children then need to attempt the above task. Cross out the animals as you count them to make sure that you have counted them all and do not count any more than once. There are some questions to answer after to complete if children feel comfortable.

Session 2

Look at the PowerPoint and quickly recap what a tally chart is. Today we are introducing pictograms.

Watch the video to introduce what a pictogram is.

<https://www.youtube.com/watch?v=RQsHOeoz57s>

In today's session, we are only focusing on each picture represent one piece of data.

There is an example of a pictogram. Can you look at the key? How many books were sold on Monday? On which day were the most books sold?

On this slide, it tells you what you need to remember when drawing a pictogram. You need to remember:

Title- Tells you what the pictogram is showing

Pictures - To represent the number of objects

Labels – Tells you what kind of data is shown

Key- Tells you what number each picture is equal to

We are then looking at the tally chart you made in session 1.

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.

Lesson 2

Phonics

Ask the children to recall some of the el ending words they learnt in yesterday's lesson. Can they put it into a sentence to share with the class?

Demonstrate sounding out the word *camel* ('c-a-m-el'), underlining the digraph *-el*. Repeat this for the words 'm-o-d-el', 'g-r-a-v-el' and s-n-or-k-el'.

Show the children the words *flannel*, *kennel* and *squirrel*. Ask the children what is different about these words.

Explain that these have a double letter (consonant) in the middle of the words. (Splitting these words into syllables will help the children spell these words correctly, showing that the double letter makes the end of the first syllable and the beginning of the second syllable, e.g. *flan/nel*, *ken/nel*, *squir/rel*.)

Play silly sentences – There are three different slides with el ending words on them. Go through all the words and explain any words that the children are not familiar with. How many words from each slide can the children use in a sentence? Who can make the silliest sentence to share?

English

Today we would like you to start by watching Michael Rosen performing '[Don't Put Mustard in the Custard](#)'.

On the slides, it show you how to make a pictogram from a tally chart. Follow the slides to see the examples. Follow the steps:

Step One – Look at the total on the tally chart.

Step Two - Look at the key to see what each picture represents.

Step Three - Draw number of pictures to represent number.

Task: Look at the Spring walk tally chart. It has already been filled in. Your job is to create a pictogram, using the template (although you can draw your own one instead, just make sure you have all the important parts).

Session 3

Look at the PowerPoint and the slides titled Session 3. Watch the clip from yesterday if you would like a recap:

<https://www.youtube.com/watch?v=RQsHOeoz57s>

Quickly recap what a tally chart and pictogram is. Recap how to draw a pictogram from yesterday's session.

Today we are looking at a tally chart that was similar to the one you created yesterday. Sometimes tally charts have many tallies in them and creating a pictogram would be difficult if each picture represented one piece of data.

That is why it is important to have a key. The pictures can then represent more than one piece of data. The slides go through

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 spilt 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.

You can see this by following this link:

<https://www.youtube.com/watch?v=Oaq3gzswei0>

While you are watching him perform, think about what he is doing really well and make a list of ideas. Think about how he uses his voice and how he uses his body to make the performance more exciting.

Once you have made your list, watch Michael Rosen again talking about how he performs a poem or story. You can see this using this link:

<https://www.youtube.com/watch?v=RvV23xoZRkl>

Did you get any of the same ideas as him? Did you add any of his ideas to your list?

Challenge- Can you rehearse the poem 'Don't Put Mustard in the Custard' with a partner? Take it in turns to read aloud your poem and include some actions to help you remember.

Plenary- Children to take it in turns to perform their versions of the poem to each other. While you are looking at their performances, think about your list of what makes a good performance and tick off what the children have done well. What would you tell them they have done well? Is there anything you would do better if you were them?

If you are learning from home, then practice your poem and send in a video to your teacher. We would love to see your performance.

how to create a pictogram if the key were to represent 2 mini beasts.

Look at the example of the butterflies. There are 12 tallies in total. If each picture represents 2 mini beasts, we can count up in 2s until we get to 12:

2, 4, 6, 8, 10, 12 → We would need 6 pictures to represent it correctly. You could also divide 12 by 2 to find out how many you need to draw also.

When drawing pictures for the ladybirds it is a little bit trickier because it is an odd number and we are dividing it by 2.

When you have data that is not exactly divided by the number on the key, you can change the picture to represent it correctly.

For example:



If  = 2.



Then you can half the picture to show 1=.

This is similar for the worm also.

Once you have gone through the slides, you have a task to complete. There are different choices, depending on how confident you are feeling;

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.

Lesson 3

Phonics

Ask the children to write the words *flannel*, *kennel* and *squirrel* on their whiteboards. Have they remembered to write the double consonant? Remind the children of the rule showing that the double letter makes the end of the first syllable and the beginning of the second syllable, e.g. *flan/nel*, *ken/nel*, *squir/rel*.)

Dictate this sentence for the children to write down on their whiteboards. *The cheeky squirrel sat on top of the old brown kennel.* Check for any errors.

Play the game – Random cards. Turn the cards over and read the words. If you read it correctly, you can eliminate that card from the game.

Now you can try the quiz, can you finish the sentences by finding the right word and chose the correct spelling?

English

Try to remember what we found out about the poet Michael Rosen in yesterday's lesson. Can you remember how to perform a poem? What makes a good performance of poetry?

Work together as a class to highlight the rhyming words in the poem 'Don't Put Mustard in the Custard'. Children could even have their own copies with highlighters.

Task A - Create a pictogram from the tally chart where each picture represents 1 piece of data. (Favourite Pets)

Task B - Create a pictogram from the tally chart where each picture represents 2 pieces of data. (Fruit Basket)

Task C - Create a pictogram and choose a suitable key for the tally chart (favourite fruit).

If you would like to, you can add your own piece of data e.g. adding a banana or fish.

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 spilt 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.

Teacher to model how to change some words from each verse
e.g. that/cat, school/fool, coffee/toffee, peas/knees,
ants/pants, jelly/telly.

Are there any other words that we can change to make the poem sound different?

Challenge- Work with a friend to change some words in the verses. Can you re-read the poem with your changes to the rhymes?

Lesson 4

Phonics

Tell the children that their task today is to compose a story using some of the words that use the sound el that they have been learning about.

Give groups of children the set of cards from Story cards.
Explain to the children that they need to turn these cards face down on the table or floor in the middle of their group.
Give the children the challenge that they need to compose a story in their group with the title 'The Model and the Squirrel'.

Demonstrate choosing a card, e.g. *satchel* and making up the first part of the story using this card.

There is an example on the PowerPoint.
E.g., *Betty was rushing through the forest to get home before dark when suddenly she tripped and fell. She looked around for what had tripped her up and there lying on the ground was a dirty, old satchel.*

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.

The used card is then put in a separate pile. The next child needs to continue after this line so that the story makes sense, choosing a different word to use. Continue until all the cards have been used and encourage the final child to bring the story to a conclusion.

Explain to the children that this task is not necessarily about creating a well-structured story but is about playing with words and using words with the el ending. Explain that they will need to be creative to use some of the more difficult words. Challenge them to try to keep the storyline progressing while still making sense.