

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.

<u>Metacognitive strategies</u>	<u>Topic</u> Tasks (offline and online)	<u>Topic including PE - Task</u> (offline and online)
<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>Geography</p> <p>Geography</p> <p>Main learning objective:</p> <ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the United Kingdom and its countries. 2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 3. Use simple compass directions. 4. Understand and design a key for a map <p>Desired outcome:</p> <ol style="list-style-type: none"> 1. Children can name the four countries of the UK. 2. Children can find the capital cities of the UK on a map. 3. Children can name the seas that surround the UK. 4. Children know and can follow simple compass directions to reach different locations around the home/garden. 5. Children can understand and design a key for a map. <p>Assessment activities to be submitted by 25.02.22</p>	<p>PSHE PE</p> <p>PSHE</p> <p>Main learning objective: Understand what rules are, why they are needed and why different rules are needed for different situations.</p> <p>Desired outcome: To be able to recall simple strategies to resolve arguments between friends positively.</p> <p>Assessment activities to be submitted by N/A</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 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.

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>Lesson 1</p> <p>To identify the UK on a map and identify the four countries of the UK.</p> <p>Using an atlas or a map on a device, find the UK and discuss how we can recognise it e.g. talk about the shape, countries are close by. Briefly discuss where in the world the UK is i.e. that it is in the Northern Hemisphere (north of the equator) and in the continent of Europe.</p> <p>Look at different types of maps e.g. online, paper map, satellite, and try to find where we live. Look at the surrounding places. Talk about places you have visited in the UK and find them on a map.</p> <p>Look at the Geography PowerPoint to learn the names of the countries in the UK, the flags of each country, the capital cities and the surrounding waters.</p> <p><u>Activity:</u> There are a choice of worksheets for this activity for you to choose from, you only need to do one.</p> <p>Task A - Labelling the 4 countries of the UK with a word bank. Task B - Labelling the 4 countries of the UK. Task C - Labelling the 4 countries of the UK and identifying and naming the four capital cities.</p>	<h2>Introduction</h2> <p>Start the lesson with a discussion about what children and staff need in school.</p> <p>What are the things we need in order to be able to do our best in school? [This could be quite an extensive list so prompt children to think as widely around this question as possible].</p> <p>Ideas generated might include:</p> <ul style="list-style-type: none"> • A calm, quiet environment • The proper equipment, stationery etc. to complete tasks • An enjoyable break-time • People around us (staff and children) who help us • To feel safe • To have a nice lunch and proper break at lunch time • other ideas <p>What do you think are the things the teachers and other staff need in order to help children do their best in school? [Many of their ideas will be the same as those generated above].</p> <h2>Story - Derek's art project</h2> <p>Read children the 'Derek's Art Project' story, pausing to ask children the prompt questions.</p>
<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>		
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>		
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</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>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Challenge: Use an atlas or a map on a device to find the surrounding waters of the UK and name them on your chosen worksheet.</p> <p>Lesson 2</p> <p>Compass Points</p> <p>Using the Geography PowerPoint and then Lesson 2 PowerPoint Compass Points' talk about the directions on a compass.</p> <p>If you have a compass at home (a free app can be downloaded on most devices) walk around your house and/or garden. Which direction is the kitchen? The living room? Play a 'directions' game – give members of your family directions. Where do they go? Try to use the names of the directions – North, South, East and West – as much as you can.</p> <p>Activity: Choose a 'Compass Directions' sheet. Can you follow the instructions and practise moving North, South, East and West.</p> <p>Lesson 3</p> <p>Labelling a map and creating a key</p> <p>Use the Geography PowerPoint to introduce map symbols and the importance of a key when using maps.</p> <p>Have a look at the web link to a local map of Cranham and Upminster, scroll North, east, south and west. What do you</p>	<p>Give out the <i>Getting on with others</i> Activity sheet. First, children draw and/or write the things they need in order to do their best in school.</p> <p>Next, they draw and/or write the things they need to do in order to help <i>others</i> do their best in school.</p> <p>Discuss children's ideas once they have completed this task. Explain that there are things we need in order to do our best but we also have a responsibility for helping others get the things they need so that they can do their best.</p> <p>Task to be stuck in books.</p> <h2>Plenary</h2> <p>On a flipchart or your white board, make a list of things we can all do to help everyone do their best in school. Ideas might include:</p> <ul style="list-style-type: none">• Share things• Return things that have been lent or shared with you• Take turns• Listen carefully when you need to• Help others when they are stuck with their work• Help others to enjoy their break times - for example by inviting them to join in a game if they're alone or being excluded <p>Display this list in your classroom and refer to it throughout the week (and beyond) to help children remember their needs and their responsibilities.</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 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.

recognise, where is Upminster station, Engayne School and Upminster Park. What symbols do they have on the map?

Using an aerial photograph of the school, can you identify the different buildings and areas within the school grounds e.g. the KS1 playground and gym (is something missing?), the swimming pool, the Forest School etc.

Develop your own key for the different buildings and areas in the school and record on the Lesson 3 work sheet.

PE

Main learning objective: To be able to travel in different ways.

Desired outcome: To link 3 movements together in a sequence.

Assessment activities to be submitted by N/A

In School - Val Sabin lesson 1

Home learning PE – follow this link for a simple gymnastics at home session. Find a clear space to be able to sit, maybe on a soft carpet or rug. Take your time and enjoy the different exercises.

<https://www.youtube.com/watch?v=d7DqvjhrcNs>