





# 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 an acrostic poem about your favourite zoo animal.</p> <p>Desired outcome: Children will be able to use certain letters to create their own Animal acrostic poem. They will understand how acrostic poems are set out.</p> <p><b>Assessment activities to be submitted by 10.02.22</b></p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to interpret and draw pictograms and block charts.</p> <p>Desired outcome: Children will be able to interpret different pictograms and block charts. Children will be able to draw their own block chart.</p> <p><b>Assessment activities to be submitted by 10.02.22</b></p>																				
<p><b>Approach</b></p> <p><b>Activate</b></p>  <p><b>What is it?</b></p> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p><b><u>Lesson 1</u></b></p> <p><b><u>Phonics</u></b></p> <p><b>Word list</b></p> <table border="0"> <tr> <td>animal</td> <td>capital</td> <td>carnival</td> <td>decimal</td> <td>petal</td> </tr> <tr> <td>equal</td> <td>final</td> <td>formal</td> <td>signal</td> <td>general</td> </tr> <tr> <td>heal</td> <td>hospital</td> <td>legal</td> <td>local</td> <td>magical</td> </tr> <tr> <td>metal</td> <td>musical</td> <td>normal</td> <td>oval</td> <td>pedal</td> </tr> </table>	animal	capital	carnival	decimal	petal	equal	final	formal	signal	general	heal	hospital	legal	local	magical	metal	musical	normal	oval	pedal	<p><b><u>Session 1</u></b></p> <p>Today we are recapping what is included in a pictogram, then interpreting and answering questions from a given one.</p> <p>Look at the pictogram we completed last week. What can you remember? Ensure that they key is highlighted. Work together to answer the questions, can the children explain their answers?</p>
animal	capital	carnival	decimal	petal																		
equal	final	formal	signal	general																		
heal	hospital	legal	local	magical																		
metal	musical	normal	oval	pedal																		
<p><b>Explain</b></p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Ask the children to tell their partner what the animals/objects shown on -al picture display are. Take feedback from the class. Can the children identify the common sound in the words?</p>	<p>Task: Children are to use their whiteboards and go through the questions as a class using their reasoning skills to explain their answers.</p>																				

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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Ask the children if anyone can think of other words with an al ending?</p> <p>Tell the children that they are learning the <i>-al</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. Ask the children to help spell the word and write under each picture on the class teaching whiteboard. Underline the digraph <i>-al</i> each time to reinforce this sound.</p>	<p><u>Session 2</u></p> <p>Introduce a block chart, explaining what it is and the important parts that need to be included. Discuss with the children, how they think we can work out how many children enjoy playing hockey the most?</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Task – Children to identify and spell the words using sound buttons to ensure they have the correct number of letters before adding the <i>-al</i> ending. Ask the children to work with a partner to see if they can find the missing vowels to complete the <i>-al</i> ending words.</p>	<p>Look at some of the blocks where it is half way to the next interval. What do the children think this means?</p> <p>Use the Maths PowerPoint in order to draw a block chart together. Follow the steps shown on the PowerPoint.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p><u>English</u></p> <p>This week we will be using the story '<u>Dear Zoo</u>' to celebrate our learning during theme week. Every day, Year 2 will be thinking about different zoo animals and using the story in our learning. If you would like to listen to the story, then use the link below:</p> <p><a href="https://www.youtube.com/watch?v=ZqGYWRHOV6E">https://www.youtube.com/watch?v=ZqGYWRHOV6E</a> You might even have a copy of '<u>Dear Zoo</u>' to read at home.</p> <ul style="list-style-type: none"> <li>• Can you name some animals from the story?</li> <li>• What do notice about the illustrations? This is a special book because it has a lift the flap.</li> <li>• Is there an animal that you would wish for the zoo to send? Explain why.</li> </ul>	<p>Show the three different tables that show the tasks the children can chose from to complete. Which intervals would they choose and why?</p> <p>Task: Children to choose a task and draw their own block chart. If you would like, there are some templates to use.</p> <p><u>Session 3</u></p> <p>Today we will be interpreting block graphs.</p> <p>Ask the children what they can remember about what needs to be included in a block graph?</p> <p>Look at a block chart about a favourite colour. What information can they tell their partner about the block chart? E.g. yellow is the most popular colour.</p>

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Today, we will be trying to name an animal to match each letter of the alphabet. Show 'A-Z of Animals' template.

-Watch this video to find out more about the different animal groups-

<https://www.youtube.com/watch?v=0nOSHppUNlw>

-Here is another video looking at animals in the wild

<https://www.youtube.com/watch?v=bLJw9yPusak>

Children can use animal non-fiction books or Ipads for their research.

## Questions to think about during research:

Where does it live?

What does it eat?

What does a zookeeper need to do to look after it?

Task- Use your research to complete 'A-Z of Animals' template.

Plenary- Take it in turns to share your research. How many animals did you manage to name? Did you use all the letters from the alphabet?

## Lesson 2

### Phonics

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

Look at the questions as a class, highlighting key vocabulary and asking the children to discuss what they think the answer will be. For example, would the answer be a number or a word? Do you need to subtract/add?

Look at the second block chart. What is different about this block chart? (intervals have changed)  
Look again at the questions and model answers.

Task:

A - Use the given block chart to draw pictures of the zoo animals correctly in the zoo enclosure.

B - Use the given block chart and answer either set a or set b questions.

## Session 4

Log onto TT rockstars for times tables practise.

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**Task** – Work with a partner to find all the words ending in –al on the postcard. Check the children’s list and add any words they missed.

## **English**

Discuss with children what they can remember about Poetry and rhyme. Year 2 will be learning how to write an acrostic poem today. If we work hard, we might even share our poems with another class at Engayne.

Explain that an acrostic poem is **a poem in which certain letters of each line spells out a word, name, or phrase when read vertically**. Most often, it is the first letter of each line that spells out the word, but they can be placed anywhere on the line.

Ask children to suggest words or phrases beginning with the first letter when modelling how to write ‘Animals’ acrostic poem. Remember, each word and line needs to relate to the topic of animals.

**Task-** Have a try at writing your own ‘Animals’ acrostic poem.

**Plenary-** ‘Who is in the Zoo?’ Listen carefully to the rhymes and guess the animals on the PowerPoint.

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## **Lesson 3**

### **Phonics**

Ask the children to look at the sentences and identify the missing –al ending words.

Watch a video clip named Spelling zone, this goes over all of the different 'l' sound spellings covered in previous weeks, le, el and al ending words.

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

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

### **English**

Today we are going to think about calligrams. A calligram is a word that is written in the shape of what it says. A calligram is a shape poem.

Now you can have a go at making your own animal calligrams, so you could write the name of an animal in its shape.

Here are a couple of different examples of calligrams to help you:

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**Challenge-** It might help you to draw the outline in pencil of your chosen animal and then write in the words. Once you have done this, you could rub out the outline.

After you have finished your outline and words, record a sentence explaining what a calligram poem is. This can be completed on plain paper and then stuck inside your red Literacy Book.

**Plenary-** Listen to 'Animal Crackers' on Bug Club. Draw attention to use of verses, repetition and alliteration. Adult to read aloud some examples of different poems.

## **Lesson 4**

### **Phonics**

Ask the children to think carefully about the /l/ sound and how it is spelled and write some of the following sentences on their whiteboards.

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*The general found his animal in the maze.  
If the local signal broke it would be fatal.  
It is normal to giggle at musicals.  
A camel wouldn't fit in a metal kennel.  
I went into a magical tunnel.  
If you eat an apple you should stay out of hospital.*

Check for any errors. Finish the session and complete the –al ending words word search as a class.

## **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?

There is a 'Ronald the Rhino' Comprehension to answer as another activity to complete. If in school, then this will be completed as a whole class.

Complete 'Who is in the Zoo?' word search