









# 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 the information pages for a non-fiction book in full sentences. To use punctuation correctly.</p> <p>Desired outcome: The children will use their research from last week to record the information about their chosen animals.</p> <p><b>Assessment activities the Zoo animal information pages to be submitted by 25.3.22.</b></p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To understand measure related to length and height.</p> <p>Desired outcome: Children are able to measure different objects in cm and m.</p> <p><b>Assessment activities to be submitted by 25.03.22</b></p>																																																					
<table border="1"> <tr> <td data-bbox="123 911 297 975"><b>Approach</b></td> <td data-bbox="320 911 589 975"><b>What is it?</b></td> </tr> <tr> <td data-bbox="123 983 297 1206"> <p><b>Activate</b></p>  </td> <td data-bbox="320 983 589 1206"> <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 1214 297 1461"> <p><b>Explain</b></p>  </td> <td data-bbox="320 1214 589 1461"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	<b>Approach</b>	<b>What is it?</b>	<p><b>Activate</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><b><u>Lesson 1</u></b></p> <p><u>Phonics</u></p> <p><b>Word list</b></p> <table border="1"> <thead> <tr> <th>Root word</th> <th>ed</th> <th>ing</th> <th>er</th> <th>est</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>hike</td> <td>hiked</td> <td>hiking</td> <td>hiker</td> <td></td> <td></td> </tr> <tr> <td>shine</td> <td>shined</td> <td>shining</td> <td>shiner</td> <td></td> <td rowspan="2">shiny</td> </tr> <tr> <td>hope</td> <td>hoped</td> <td>hoping</td> <td></td> <td></td> </tr> <tr> <td>write</td> <td></td> <td>writing</td> <td>writer</td> <td></td> <td></td> </tr> <tr> <td>drive</td> <td></td> <td>driving</td> <td>driver</td> <td></td> <td></td> </tr> <tr> <td>take</td> <td></td> <td>taking</td> <td>taker</td> <td></td> <td></td> </tr> <tr> <td>nice</td> <td></td> <td></td> <td>nicer</td> <td>nicest</td> <td></td> </tr> </tbody> </table>	Root word	ed	ing	er	est	y	hike	hiked	hiking	hiker			shine	shined	shining	shiner		shiny	hope	hoped	hoping			write		writing	writer			drive		driving	driver			take		taking	taker			nice			nicer	nicest		<p><b><u>Lesson 1</u></b></p> <p>This week we are introducing length and height. Recap key vocabulary? What is length/height? How do we measure it? Which equipment do they have that would help them to measure something?</p> <p>Use the following link and go through the mymaths lesson (you only need to go to the end of <b>section 3</b>). You will need to be logged into mymaths.  <a href="https://app.mymaths.co.uk/5933-lesson/comparing-measures-2">https://app.mymaths.co.uk/5933-lesson/comparing-measures-2</a></p> <p>Look at the PowerPoint. Once you have gone through the mymaths lesson, look at the chocolate bars and measure how long they are.</p>
<b>Approach</b>	<b>What is it?</b>																																																						
<p><b>Activate</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>																																																						
Root word	ed	ing	er	est	y																																																		
hike	hiked	hiking	hiker																																																				
shine	shined	shining	shiner		shiny																																																		
hope	hoped	hoping																																																					
write		writing	writer																																																				
drive		driving	driver																																																				
take		taking	taker																																																				
nice			nicer	nicest																																																			

# 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><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The <i>-e</i> at the end of the root word is dropped before <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i> or any other suffix beginning with a vowel letter is added. The exception to this is the word <i>being</i>.</p> <p>Ask the children what suffixes they have learnt about during the last two weeks. Can the children help find the missing words to complete what a suffix is?</p>	<p>Important things to remember:</p> <p>The start of the object needs to be at the 0. If it is half way between two numbers, we call this half a cm. Always look at the unit, are we measuring in cm, mm, km etc.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>A suffix is a group of letters added onto the end of a root word.</p> <p>Revisit what the suffixes mean using the poster on the PowerPoint. Ask the children to think of a different example for the suffix <i>er</i>, <i>est</i>, <i>ed</i> and <i>ing</i>.</p>	<p>Task - Order the caterpillars from shortest to longest. Challenge 1 - Use a ruler to measure the caterpillars. Challenge 2 - Look at the PowerPoint and answer the questions.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>Ask the children to make four columns on their whiteboard, one for <i>er</i>, <i>est</i>, <i>ed</i> and <i>ing</i>. Using the word list on the PowerPoint, ask the children to put the words into the correct suffix column.</p> <p>If time allows dictate some sentences to the children using today's words for them to write on their whiteboards.</p> <p><u>English</u></p> <p>Year 2 are going to finish off our non-fiction books that we started last week. Today, you will be writing the first page of information. Every day, you will be writing another page of information about your chosen zoo animal. Show children some examples of non-fiction books and explain how labels, titles and pictures are used to present information.</p>	<p><b>Lesson 2</b></p> <p>Recap how to measure in cms. Remember that you need to start at 0cm. If you cannot do this, you can take away the distance e.g. the train is 7cm long because <math>8-1=7</math>. Complete the sentences carefully. Remind the children that the ruler is not to scale.</p> <p>Think about what is necessary when drawing a measurement:</p> <ul style="list-style-type: none"> <li>➤ Start at 0cm</li> <li>➤ Make sure that the equipment is steady</li> <li>➤ Draw against the equipment</li> </ul> <p>Look at the following quiz and video: <a href="https://www.bbc.co.uk/bitesize/articles/zcxy6g8">https://www.bbc.co.uk/bitesize/articles/zcxy6g8</a></p> <p>Following the video, there are some examples on the PowerPoint on how to draw measurements.</p> <p>Task- Children to draw lines given to them. They need to use a ruler carefully and make sure the lines are straight.</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.

Look back at the research that you completed last week. You are going to write this research up into full sentences with a separate page for each of the animals.

You can find a template for each page on the Year 2 web drive called '[Information pages for books](#)'.



Your teacher will demonstrate how you might like to write up your pages using the answers to last week's research. Adult to model use of full sentences and correct punctuation. Children to record a title at the top of every page. This can be the name of the animal or even a question.

Model use of 'Did you Know?' or 'Fun Fact' as a separate title.

When drawing your picture, make sure that you use your ruler to include labels.

Example:

## Sharks

- What do they eat? **Smaller fish, dolphins, turtles and other sharks**

## Lesson 3

On the PowerPoint, there are some different objects. What equipment would you use to measure each of objects?

Football pitch - m  
Nail - mm  
Elephant - m  
Apple - cm

Ensure the children are aware of the different units of measurement and what we use them for.

Today we are going to be measuring in metres. This is when an object is a longer length, like a football pitch. We can use a metre stick or a trundle wheel.

Look at the following video - [https://www.youtube.com/watch?v=HT\\_c0AQu1I8](https://www.youtube.com/watch?v=HT_c0AQu1I8)

We can also use a trundle wheel.

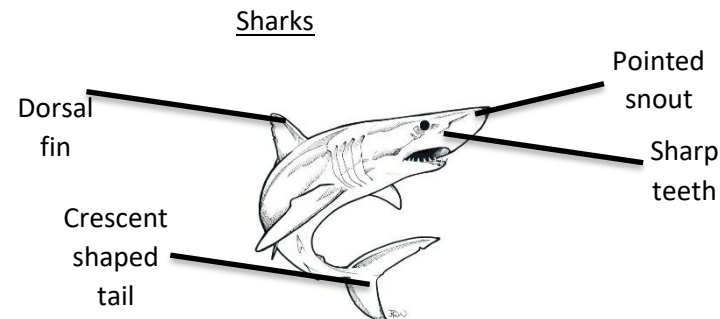
- **Make sure the wheel is set to zero**
- **Find your starting point**
- **Place the wheel on the ground**
- **Walk towards your endpoint**
- **KEEP THE WHEEL ON THE GROUND**
- **Count the number of clicks you hear as you move to the endpoint**

# 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.

- Where do they come from? **Every kind of ocean, including the deep sea, open ocean, coral reefs and under the arctic ice**
- What do they look like? **Species all look different, pointed snout, dorsal fin, crescent shape tail**
- Are they a carnivore, herbivore or omnivore? **carnivore**
- Find an interesting fact for a 'Did you know...' section of your writing. **Sharks don't have bones, cartilaginous tissues (like our ears and nose tip)**



All species of sharks look slightly different but they all have a pointed snout, a dorsal fin and a crescent shape tail. They have sharp teeth for eating meat and a narrow body to help them swim through water. They tend to eat smaller fish, dolphins and turtles and they even eat other sharks sometimes. This means that they are carnivores. Did you know that sharks don't have bones? They have something called cartilaginous tissues like we have in our ears and at the tip of our nose.

Challenge- Once you have finished writing a page, do not forget that you need to put the page number on it Add a difficult word in your draft book for your glossary as well.

Task- Today we are using different equipment to measure in metres. Using the equipment, measure different objects. It could be the length of the playground, the length of a table etc. If you do not have a metre stick, use the Session 3 template.

## Lesson 4

Look through the PowerPoint as to whether you would measure the different objects in metres or centimetres. Remind the children that there are 100cm in 1m.

Look at the activities and speak to the children about how we would measure them - in cms or metres? Which equipment would we use?

Task- Children to then be in small groups of three or four (or ask people in your house) and complete different activities. There is room for your own choice of measures also.

After the activities have been completed. The children need to answer the questions underneath. Can they remember the following symbols?

< > =

Use them to compare the different measures.

# 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.

Make sure you also write a definition so the reader understands what it means.

## Lesson 2

### Phonics

Remind the children what a suffix and root word is. Ask the children to share the suffixes that they learnt in yesterday's lesson.

Write the word *hike* on the whiteboard, and then write the word *hiked*. Ask the children what has happened to the suffix in this word. Underline the *-ed*. Repeat for *drive and driver*, underlining the suffix *-er*.

Highlight to the children that when the root word ends in e you take off the e before adding ed, ing, er, est and y. Ask the children to practise with the different suffixes and the words on the PowerPoint.

Show the Reminder bubble words ending *-e* and ensure that the children know what it says and how to use it. Display the reminder bubble on the working wall.

If time allows dictate some sentences to the children using today's words for them to write on their whiteboards.

### English

This week we are going to finish off our non-fiction books that we started last week. Today, you will be writing the second

## Lesson 5

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

- 1) Time will be given to go onto TT rock stars.
- 2) Arithmetic questions will be completed.
- 3) Using the knowledge you have learnt so far this week. Answer the 'Session 5' questions. Read the questions carefully.

# 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.

page of information. Every day, you will be writing another page of information about your chosen animal. Show children some examples of non-fiction books and explain how labels, titles and pictures are used to present information.

Look back at the research that you completed last week. You are going to write this research up into full sentences during this week with a separate page for each of the animals.

You can find a template for each page on the Year 2 web drive called '[information pages for books](#)'.



Your teacher will demonstrate how you might like to write up your pages using the answers to last week's research. Adult to model use of full sentences and correct punctuation. Children to be encouraged to record a title at the top of every page. This can be the name of the animal or even a question.

Model use of 'Did you Know?' or 'Fun Fact' as a separate title.

When drawing your picture, make sure that you use your ruler to include labels. Show children how to look up some words from their research to check that the right spelling has been

# 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.

used. Your facts about each animal need to make sense so readers can find out something new.

Challenge- Once you have finished writing a page, do not forget that you need to put the right page number on it. Add a difficult word in your draft book for your glossary as well. Make sure you also write a definition so the reader understands what it means.

## **Lesson 3**

### Phonics

Today we would like you to have a go at finding all the words with the same root word but with different endings. You need to find them and then colour them in the same colour. For example, 'write' 'writer' and 'writing' you might colour in red.

Once you have found all of the words for that colour, swap colours and look for a different root word. For example, 'hoped' and 'hoping' you might colour blue with all the other words for this group.

There are seven groups of words altogether so you will need seven colours. Some of the groups have three bubbles, some have four and some have five.

Once the children have coloured all the bubbles, can they spot any patterns?

Play Hook a fish. See the example in the English folder. This game follows the principle of a traditional Hangman spelling

# 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.

game, but replaces the gallows artwork with parts of a fish. A new fish body part appears on screen with each click of the mouse, finally ending with a fishing line and hook.

Can the children work out which word has been chosen from today's lesson before the fish is made and caught?

## English

This week we are going to finish off our non-fiction books that we started last week. Today, you will be writing the third page of information. Every day, you will be writing another page of information about your chosen animal. Show children some examples of non-fiction books and explain how labels, titles and pictures are used to present information.

Look back at the research that you completed last week. You are going to write this research up into full sentences during this week with a separate page for each of the animals.

You can find a template for each page on the Year 2 web drive called ['information pages for books'](#).





# 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.

Your teacher will demonstrate to you how you might like to write up your pages using the answers to last week's research. Adult to model use of full sentences and correct punctuation. Children to be encouraged to record a title at the top of every page. This can be the name of the animal or even a question.

When drawing your picture, make sure that you use your ruler to include labels. Show children how to go back and re-read information that has already been written. If you have listed more than one fact about your animal, can you use a comma?

Challenge- Once you have finished writing a page, do not forget that you need to put the right page number on it. Add a difficult word in your draft book for your glossary as well. Make sure you also write a definition so the reader understands what it means.

## **Lesson 4**

### Phonics

Show the children the suffix poster and ask the children to make a list of all the suffixes they have learnt so far.

Today we are going to be adding some suffixes to change the root word. The hiker on the PowerPoint needs some help climbing the mountain. How far can you help the hiker get?

Have a go at adding the suffix to the end of the root words, remembering what you need to do if there is an 'e' at the end of a root word - take it off before adding the suffix. Each time you change the word correctly the hiker can jump up onto the next word.

# 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.

After you have helped the hiker climb up the mountain, on the next slide, can you help them climb back down again by adding the suffixes to the root words? Each time you change the word correctly the hiker can climb down onto the next word.

Play Hook a fish. See the example in the English folder. This game follows the principle of a traditional Hangman spelling game, but replaces the gallows artwork with parts of a fish. A new fish body part appears on screen with each click of the mouse, finally ending with a fishing line and hook.

Can the children work out which word has been chosen from today's lesson before the fish is made and caught?

## 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 questions, click on the bugs head.

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.

# 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.

## English

Year 2 will be writing the last page of their information book today. Look back at the research that you completed last week. You are going to write this research up into full sentences during this week with a separate page for each of the animals. You can find a template for each page on the Year 2 wed drive called '[information pages for books](#)'.

Glossary	
Word	Definition
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge- Remind the children how a glossary is used and that it is located at the back of an information book. Remember, a glossary is a little bit like a dictionary. It helps to explain what something means and all the words are in alphabetical order. Make sure all your words from the glossary are in alphabetical order and have a definition.

When you have finished all of your pages, you can put your work together into a book by stapling it together.