




# 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 (<b>offline</b> and <b>online</b>)</p> <p><b>Music</b> <b>Art</b></p> <p>Main learning objective and desired outcomes:</p> <p>To move to the pulse of a piece of music. To repeat and investigate simple beats and rhythms. To explain likes and dislikes about music/songs heard. To learn lyrics and to perform to an audience.</p> <p>Assessment activities to be submitted by N/A</p>	<p><u>Topic including PE - Task</u> (<b>offline</b> and <b>online</b>)</p> <p><b>PSHE</b> <b>SCIENCE</b> <b>PE</b></p> <p>Main learning objective: To understand clues from facial expressions and body language to know how safe someone feels in a situation.</p> <p>Desired outcome: To be able to identify types of touch they like and do not like. To know whom they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 1000 297 1070"> <p><b>Approach</b></p> </td> <td data-bbox="322 1000 582 1070"> <p><b>What is it?</b></p> </td> </tr> <tr> <td data-bbox="120 1070 297 1302"> <p><b>Activate</b></p>  </td> <td data-bbox="322 1070 582 1302"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </table>	<p><b>Approach</b></p>	<p><b>What is it?</b></p>	<p><b>Activate</b></p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b>Music</b></p> <p>Please note –</p> <p>Some of the sessions in this unit ask the children to use a glockenspiel to play alongside the lyrics. The children have used glockenspiels in school last term and will be able to use them again this academic year. The children can use any percussion instrument they may already have or use body percussion instead. (clapping, tapping feet or clicking fingers)</p>	<p><b>PSHE</b></p> <p><b>Introduction</b></p> <p>Think about the special people in our lives.</p> <p>How do they touch us? [hug, kiss, cuddle etc.]</p> <p>How does it make us feel when they touch us in this way?</p>
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<p><b>Explain</b></p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>There is a task in the menu on the right hand side that says Replacement Activity for Zootime, please ignore this as it is a change for home learning and not an actual task.</p> <p>There is a PowerPoint to remind you of the login details, how to access and navigate around Charanga. In addition, there is a PowerPoint talking through each lesson step.</p>	<p>How do our bodies react when we do not want to be touched? [turn away, resist the touch, shrink from the touch, feel sick, cannot breathe, panic etc.]</p> <p>What sort of touch do we not like? – [e.g., when Grandad wants to kiss us and he has not shaved, when a friend leans all over us and it is hot etc.]</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>There are six lessons in this unit; Charanga calls each lesson a step. All the learning in this unit is based around one song: Zootime - a song that celebrates Reggae Music.</p> <p>Each step gives children the opportunity to listen to different songs. They can say what they liked or disliked about the song, what instruments they could hear and what style of music they thought it was.</p>	<p>It is OK to tell family and friends when we do not want them to touch us. E.g., “Grandad, I don’t want to kiss you because your chin is all rough and spiky.”</p> <p>Remind children of the <b>NSPCC Underwear Rule:</b></p> <p><b>P: Privates are private</b></p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Next, there are warm up games to find the pulse, clapping rhythms and warming up their voices.</p> <p>Followed by flexible games to play finding the pulse and rhythm games. This has three levels, bronze, silver and gold, the children can try each one in lesson steps 1, 2 and 3 by choosing ‘Find the pulse’ or ‘Move to the Pulse.’ In lesson steps, 4, 5 and 6 children can choose which game to play.</p>	<p><b>A: Always remember that your body belongs to you</b></p> <p><b>N: No means no</b></p> <p><b>T: Talk about secrets that upset you</b></p> <p><b>S: Speak up, someone can help</b></p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>The song lyrics can be learnt either as a whole song or by verse and chorus.</p> <p>The children can learn how to sign the song, by following the video provided on Charanga.</p>	<p>Model to the children how to say No. E.g.</p> <p><i>“I’ll tell ... that I asked you to stop and you didn’t.”</i></p> <p><i>“Please don’t do that. I am going to tell.....”</i></p> <p><i>“I am leaving to tell ... that you did this.”</i></p> <p>Class to practise doing this in small groups or in turns with others listening and encouragement from you.</p> <p>NB: Talk to children about what to do if it doesn't feel safe to say No [e.g. wait until the next time you see an adult you trust - then share straight away]</p>

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	<p>Once children are ready for Lesson step 3 and 4, they can now try vocal improvisation, following the clapping rhythms and vocal patterns.</p> <p>Once children are ready for Lesson step 5 and 6, they can now try to Compose with the song. Children can select notes, drag and drop them to create their own tune and play it back.</p> <p>The children can by the end of the week, perform the song to the rest of the family or in a family choir for encouragement.</p> <p>Finally, the children are to evaluate the unit verbally. Ask the children to recap the songs they heard.</p> <p>What style of music was it? Did the songs have a slow or fast pulse? What were they dynamics of the songs – were they loud or quiet? Which instruments did they hear accompanying the vocals? Which was their favourite song to listen to? Why was it their favourite song?</p> <p><b>Art</b></p> <p>Main learning objective: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Desired outcome: To make patterns and impressions.</p> <p>Assessment activities to be submitted by N/A</p>	<p><b>Activity</b></p> <p>Put children in groups of 4 or 5. Show the photos on the IWB and for each photo, ask the groups to discuss these questions (you may wish to play some music during the discussion) :</p> <ul style="list-style-type: none"><li>• How the individuals are feeling?</li><li>• How can the children tell that?</li><li>• What should they do, if anything?</li></ul> <p>(If home learning – you can open the pictures as a word document in the PSHE folder on the web drive this week – titled <i>I don't like that – picture cards for discussion</i>)</p> <p>Encourage the children to look for signals in facial expression and body language. Explain that we should look out for these signals to check if people are feeling comfortable.</p> <p>When all photos have been shown, go through the pictures as a whole class and ask for comments.</p> <p>With the class to make a list of who to tell if they are worried about something, (encourage generic, rather than specific people - i.e. Aunty, rather than Aunty Miriam. If children do say specific people, acknowledge and thank for their idea, then simplify to the generic form on the written list you are making).</p> <p>Next, ask children to draw around their hand and write the names of 5 people they could tell if they were worried about something - one person per digit. The people can be from their family or from school.</p> <p>Display the hands in the classroom.</p>
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This lesson continues from last week's topic based on the work of Wassily Kandinsky. Ask the children what they learnt about Kandinsky? Which task they enjoyed the most?

Share one of Kandinsky's paintings and explain to the children that they will be printing their own design in the style of Kandinsky. There are these examples on the web drive.



The children in school will have a foam tile to make impressions on including shape, lines and patterns. Once the tile is complete, the children will paint their tiles and create a one of a kind piece of art.

If working from home you could try potato printing.

## Plenary

Explain that if someone feels uncomfortable or worried about anything, including an inappropriate touch, then they should tell someone and if that person is busy or does not seem to listen then they should tell someone else.

## Science

Main learning objective: To be able to explain how the shapes of objects made from some materials can be changed.

Desired outcome: To be able to say four ways the shapes of some objects can be changed - squashing, bending, twisting and stretching.

Assessment activities to be submitted by N/A

This week we are investigating how we can change the shape of materials by squashing, bending, twisting and stretching.

Can you think of a time when you have changed the shape of something? What was it and how did you change it?

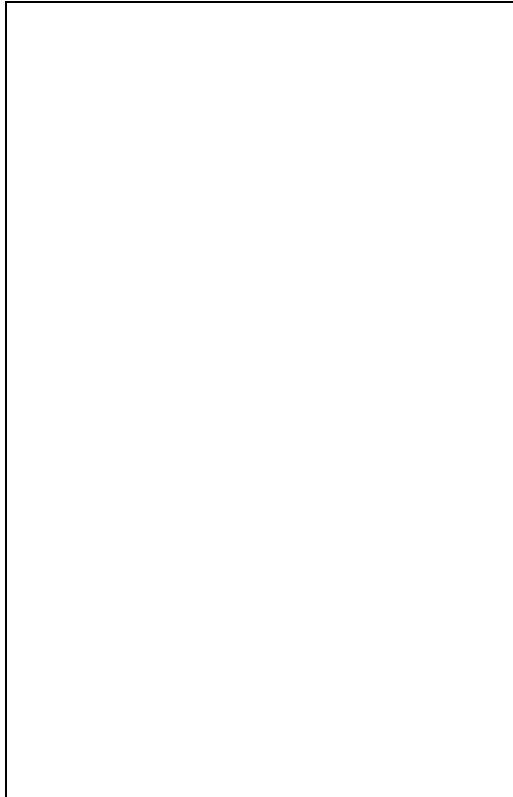
What do you think you could change the shape of easily? Have any groups read the changing shape book in guided reading about animals who change shape - link to reading for some.

Children to gather some objects from in the classroom or go outside for a walk. Predict what they can change the shape of. Experiment with the objects. Present some of the objects to

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the class - something they could change the shape of, something they could not.

*If home learning - please open the PowerPoint in the Science folder. It has voice recordings on there for you to listen to as you work through the slides.*

## **PE**

At school - follow Val Sabin Lesson 4.

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

My Little Pony Cosmic Kids Yoga  
<https://www.youtube.com/watch?v=ucqYUEKGILM>

Try some of these videos from CBBC Super Movers to get you active at home.

<https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7>