




# 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>Topic</u> Tasks (<b>offline</b> and <b>online</b>)</p> <p><b>Music</b></p> <p>Main learning objectives and desired outcomes:</p> <p>To move to the pulse of a piece of music.</p> <p>To repeat and investigate simple beats and rhythms.</p> <p>To explain likes and dislikes about music/songs heard.</p> <p>To learn lyrics and to perform to an audience.</p> <p>Assessment activities to be submitted by N/A</p>	<p><u>Topic including PE - Task</u> (<b>offline</b> and <b>online</b>)</p> <p><b>Science</b> <b>PSHE</b> <b>PE</b></p> <p>Main learning objective: To choose the best material for a purpose.</p> <p>Desired outcome: To carry out a fair test and make predictions. To use my results to find the best material for a pet bed.</p> <p>Assessment activities to be submitted by N/A</p>		
<table border="1"> <tr> <td data-bbox="120 948 300 1251"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="322 948 582 1251"> <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> </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>Music</b></p> <p><b>Please note –</b></p> <p>Some of the lessons in this unit ask the children to use a glockenspiel to play alongside the lyrics. The children have used glockenspiels in school last term and will be able to use them again this academic year. The children can use any percussion instrument they may already have or use body percussion instead. (clapping, tapping feet or clicking fingers)</p>	<p><b>Science</b></p> <p>Open up the PowerPoint – Help the Vet!</p> <p>Children to work through the PowerPoint as a class. Revisit last week’s absorbency experiment. Can the children remember what it means? Revisit some different materials. Talk about their properties from previous science lessons to recap knowledge of properties. – smooth, shiny, thin, waterproof, absorbent, fluffy, thick, soft, crunchy.</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>			

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<p><b>Explain</b></p> 	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>There are seven lessons in this unit; Charanga calls each lesson a step. All the learning in this unit is focused around one song: Hands, Feet, Heart - a song that celebrates South African Music.</p>	<p>Going through the slides – Children are to complete the sheet similar to last week’s experiment. This week the children are completing more of the sheet using the layout from last week to understand how this type of writing is laid out.</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Each step gives the children the opportunity to <b>listen to different songs</b>. The children can say what they liked or disliked about the song, what instruments they could hear and what style of music they thought it was.</p> <p>Next, there are <b>warm up games</b> to find the pulse, clapping rhythms and warming up their voices.</p>	<p>Children to experiment with some of the materials like last week then come together as a class to complete the experiment as a fair test. Record results and complete the missing words in the method. There is a scaffolded work sheet for those that need.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Followed by <b>flexible games</b> to play finding the pulse and rhythm games. This has three levels, bronze, silver and gold, the children can try each one in lesson steps 1, 2 and 3 by choosing ‘Find the pulse’ or ‘Move to the Pulse.’ In lesson steps 4, 5 and 6, the children can choose which game to play.</p>	<p>MA/HA – Completing a sentence explaining – The best material to use as bedding for a pet bed would be _____ because_____.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>The children can learn how to <b>Sign the song</b>, by following the video provided on Charanga.</p> <p>Once the children are ready for Lesson steps 3 and 4, they can now try <b>vocal improvisation</b>, following the clapping rhythms and vocal patterns.</p> <p>Once the children are ready for Lesson steps 5 and 6, they can now try to <b>Compose with the song</b>. Children can select notes, drag and drop them to create their own tune and play it back.</p>	<p><b>PSHE</b></p> <p>Main learning objective: To understand what environment means how they can look after their environment and to recognise areas for improvement in the school environment.</p> <p>Desired outcome: To show preference for areas in the school grounds and areas for improvement.</p> <p>Assessment activities to be submitted by N/A</p> <p>Introduction</p> <p>Explain that in this lesson we are going to be thinking about looking after the environment. Ask the children if they have any idea what this word means. Take some ideas and summarise with a suitable definition such as:</p>

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The children can, by the end of the week **Perform the song** to either the class, the rest of the family or in a family choir for encouragement.

Finally, the children are to **Evaluate the unit** verbally.

Ask the children to recap the types of songs they heard.

Did they have a slow or fast pulse?

Which instruments did they hear accompanying the vocals?

Which country were the songs from?

Which was their favourite song to listen to?

Why was it their favourite song?

*When we talk about our environment, we mean everything in the world around us, both natural and made or built.*

Today we are going to think about the school environment, both indoors and outdoors [and the local environment if possible – see note at top\*]; the things that we like about it but also some of the problems we see and how we can help to improve it and our *collective responsibility* (all working together) to look after it.

How can we look after the environment?

If possible divide the class into smaller groups, working with adult helpers, to can explore different aspects of the school environment:

- The classroom
- Round and about inside the school (could include the hall, the library, the corridors, the reception area, the dining area etc.)
- Round and about outside the school (could include the playground, the school field, a Trim Trail or play equipment area etc.)

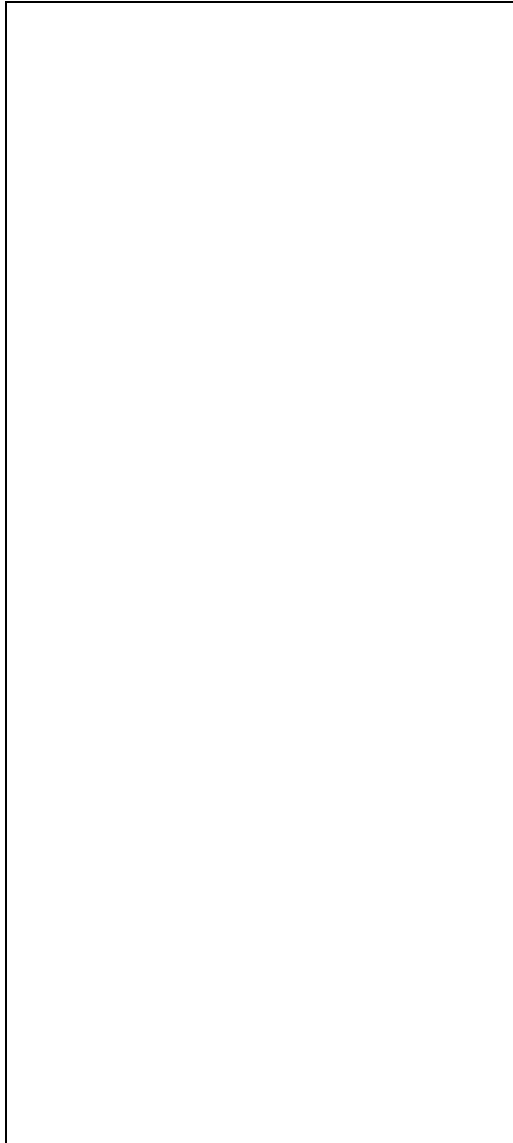
As children walk around the school environment they should make a note of:

- The things they particularly like about it
- Any problems they notice in it [e.g.: litter in the playground, an outside wall needing some work on it, hedges overgrown at the edge of the school field, an overcrowded car park, coats on the floor in the cloakroom, etc.]

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Adults accompanying the children should avoid influencing them with their ideas so that the likes and problems are seen entirely through the eyes of the children. You may also want to consider taking a photo of each of the things that the children say they like AND the things they say are problems or children can take photos themselves using i-pads. These can then be displayed in the classroom under the title 'How can we look after our environment?'

When the children have all finished their exploration of the school environment (ideally each group should do each area but if time doesn't allow they should all do at least one) ask them to discuss their favourite area in the school.

Possible prompt questions for discussion include:

- Which was your favourite area? Why?
- Were there any problems you noticed as you went round the school environment? If so, what? What or who has caused those problems? [E.g., people being careless, things just being worn out and needing repair or refreshing etc.]

Ask the children to think of solutions to the problems they have identified in the school environment. For each problem see if the class can think of at least one solution. Who will benefit most from making that improvement?

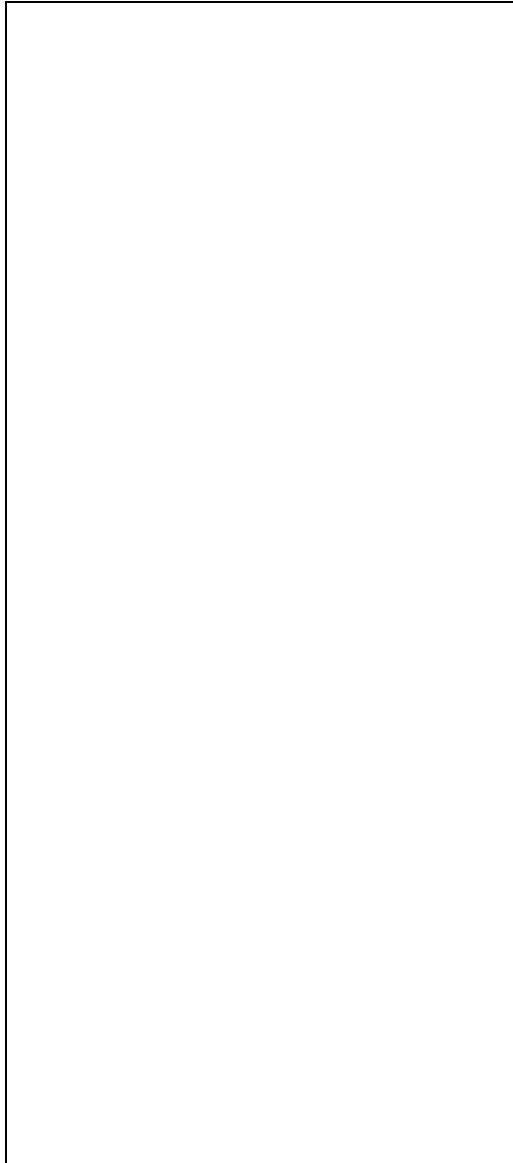
## **Main activity**

**Ask children to draw or paint one part of the school environment that they see as being a problem or needing improving, then draw or write a solution to that problem.**

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Ask children to share their pictures with an explanation as to why the place they have drawn is a problem or needs improving. What ideas did they have for improving that part of the environment?

Pictures can be displayed alongside the photos taken.

Plenary

Having discussed their ideas, ask the children why it would not be possible to improve all the different parts of the school environment at once e.g. It would cost too much, take too long, be too disruptive to school life, involve too many people etc.

How can we decide what would be our top priority for improving the school environment? Take ideas from the class – they may be able to decide by considering the following:

- Lots of children have all identified the same problem
- Through discussion and coming to agreement together
- Taking a vote

**Children can post their ideas into the school council suggestion box in their classes.**

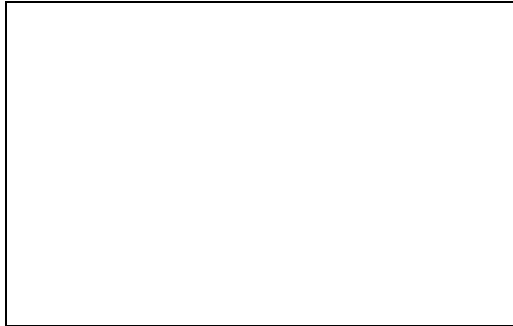
Remind children that the classroom is an environment that they can influence and improve all day, every day by putting things away, hanging coats or bags on pegs, not ignoring things on the floor.

Encourage children by giving labelled praise when you see someone tidying up - "Thank you for helping to improve our classroom environment."

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**PE**

Main learning objective:

Desired outcome:

Assessment activities to by submitted by N/A

In school - Val Sabin Lesson 5