

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 Tasks (offline and online)</u>	<u>Topic including PE - Task (offline and online)</u>
<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>DT</p>	<p>SCIENCE PSHE PE</p>
	<p>DT</p> <p>Main learning objective:</p> <p>To recognise ways to stay active and healthy.</p> <p>To be able to cut, peel or grate ingredients safely and hygienically.</p> <p>Desired outcome:</p> <p>To know that food is needed to provide energy for the body.</p> <p>To prepare a range of fruits and vegetables.</p> <p>To use techniques e.g. cutting, chopping, peeling and grating.</p> <p>Assessment activities to be submitted by 11th March 2022</p>	<p>SCIENCE</p> <p>Main learning objective: To be able to explain what absorbent means using some scientific vocabulary.</p> <p>Desired outcome: To be able to predict which paper towel will be the most absorbent by thinking scientifically.</p> <p>Assessment activities to be submitted by N/A</p>

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Approach	What is it?		
<p data-bbox="161 403 259 427">Activate</p> 	<p data-bbox="331 403 571 547">Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p data-bbox="616 343 1120 375">Lesson 1 – How to stay healthy poster</p> <p data-bbox="616 414 1086 446">Recap of the previous week's lessons –</p> <p data-bbox="616 486 1366 582">Ask the children, where the food we eat comes from? Can they tell you where their favourite meal comes from; do the ingredients come from a plant or an animal?</p> <p data-bbox="616 622 1332 686">Ask the children, to tell you how many portions of fruits and vegetables are recommended to have every day.</p> <p data-bbox="616 726 1355 821">Ask the children to name the five different food groups; the children can use the picture on the lesson PowerPoint to help them.</p> <p data-bbox="616 861 1366 1077">Talk to the children about what they think being active means, can they share what they do to keep active at home or at school. Explain to the children that they are going to find out about other ways to stay healthy other than a balanced diet. Can the children suggest things they do now that help them to stay active and healthy?</p> <p data-bbox="616 1117 1332 1212">Tell the children that today they are going to be designing a poster about How to be healthy. Children to share the PowerPoint called Healthy Living.</p> <p data-bbox="616 1252 1355 1356">Ideas to include on their posters could be; exercise, favourite sports, eating well, eating 5 a day fruits and vegetables, drinking water, getting lots of sleep, cleaning their teeth, time</p>	<p data-bbox="1400 343 2150 518">Today's lesson will be a practical experiment. To begin with, you will need to open the sheet – Kitchen roll absorbency investigation. Children will need the equipment written on the sheet to complete a fair test. Each child will need a sheet – scaffolded sheet available for children if needed.</p> <p data-bbox="1400 558 2150 662">In class, children will watch the experiment as a whole class modelled on the carpet. Children will discuss a prediction using scientific vocabulary – porous, thickness, texture, feel, quality.</p> <p data-bbox="1400 702 2150 805">Lots of discussion and opportunity for children to think about their own prediction. Children to record predictions on their sheet.</p> <p data-bbox="1400 845 2150 1093">Coming back to the carpet to watch demonstration of how to complete the experiment. Explain the children will be able to have a go on their own before we do the class investigation. Model and then let the children explore at their tables in groups. Allow them the opportunity to try out a couple of different kitchen towels explaining the most careful scientists could help with the class investigation.</p> <p data-bbox="1400 1133 2150 1380">Back to the carpet for the class experiment. Discuss how real scientists need to be accurate and complete a fair test – same amount of water, same size towel, timer etc. Give children some jobs on the carpet – children to use the timer, children to measure the water, children to put the paper towel into the water, children to squeeze out the water into the funnel, children to record results on whiteboards.</p>

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<p>Explain</p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>outside in the fresh air and a positive attitude. Children can illustrate and write a message or a slogan on their poster.</p> <p>Lesson 2 – Healthy Eating and Living Board game</p> <p>Time for the children to be active and have fun.</p>	<p>Children to record results on sheet once modelled.</p> <p>Come back for mini plenary and share results, talk about how it compared to the children’s predictions.</p>
<p>Practise</p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Challenge – Can the children make their own fitness board game or some fitness warm up challenge cards?</p> <p>Lesson 3 – Food preparation skills</p> <p>This session is to give the children the opportunity and experience of being able to peel, chop, grate and slice fruits and vegetables. The children will be taught how to safely hold and use a peeler, knife and grater.</p>	<p>Stick sheets into topic books. MA/HA children to write down sentences comparing their prediction with the results.</p> <p>My prediction was correct/incorrect. Paper towel number 1/2/3/4 was the most absorbent because it was the most porous/it was the thickest/it was a higher quality.</p>
<p>Reflect</p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Ask the children if they know of different ways to prepare fruit or vegetables? Useful vocabulary for the children to know include; cut, chop, slice, dice, peel and grate. Ask the children to identify fruits and vegetables that need to be peeled.</p>	<p>PSHE</p> <p>Main learning objective: Identify special people in the school and community who can help to keep them safe.</p> <p>Desired outcome: to know who to ask for help.</p> <p>Assessment activities to be submitted by N/A</p>
<p>Review</p> 	<p>Revisiting previous learning after a gap.</p>	<p>Children will be introduced to the steps for being hygienic when working with food. Ask the children what they think they would need to do before preparing food for someone else to eat i.e.</p> <p>Clean surface to prepare the food on.</p> <p>Washing hands with soap and water.</p> <p>Rolling up sleeves or wearing an apron.</p>	<p>Introduction</p> <p>Explore with the children places where they feel safe. (Answers are likely to include home, a family member’s home, or a friend’s home).</p> <p>Ask them what it means to be safe. To most young children ‘safe’ means not being scared, feeling happy.</p> <p>Explain that being safe can also mean not being at risk of being hurt or lost. How does our body tell us when things might not be safe? (E.g., feel sick, sweaty palms, heartbeats faster).</p>

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Keeping fingers away from mouths and noses.

Show the children how to safely hold the equipment, how each of them are used and demonstrate where their fingers should be when holding the fruit and vegetables whilst peeling, slicing and grating.

When the children have finished and helped tidy up, they can verbally evaluate. Ask the children, which skill they felt confident with and which skill was more difficult for them?

The skills the children will develop whilst completing this lesson will be used when they are working on their Spring project – Design and create a food art picture.

The children will use the basic principles of a healthy and varied diet to create a picture made from healthy foods.

See Y2 Homework squid letter from Friday 11th March 2022.

Lesson 4 – Now Press Play – Healthy Living

Now Press Play this week is all about Healthy Living. It will be teaching the children about;

- The importance of eating a healthy breakfast, healthy snacks and balanced meals.
- The importance of exercise and a good sleep.

You do not have time for breakfast as you are practising for the school concert. When an unexpected turn of events finds you

If you have already delivered the lesson *How safe would you feel?* Ask them if they remember who they could turn to for help, to make a situation safer for themselves and others (e.g. if they notice that something has caught fire in a room?)

Activity 1 - Who should I get to help?

Expand the introductory question by asking who can help keep them safe in the following situations:

- Being in the kitchen when a pan of milk boils over (parent/carer).
- Crossing a busy road on the way to school (school patrol/parent/carer).
- Kicking a ball in the school playground, wanting the ball back when it accidentally lands on a classroom roof (lunchtime supervisor).
- Getting lost in a busy shopping centre (Police Officer, or someone in a nearby store wearing a uniform – e.g. shop worker, shopping centre security staff. NB: explain clearly to the children that they would need to find an adult who is definitely wearing a uniform and discuss how they would recognise this).
- Seeing someone fall off their bike and get injured so badly they can't stand up (ambulance)

Ask the children, if they can think of any other times when you might need an adult to help keep you safe?

Activity 2 - How to get help from special people?

Ask the children how can we contact these special people, if we need their help? (Answers may include could go up to them

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driving a submarine inside your friend's body, you learn the importance of a good breakfast and exercise.

Type in the link below to take part in the 'Now Press Play' experience Healthy Living'.

<https://nowpressplay.co.uk>

Click on At Home at the top of the web page
Enter the password – n>p>pAH21!

Select Years 1 – 2 followed by selecting PSHE – Healthy Living.

You do not need headphones.

and ask them, could phone 999. Explain that 999 is the number called if a person needs the police, the fire service or an ambulance. When someone answers the 999 call, the caller tells him or her who they need, or what has happened. The person on the phone will then work out who is the best person (or service) to help).

With another adult (e.g. teaching assistant), role-play how you would ask for help, to demonstrate how to do this. Make sure that the following is included:

1. Getting attention (Excuse me!, Hello Mr/Mrs/Miss)
2. Asking for help, (Can you help me please?)
3. Explaining why they need help (my ball has landed on the roof and I cannot get it down/ I have lost my mum, I last saw her by the green jumpers).

Children now practise this in pairs.

After pairing up, as them to choose a person they need help from, from the following list: Lunchtime supervisor/Shop assistant/Police Officer/Fire fighter/Ambulance Crew.

Next, one of them acts out being that person and the other pretends to need the help.

What would they say? They can use the pathway above as a guide.

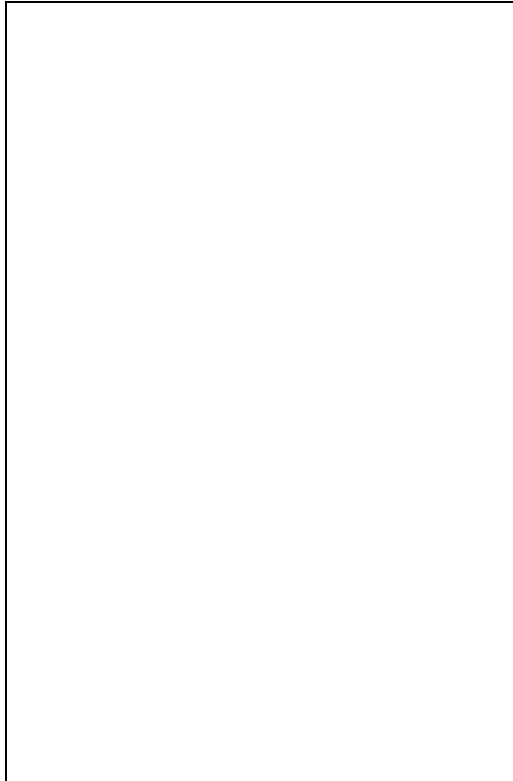
Plenary

Ask volunteer pairs to share their role-plays.

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Draw out the techniques that each pair demonstrates in getting the help that they need and praise them for being mature and thoughtful.

PE

Main learning objective: To be able to travel in a variety of ways creating a certain pathway.

Desired outcome: To be able to perform a sequence including travelling, straight lines and a clear finish.

Assessment activities to be submitted by N/A

Val Sabin lesson 4

If learning at home try out the Animal dance.

<https://www.youtube.com/watch?v=30ePPeUbwSs>

Linking with DT make up your own warm up exercise cards, challenge your family to join in.