









# 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 use adjectives to write a missing poster.</p> <p>Desired outcome: The children will be able to write a description of a character for a missing poster.</p> <p>Assessment activity, the completed Missing Poster to be submitted by 25.2.22</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To recognise and add money.</p> <p>Desired outcome: The children will be able to recognise all coins and add count given amount of money.</p> <p>Assessment activity Session 4 to be submitted by: 24.2.22</p>																			
<table border="1"> <tr> <td data-bbox="123 869 302 1173"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="324 869 593 1173"> <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> </td> </tr> <tr> <td data-bbox="123 1189 302 1439"> <p><b>Explain</b></p>  </td> <td data-bbox="324 1189 593 1439"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<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>Explain</b></p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p><u>Lesson 1</u></p> <p><u>Phonics</u></p> <table border="0"> <tr> <td>there/their/they're</td> <td>plain/plane</td> <td>for/four</td> </tr> <tr> <td>sea/see</td> <td>here/hear</td> <td>meet/meat</td> </tr> <tr> <td>quite/quiet</td> <td>to/two/too</td> <td>hair/hare</td> </tr> <tr> <td>l/eye</td> <td>sail/sale</td> <td>be/bee</td> </tr> <tr> <td>maid/made</td> <td>great/grate</td> <td></td> </tr> </table> <p>Ask the children if they can remember the term when two words sound the same but have different spellings and meanings.</p>	there/their/they're	plain/plane	for/four	sea/see	here/hear	meet/meat	quite/quiet	to/two/too	hair/hare	l/eye	sail/sale	be/bee	maid/made	great/grate		<p><u>Session 1</u></p> <p>Today we are recognising different coins and understanding the value of them. Which coins do you know so far?</p> <p>Have a look at the following video to introduce/recap different coins</p> <p><a href="https://www.youtube.com/watch?v=vs8F_g3MGtM">https://www.youtube.com/watch?v=vs8F_g3MGtM</a></p> <p>How can you tell the difference? The coins work together in groups of 2.</p> <p>1p and 2p are round and copper 5p and 10p are round and silver 20p and 50p are heptagonal and silver £1 and £2 are gold.</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>Explain</b></p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>																				
there/their/they're	plain/plane	for/four																			
sea/see	here/hear	meet/meat																			
quite/quiet	to/two/too	hair/hare																			
l/eye	sail/sale	be/bee																			
maid/made	great/grate																				

# 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><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Explain to the children that this week we will be looking at homophones. Homophones are words that sound the same but are spelt differently. They also have different meanings.</p> <p>Ask the children if they can recognise the two different homophones on the PowerPoint, can they share a sentence verbally with a partner. Make a list on the class whiteboard of any other homophones the children can think of.</p>	<p>Look at the PowerPoint to help you</p> <p>Which coin is worth the most? You now will compare different amounts of coins. If the coins are the same, you can count in that number. For example, 5 10p coins would be 10 20 30 40 50.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Play the game Homophone quiz; take it in turns to match the correct word to the correct picture.</p> <p>Show the children the table of homophone pairs. Read the other homophones from the Homophone picture cards and explain them if necessary. (Teachers should note that <i>quiet</i> and <i>quite</i> have been included even though the sounds are slightly different. This should be highlighted and explained to the children.)</p>	<p>Going through the PowerPoint, see if you can tell me which is worth more. Complete the session 1 'Recognising money sheet'</p> <p><u>Session 2</u></p> <p>Today we are thinking about adding money. Look at Session 2 on the PowerPoint.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>Recap what the different coins are. Which coin has the highest value?</p> <p>When you have more than 1 coin that is the same, you can use your excellent counting skills. For example, if you have 3 2p coins, you can count ins 2s → 2, 4, 6 → 6p.</p> <p>If you have 5 10p coins, count in 10s → 10 ,20, 30 ,40, 50p. It is important to add the correct symbol each time. For most the examples, you need to add 'p' (p stands for pennies).</p> <p>When adding money that has different coins follow these steps:</p> <p>Ask the children to choose a pair of words and write them in a sentence. Share the children's sentence with the class.</p> <p><u>English</u></p> <p>This week we are going to be reading the story '<u>Voices in the Park</u>' by Anthony Browne. Four different characters tell this story about their walk in the park.</p> <p>You can listen to the story here: <a href="https://www.youtube.com/watch?v=58kla7Ghxas">https://www.youtube.com/watch?v=58kla7Ghxas</a></p> <p>Now that you have listened to the story, can you answer these questions:</p>	<p>Recap what the different coins are. Which coin has the highest value?</p> <p>When you have more than 1 coin that is the same, you can use your excellent counting skills. For example, if you have 3 2p coins, you can count ins 2s → 2, 4, 6 → 6p.</p> <p>If you have 5 10p coins, count in 10s → 10 ,20, 30 ,40, 50p. It is important to add the correct symbol each time. For most the examples, you need to add 'p' (p stands for pennies).</p> <p>When adding money that has different coins follow these steps:</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.

- Who are the four voices?
- Are they telling the same or different stories?
- How can you tell how the different voices are feeling?  
Check the pictures and look closely at their body language and emotions.
- They are in the same story but telling it from different points of view, do you know what a point of view is?

This week we are going to be writing a character description for a missing poster.

Before planning their own descriptions, children to be given one voice each from the story and use felt tip pens/pencils to record different adjectives and ideas:



Share ideas from the group task. Today we would like you to choose one of the characters from the story and think about their appearance and personality. This will help your missing poster when we write it up later in the week.

**Remember:** Appearance is what your character looks like. You might want to think about their physical features such as hair, eyes, nose and the clothes that they are wearing.

How much money is there altogether?  
How do we write it?

Step 1- Identify the coins you are adding together

Step 2- Count the coins (start with the bigger value coins first)

If there is more than one of the same value group them together

Step 3- Make sure all the coins have been added

Step 4- Work out the answer

Always start with the biggest value coin, as it will be easier to add to it. Remember if you have coins that are the same, use your super counting skills.

You may think counting 20ps or 50ps is difficult but actually, it is just 2 10s or 5 10s that you are adding.

Try some examples on your own.

It is a bit trickier when you are counting pounds (£) as well. It is best to count the pounds first, then separately count the pennies, and then add them together.

You show pounds by the following:

If you had 3 pounds and 31 pennies → £3.31

The dot is called a decimal point. When that number gets to 100, it would turn to another pound, as there are 100p in £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.

Personality is what your character is like on the inside. Are they kind, mean, cruel, happy? They could be different things throughout the story, so you might like to include how they act and what they do to others.

Write down a list of words that you would like to include in your character description for appearance/personality. This needs to be completed in your Green draft book.



Challenge- Can you use a thesaurus to help you think of some exciting synonyms for your words.

Plenary- Children to share some examples of words they added to their description plans.

## Lesson 2

### Phonics

Discuss with a partner some of the homophones learnt in yesterday's lesson. As a class, can you remember ten different pairs of homophones?

There are three tasks to choose from:

Task A is the easiest and should really, only be chosen if you have found it difficult.

Task B is quite tricky and will challenge most of you.

Task C- is the challenge questions and includes pounds.

### Session 3

Watch the following video. Use the slides from yesterday's session to help you if necessary. You may need to pause the video between questions as it is quite fast.

Remember to count the coins in groups.

For example:

$$2p + 2p + 10p + 10p + 1p$$

Count all the 2ps (4p) and then add them to all the 10ps (20p) then add the 1p.

$$4p + 20p + 1p = 25p$$

<https://www.youtube.com/watch?v=mHB21-bEJvw>

Once you have completed the questions play the following game. Click on the purple counting tab. Choose the level that you feel comfortable working on.

<https://www.topmarks.co.uk/money/coins-game>

### Session 4

Look at the PowerPoint and Session 4.

Begin the session by recapping the value of each of the coins. Ask key questions such as which is the coin with the biggest

# 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.

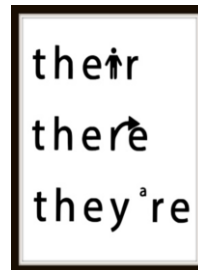
Explain to the children that there are sometimes three homophones for the same sounding word but spelt differently.

Give the example of the word to, can the children identify the other words that sound the same. Look at the sentences together on the PowerPoint.

Two children went to the zoo.  
My sister wants to buy two sweets too.

Ask the children to write their own sentence including the words, to, too and two. Ensure the children understand what the different meanings and uses are.

Explain that the word *there* has three homophones. Can the class help you find them? Look at the poster to help aid the children's understanding of how and when to use the different homophones.



their has a person as the i to highlight belonging to a person.  
there has an arrow as the r to highlight direction or place.  
they're has a small a to highlight where the apostrophe would be.

value, which is the coin with the smallest value? How many pence in £1. How many 10ps in £1 etc.

As a class, look at the steps when counting different coins.

Go through two examples as a class together.

Allow the children some time to complete the three questions independently on a whiteboard. Address any misconceptions including where to put a decimal point.

Once the children have a good understanding, they should begin the independent task.

Task A – Look at the ice cream cones. How much do they each cost?

Task B- There are different types of questions that should consolidate this week's learning.

## Session 5

Today we are completing our math class rotation. The following three tasks will be completed:

- 1) Time will be given to go onto TT rockstars.
- 2) Arithmetic questions will be completed.
- 3) Looking at the Session 5 money problem.

# 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.

Ask the children to think of a sentence that has two different homophones in their, there and they're. Share some of the sentences and check for errors.

Listen to the song, what other homophones are in this song.

## English

First, re-read 'Voices in the Park' by Anthony Browne. There are four different voices in the story. Draw attention to different punctuation marks used and the way each character's voice is presented in the text. Invite children to take it in turns to read examples from the text using expression.

- What voice do you think can be used in this part of the story?
- How is this particular character feeling?
- To show how they feel, what is the best voice to use when reading the story aloud?

Today we are going to be starting to write our missing posters. There is a template that you can use, or you can draw your own.

We would like you to write about your character's appearance.

Look back at the list of words that you made during yesterday's lesson. Are you still happy with these words? Have you thought of any other words that you would like to add?

Try to write three sentences about your character's **appearance**.

# 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.

Challenge: Can you list a few ideas in each sentence and use a comma in the correct places between them. **Remember-** you do not need a comma before the word 'and' if you are using it.

Plenary- Look at the facial expressions and body language of the characters in the illustrations. Can you draw the same person with different expressions / body language to show their changing emotions? You could do this on your whiteboard or on paper.

## **Lesson 3**

### Phonics

Recap some of the homophones covered so far this week. Can the children think of three different sets or pairs of homophones?

Play the game Sentence Doctor, read the passage together. Explain to the children that they will work as a class to see if they can help the fox with his writing. He has muddled up some homophones. With a partner underline, the words that you think are wrong.

When the children have finished go through the slide with the correct words and spellings. Were there any missed by the children?

### English

Look back at the list of words you made on Monday during our English lesson and the beginning of your missing poster that you started yesterday. Today you are going to finish off the

# 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.

writing for your poster by writing about your chosen character's **personality**.

Look back at your list of words that you made on Monday. You might like to listen to the story again as well.

Put the words you thought of into sentences and try to include some conjunctions to explain why you have chosen those words (**when and because with** are useful conjunctions for this)

Try to write three sentences about your character's **personality**.

Challenge: Some other features that appear on missing posters are rewards and what to do if you find the missing person. Can you add these into your work?

Plenary- Work together as a whole class to record a list of all the different colours used in the illustrations of the story. Can we try to use a comma to put them into a list?

## **Lesson 4**

### Phonics

Play the game – Spin the wheel. Can the children read the words and show an action to highlight what the meaning of each homophone is?



# 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 children will work in groups of three or four to play a Matching pair's game. Each group will need a set of playing boards and one set of homophone cards.

Explain the rules of the game;

Turn the cards over face down and choose your playing board.

Take it in turns to turn over a card, if you have the homophone pair for that card, you can put it on top of your board.

If not, return it and try to remember where everyone else has put the cards so you can pick one that does match next time.

Challenge - Each time you turn over a card and it matches your board, can you put that word into a sentence correctly? Ask a friend to help if you are stuck.

## 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?

## Lesson 5

## Phonics

# 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.

Explain to the children that they will be doing some dictation today. They will need to listen carefully to the full sentence before deciding which homophone to include. Remind the children that they need to use a capital at the start of the sentence and a full stop at the end.

A wild hare was running across the field.  
What a great movie that was, it was so funny.  
I cannot wait to go to the boot sale.  
The girl was going to meet her sister at the park.

Check the children's sentences and address any errors.

Children to log onto Bug club to play some phonic games if finished.

## English

Now that you have done the trickiest bits for your missing poster, we are going to have some fun today. You will be finishing off your poster.

Today we would like you to draw the picture for your missing poster. You can use the big box at the top of the template for this or you could draw it on a plain piece of paper and stick it on if you have made your own template.

Make sure it is clearly of the character that you have chosen and try to colour it in the correct colours as well. Go back and re-read your description to make sure your picture matches the character you chose.

# 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>Challenge-</u> Label your character as well and include an adjective, for example, little, round eyes.</p> <p><u>Plenary-</u>Children to share examples of missing posters once finished.</p>	
--	---	--