




# 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>Computing – We are Zoologists</b></p> <p>Main learning objectives:</p> <p>To sort and classify a group of items by answering questions.          To collect data using tick or tally charts.          To take, edit and enhance photographs.          To use Google Sheets or Microsoft Excel to produce basic charts.          To record information on a digital map.          To summarise what they have learned in a presentation.</p> <p>Desired outcome: The children will be able to organise data that they have collected, record it on a spreadsheet and create charts.</p> <p><b>Assessment activities to be submitted by 25.03.22</b></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 plan and write up an investigation.</p> <p>Desired outcome: To carry out a fair test and make predictions. To write a conclusion.</p> <p>Assessment activities to be submitted by N/A</p>		
<table border="1"> <tr> <td data-bbox="120 1091 297 1394"> <p><b>Approach</b></p> <p><b>Activate</b></p>  </td> <td data-bbox="297 1091 582 1394"> <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>Computing</b></p> <p>For this computing topic, the PowerPoints will walk you through everything that you will need to do. In preparation for this topic you will need:</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens/ pencils</li> <li>• Possibly a camera- not a necessity</li> <li>• The Google Sheets app</li> </ul>	<p><b>Science</b></p> <p>Which paper is the strongest?</p> <p>Shorter time for the experiment today so the children have more time to write their investigation up. Following the same format as the last 2 weeks.</p> <p>The investigation - Can the children suggest what you might need and how to use the equipment? Therefore,</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>	<ul style="list-style-type: none"> <li>A device that you can use on the internet</li> </ul> <p>This is an overview of what you will learn to do during each of the lessons, which can be found on the PowerPoints.</p> <p><b>Lesson 1</b></p>	<p>they are involved in making the investigation but it is done as a class. Focus on FAIR TEST - 'that's not fair!' see if the children can come up with:</p> <p>Same size pieces of paper Variety of weights Some books to make pillars to hold the paper up</p>
<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The children will learn what we are going to be doing during this topic. They will learn about what a branching database is and how to identify mini beasts.</p> <p><b>Lesson 2</b></p>	<p>Scaffold and support in any way if the children are not sure how to create the investigation.</p> <p>Do it together on the carpet. What is the investigation? What is their prediction? Go off and write.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>The children will plan and carry out a bug hunt outside, recording what they see; where they saw it and how many of them they saw.</p> <p><b>Lesson 3</b></p>	<p>Talk about the equipment - Go off and write.</p> <p>Method - Talk about the method and model on the board - Write as a class as you go on the whiteboard then the children have that on the board to copy after.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>The children will learn to edit the photos that they took on the bug hunt. You will only need to look at this session's PowerPoint if you took photos on your bug hunt. If you completed drawings, do not worry about this lesson.</p> <p><b>Lesson 4</b></p> <p>The children will create charts using Google Sheets.</p> <p><b>Lesson 5</b></p> <p>The children will learn how to put their results onto Google My Maps.</p>	<p>Write up results. HA/MA talk about their conclusion. Everyone to try to write their own a conclusion.</p> <p><b>PSHE</b></p> <p>Main learning objective: To understand that people have choices about what they do with their money. To know that money can be saved for a use at a future time.</p> <p>Desired outcome: To be able to explain how they might feel when they spend money on different things.</p>

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## Lesson 6

The children will take part in an end of topic quiz.

If you have some spare time, you might want to have another look at the Royal Parks link that we sent in our letter back in January for extra ideas of things to do. The information can be found here:

<https://www.royalparks.org.uk/get-involved/mission-invertebrate/resources/learn-online-mi>

## Assessment activities to be submitted by 25.03.22

### Introduction

Start the lesson with some open-ended key questions:

- What is money?
- Where does money come from?
- How do we use money?
- How does money benefit (help) us?
- What would the world be like if people did not have money?
- Do you think people have always had money?
- What do we mean by spending and saving?

### Activity 1

Set up a circle time in the usual way. Remind the class of your ground rules for this.

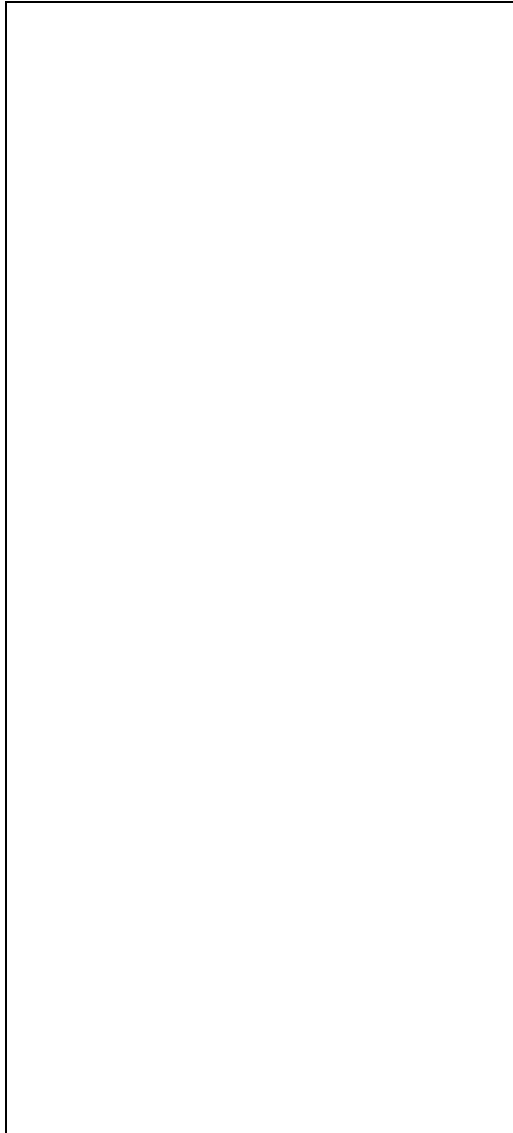
Ask the children to decide whether they would either spend five pounds on a small toy/item or save for a larger toy, even though that may take a much longer time.

You can ask them all to visualise a small toy/item, which would be cheap, and one larger toy/item, which would cost more. Pass a suitable object round the circle (maybe a five-pound note - either a pretend one as in the one provided in the Resources needed area or a real one) and children say 'spend' or 'save' according to what they think they would do. Remind the children that there is not a right or wrong answer; they just say what they think *they* would do.

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Discuss with the children why some of them said they would spend the money now and why some would save up. Summarise by saying that we all have choices about how we spend our money. There will be times when we spend all that we have and other times when we save up for something bigger. Ask the children if they can think of a time when someone in their family saved up for something big.

Read the children the *Harold saves for something special* story. During the story, discuss the questions, which are shown in bold. After the story ask the children:

1. Why did Harold decide to save his money to buy the guinea pigs instead of just getting a smaller present on his birthday?
2. Would he have found it easy or hard to save up for weeks? Why?
3. How do you think Harold felt in the weeks that he was saving up?
4. How do you think Harold felt when he had enough money to buy the guinea pig and equipment?

## **Activity 2 - Spending money**

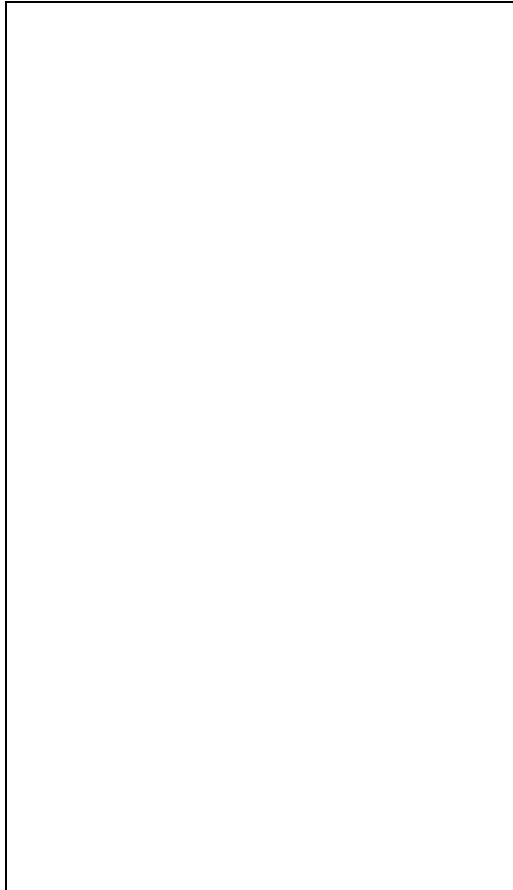
Give out the *Spending and saving money* Activity sheet. Children can work individually, or in pairs or threes on this.

Explain that we all have choices about how we use our money. We can choose to buy things for ourselves or for other people, or we can choose to save our money to spend another time, maybe on something bigger. Just because we have money, it does not mean we *have* to spend it.

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Ask the children to record *how* they might feel if they spent money on different things and *why* they might feel like that.

After the children have completed the task, ask them to discuss their answers.

Did everyone feel the same? If not, why not?

Now ask the children to draw three items as follows:

- An item they might buy for themselves
- An item they might buy for someone else
- An item they might buy for themselves after they had saved up for it

## **PE**

Main learning objective:

Desired outcome:

Assessment activities to be submitted by N/A

In school - Val Sabin Lesson 6

If at home, try some Cosmic Yoga or a Joe Wicks workout.