




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.

<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 Tasks (offline and online)</u></p> <p>Theme week</p> <p>Online Safety Day</p>	<p><u>Topic including PE - Task (offline and online)</u></p> <p>PSHE</p> <p>PE</p> <p>Main learning objective: To understand the needs of an animal.</p> <p>Desired outcome: To recognise ways to meet the needs of an animal and know how to care for an animal.</p> <p>Assessment activities to be submitted by N/A</p>				
<table border="1"> <tr> <td data-bbox="120 927 300 997">Approach</td> <td data-bbox="322 927 582 997">What is it?</td> </tr> <tr> <td data-bbox="120 997 300 1230"> <p>Activate</p>  </td> <td data-bbox="322 997 582 1230"> <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>Theme week</p> <p>Lesson 1</p> <p>The children will be making hand print animals from the story Dear Zoo. Share the story of Dear Zoo (link is on the Theme week PowerPoint) and ask the children to see how many different adjectives they can find in the story. Ask the children which animal they would love to be sent if they were in the Dear Zoo story?</p>	<p>PSHE</p> <p>RSPCA – Compassionate Class</p> <p>https://www.youtube.com/watch?v=qFapOo89ypQ</p> <p>https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources/starteractivity</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>The children will be able to make the handprint shapes needed and once dry they will be able to add the finer detail including the faces. Whilst the paint is drying, the children can make and assemble a paper/card cage. Pictures and examples are on the Theme week PowerPoint.</p>	<p>Watch the video above. There are 2 links to try; they both play the same video so one should work.</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Lesson 2</p> <p>The children will be making split pin animals in DT. Ask the children to talk to a partner about their favourite animals. Can they answer the following questions; What habitat can they be found in, in the wild? What do they look like? How do they move? Are they a wild or domestic animal?</p>	<p>Options for discussion with the children about what the video makes them think of, time to share thoughts and any questions the children have.</p> <p>When ready, move on to the RSPCA slides. Open RSPCA Animal Heroes in the PSHE folder.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Share the slides on the Theme week PowerPoint for the instructions on How to make a split pin animal and for some examples.</p>	<p>Work through the slides discussing what is on each slide and what they tell us about how to care for animals. What needs do they have and how do we make sure they are looked after, happy and healthy?</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>If working from home you can draw or make a puppet of your favourite animal.</p> <p>Lesson 3</p> <p>The children have had lots of fun using Charanga last week, learning how to follow the beat, moving to the pulse and counting in time to the music.</p> <p>The children will have a chance to use laptops and Ipads to log on to Charanga to compose their own tunes and to complete the unit. See the lesson step 6 instructions and the evaluation</p>	<p>Children can create a poster about one of the animals from the slides. How is it important to look after the needs of these working animals? Think about what they need and how we are able to support them.</p> <p>Children to share their posters with the rest of the class.</p> <p>PE</p> <p>Main learning objective: To be able to put a sequence of movements together.</p> <p>Desired outcome: To work as part of a team, plan transitions and movements in a sequence.</p> <p>Assessment activities to be submitted by N/A</p>

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questions to ask the children about this unit on the Theme week PowerPoint.

Username - p917508

Password - serenade

Then it will be time to get your best singing voices ready as we rehearse and perform to an audience this week.

Online Safety Day

This year for Safer Internet Day, we are looking at two things: having fun online, like playing your favourite games or watching your favourite shows. In addition, how you should behave with other people online.

We will be learning about what facts about yourself you should not tell to strangers online and offline. What can we call all these facts?

Explain to the children that this is known as Personal information – full name, home address, school address, date of birth, passwords, and images of ourselves.

Share the Online Safety PowerPoint with the children, discuss and answer the questions.

Share a story about a duck called Digiduck who loves to use the internet. If you have heard of Digiduck before, this is the newest story in the series. It is called 'Digiduck and the Magic Castle', and it is all about playing games online.

Open the PowerPoint – At the Zoo in the PE folder. Recap what the children have been learning in PE. How to travel, high and low, stopping and holding a position by tensing our muscles, transitioning from high to low positions and landing gently when we leap through the air.

Go through the slides and allow the children the chance to try out the movements.

Children to put a sequence of movements together choosing the order in which they complete them. The children can work in pairs or threes. Try out the movements and see how they transition from one to the other.

The children will have the chance at the end of the lesson to perform their gymnastics sequences.

If home learning – work through the slides and watch the videos. Children can try moving like the animals and share a video of themselves with their teacher.

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The story is available at: childnet.com/digiduck-magic

Ask the discussion questions at the end of the story, to assess the learners' understanding.

Task: Children to create a poster about staying safe online including what information about themselves they should not share to strangers online or offline. Children to draw around their hands and write in each of the fingers the personal information they should not share -

Full name

Home address

School address

Date of birth

Passwords

The children can draw a picture of themselves to represent not sharing images of themselves online either.