









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 write a description, to plan speech for characters in a story.</p> <p>Desired outcome: The children will be able to describe a character; the children will be able to think about what characters might say in the context of a story.</p> <p>Assessment activities Lesson 2 and 3 to be submitted by: 11.3.22</p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to tell and write the time to the nearest 15 minutes</p> <p>Desired outcome: Children will be able to tell the time, o'clock, half past, quarter to and quarter past.</p> <p>Assessment activity Session 4 to be submitted by: 10.3.22</p>						
<table border="1"> <tr> <td data-bbox="123 917 302 973">Approach</td> <td data-bbox="324 917 593 973">What is it?</td> </tr> <tr> <td data-bbox="123 981 302 1204"> <p>Activate</p>  </td> <td data-bbox="324 981 593 1204"> <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 1212 302 1476"> <p>Explain</p>  </td> <td data-bbox="324 1212 593 1476"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</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>Explain</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> <p>Have a look at the pictures on the PowerPoint, what are they and what three things do they represent? Explain to the children that they are nouns and that nouns are people/animals, places or things. Ask the children to talk to a partner and think of other nouns, a different person/animal, place and thing.</p> <p>Ask the children what is the first picture? It is a baby. What is shown in the second picture? Some babies. Ask the children for ideas of how to put the word baby in a sentence and then put babies into a sentence?</p>	<p><u>Session 1</u></p> <p>Look at the Maths Time PowerPoint. There is a short recap some keys facts you need to know about time, you may remember it from Year 1.</p> <p>There are some activities to match with different time lengths. If you do this well, you could think of some other activities and how long it takes. For example, how long would going to the shops take?</p> <p>Now look at the clock. The long hand is the minute hand. When it goes all the way round the clock, it has been one hour. This is when the hour hand (the shorter one) moves to the next number.</p>
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>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</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>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Explain to the children that babies is a plural word. A plural is used when there is more than one of something.</p> <p>Can you do the same thing with the other pictures on the sheet? Put the singular word into a sentence and then the plural one in a sentence also.</p>	<p>There is a poster of a clock just introducing some of the vocabulary, this will be explained further as the week goes on.</p> <p>Your task is to make your own clock. You can use the template provided in Session 1 or make your own using a paper plate.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Now we would like you to think about some verbs. Can you remember what a verb is? A verb is a doing word such as hop, skip, jump, walk and move.</p> <p>Listen to the sentence 'I try to catch a ball'. Do you know what happens if you change the 'I' to 'He'? Changing from 'I' to 'He' changes the verb 'try' to 'tries'. The ending of a verb does not change because there is more than one of something but because the subject changes.</p>	<p><u>Session 2</u></p> <p>Follow the link for an introduction to today's session.</p> <p>https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zcmdwxs</p> <p>Look at the Session 2 part of the weekly Maths PowerPoint.</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>(The subject is who or what you are talking about - he, she, it, and I).</p> <p>Can you do the same thing with this sentence? I carry a bottle. What happens if you change the 'I' to 'She'? Demonstrate more examples to help with the children's understanding.</p> <p><u>English</u></p> <p>This week we are going to be looking at another story by Anthony Browne. The story is Zoo. You can watch the story being read here:</p> <p>https://www.youtube.com/watch?v=T07u0AggVsg</p>	<p>The short hand on the clock is the hour hand.</p> <p>The longer hand on the clock is the minute hand.</p> <p>We are looking at o'clock to begin with.</p> <p>O'clock is when it is at that hour. The long (minute) hand will always be on the 12 and the short (hour) hand will be on the hour that it is. Look at the examples on the PowerPoint.</p> <p>You now need to think about the examples. Click through the slides to help you. Then use your clock that you made in Session1 to help you show the times.</p> <p><u>Remember for o'clock:</u></p> <p><u>The minute hand (the long hand) needs to be on the 12.</u></p> <p><u>The hour hand (the short hand) needs to be on the hour it is.</u></p> <p>Complete the first part of your sheet for today.</p>

Engayne home learning planning framework

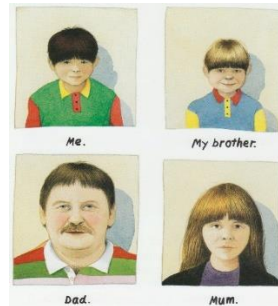
This is the plan for a learning sequence, within each box is the information and resources you need for the sequence and are split into sessions.

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 were the characters in the story?
Were they all kind characters?
When did the family visit the zoo?
How do you think the animals felt in their cages?

What different punctuation marks did you notice inside the speech bubbles?

We would like you to choose one of the characters that you could make a Wanted poster about. Think about what the person did that was a little unkind in the story. For example, the Dad called the boys mean things and pretended that Harry was younger than he really was/the boys banged on the glass and scared the animals in their cages. They also complained and fought with each other.



Today you are going to be writing your plan for your Wanted poster.

You will need to think about how you are going to describe your character's personality and appearance in addition also think about what 'crime' they committed (what they did wrong).

You now need to think about half past. This means that we are half way through the hour (30 minutes later). This time the minute hand will be on the 6. The hour hand will be half way past the hour (in the middle of the two numbers). Be careful to make sure it is past the hour e.g. half past 4 would be between the four and five not past the 5.

Go through the slides and then complete the last part of your work sheet.

Session 3

Have a look at Session 3 part of the PowerPoint. There is a quick recap of what you have learnt so far.

Now we are thinking about quarter past. The reason it is called **quarter past** is because it is a quarter of the way around the clock (quarter of the way through the hour).

The minute (long) hand is on the 3. The hour (short) hand is just past the hour (it is a quarter of the way between).

Go through the slides to give you some examples of telling the time. You then will need your clock from Session 1 to show some of the times. The answers are on the screen.

Once you have complete quarter past, try the first part of the work sheet for today.

We then are thinking about quarter to the hour. This where there is only a quarter of an hour (15 minutes) left.

The minute (long) hand is on the 9. The minute (short) hand is close to the hour it is about to be (be careful, it has not gone

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.

We also need to think about what people should do if they see your character and what their reward will be if they find them.

List three adjectives for personality, three for appearance, one 'crime', one thing to do if you see them and one idea for a reward.

You can present your plan inside your Draft book like this:

Appearance Personality Crime Reward

Encourage children to underline each heading and use sound mat to spell new words.

Challenge - Can you use a thesaurus to help you think of some synonyms for your ideas?

Plenary - If you have finished your plan, check over your ideas and make sure you have three ideas for appearance, personality and crime.

Lesson 2

Phonics

Explain that when a noun ends in a y to change it into a plural you have to change the 'y' to an 'i' and add 'es'.

Look at the word baby and the word babies. What is different about them? With baby we have to change the 'y' to an 'i' and add 'es' to write babies.

past the hour yet). For example, if it was quarter to 10, the minute hand will be on the 9. The hour hand will be close to but not past the 10.

Go through the slides and try to read the time and then use your clock to show the times.

Complete the last part of your work sheet for today.

Session 4

Today we are recapping what we have been learning all week. Recap the PowerPoint so far and look at the different times. Remember if the minute hand is on:

12 - o'clock

3 - quarter past

6 - half past

9 - quarter to

Think carefully where the hour hand will be.

Complete the task in your book. Think carefully where the hour and minute hand needs to be.

You can play a time matching game when you have finished your task.

Session 5

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

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.

We have to do the same thing with verb's ending when we change the subject, for example copy, becomes copies.

Ask the children to practise this rule with the words – lorry, pony, daisy and spy.

Ask the children if they can remember what the 5 vowels are?

They are a, e, i, o and u.

However, if the letter before the 'y' at the end of the word is a vowel the rule is different. You just add a's' to the end of the noun.

Look at the examples of lady and monkey together to make them into a plural.

The letter before the 'y' in 'lady' is a 'd', which is not a vowel so you need to change the 'y' to an 'i' and add 'es'. This means 'lady' becomes 'ladies'

The letter before the 'y' in monkey is an 'e', which is one of the vowels so the rule is different. You need to just add an 's' so the word 'monkey' becomes 'monkeys'

Ask the children to have a go at doing this with the words, tray, boy and turkey.

Task – In pairs, the children need to follow the two rules to change the given nouns into plurals. Play the game Change my y.

1) Time will be given to go onto TT rock stars.

2) Arithmetic questions will be completed.

3) Look at the following game and then some of the word problems on the power point.

<https://www.topmarks.co.uk/Flash.aspx?f=matchingpairstimev3>

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.

English

Today you are going to be writing your Wanted poster using the plan that you wrote during yesterday's lesson.

There is a template for you to use, or you might like to make your own template.

Today, we would like you to write at least one sentence for each section and to try to use conjunctions to join the ideas that you planned yesterday.

For example, if your personality words were mean, rude and nasty you could write this sentence:

Dad was mean, nasty and rude to the lady behind the counter at the zoo but he was also horrible to the animals because he banged on the glass.

Harry was very rough, unkind and called the animal's names because he wanted to have his lunch early.


Try to write the whole of your wanted poster today. Keep your letters nearly on the line and make sure that your ideas are recorded in full sentences. If you can, use a comma to put your ideas in a list.

Challenge- Can you use a different conjunction in each of your sentences? There are some ideas in the word mat below:

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.

Conjunctions Conjunctions link two words or phrases together.			
Coordinating conjunctions These link two words or phrases together as an equal pair.		Subordinating conjunctions These introduce a subordinate clause.	
Year 1 and	plus: for nor but or yet so	Year 2 when if that because	plus: after as before once provided since though till
		Year 3/4 when if because although	unless until whenever wherever whether while

Plenary - Once finished draw the illustration for the Wanted poster that you have written about one of the characters from the story 'Zoo'. Try to make sure that you use the correct colours and show clearly the features of your character that you have described in your writing.

Lesson 3

Phonics

Can you remember the rules for adding 's' to the end of nouns and verbs if they end in a 'y'? If they have a vowel before the 'y' just add 's' if they don't you change the 'y' to an 'i' and add 'es'.

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.

Can you sort the words into two lists, words that have a vowel before the 'y' and words that do not? Remember the vowels are 'a, e, i, o and u'

Once you have sorted them, can you practise adding the 'ies' and 's' to the end using the correct rule?

Play the game Planetary plurals. You can use this game on Phonics play to help you learn some other rules when adding 'ies' or 's' to words.

This will help you in the future with your spelling as well as it talks about more than just the words that end in a 'y'.

<https://www.phonicsplay.co.uk/resources/phase/6/planetary-plurals>

English

Today we are going to think about something that is quite tricky. We are going to be thinking about speech. Speech is what a character is saying in a story. Check the first slide of the PowerPoint and discuss how speech can be shown in different ways.

Watch this video to help you:

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

Now you know more about speech bubbles look at the PowerPoint and try to add some ideas about what the people/animals might be saying in the pictures.

What do you think the people could be saying to each other?

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.

Remember, when we use speech bubbles, you do not need to worry about punctuation or the word 'said' because the speech bubble does this for you.

Challenge- Look at the Zoo speech worksheet and have a go at filling in what the characters in the pictures might be saying. Write down your ideas in the speech bubbles.

The teacher will model changing from using a speech bubble to using speech marks and where to place them correctly.

Plenary - Can you find some examples of speech marks in a Reading book? Who is speaking in that part of the story?

Lesson 4

Phonics

Today you are going to have a go at putting plural words into a sentence. Can you remember the rule for adding an 'ies' or 's' to the end of a word with a 'y' at the end?

Use the worksheet Plural sentences and put the words into an appropriate place but do not forget that you need to change the y to an I and add the 'es' or 's' to the end of the words first.

Complete the word search Plural challenge together as a class.

English

During this lesson, we will be doing some guided reading.

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.

Log onto Bug Club and work your way through at least one of the books. Make sure you answer the questions by clicking on the bug.

Challenge - Can you make up some of your own questions about the book that you have read?

Lesson 5

Phonics

Children to log onto Bug Club to play some phonic games.