

# 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><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. Desired outcome: The children will have described a picture using appropriate adjectives.</p> <p><b>Assessment activities Lesson 1 and 3 to be submitted by 1.4.22</b></p>	<p><u>Maths - Task (offline and online)</u></p>  <p>Main learning objective: To be able to read a given scale. Desired outcome: The children will be able to red scales, compared volumes and temperatures.</p> <p><b>Assessment activity Lesson 4 to be submitted by 1.4.22</b></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>	<p><b><u>Lesson 1</u></b></p> <p><b>Word list</b></p> <table border="1" data-bbox="616 965 1377 1332"> <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>pat</td> <td>patted</td> <td>patting</td> <td>patter</td> <td></td> <td></td> </tr> <tr> <td>hum</td> <td>hummed</td> <td>humming</td> <td>dropper</td> <td></td> <td></td> </tr> <tr> <td>drop</td> <td>dropped</td> <td>dropping</td> <td>sadder</td> <td>saddest</td> <td></td> </tr> <tr> <td>sad</td> <td></td> <td></td> <td>fatter</td> <td>fattest</td> <td></td> </tr> <tr> <td>fat</td> <td></td> <td></td> <td>runner</td> <td></td> <td>runny</td> </tr> <tr> <td>run</td> <td></td> <td>running</td> <td>fitter</td> <td>fittest</td> <td></td> </tr> <tr> <td>fit</td> <td>fitted</td> <td>fitting</td> <td>skipper</td> <td></td> <td>skippy</td> </tr> <tr> <td>skip</td> <td>skipped</td> <td>skipping</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Root word	ed	ing	er	est	y	pat	patted	patting	patter			hum	hummed	humming	dropper			drop	dropped	dropping	sadder	saddest		sad			fatter	fattest		fat			runner		runny	run		running	fitter	fittest		fit	fitted	fitting	skipper		skippy	skip	skipped	skipping				<p><b><u>Lesson 1</u></b></p> <p>This week we are looking at capacity and temperature. Look at the Maths PowerPoint.</p> <p>Capacity is the measurement of how much a container can hold. It is often liquid.</p> <p>Key vocabulary: full empty half full half empty.</p> <p>Have a look at the examples, what containers show full/empty?</p> <p>Notice that half-empty and half full mean the same.</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>																																																								

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<p><b>Practise</b></p> 	<p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>The suffix rule for this week is that the last consonant needs to be doubled to keep the vowel 'short' sounding. The exception to this rule is that in words ending with an 'x' the 'x' is not doubled. E.g. mix – mixing, mixed or mixer.</p> <p><u>Phonics</u></p>	<p>A millilitre is a small amount of liquid; a teaspoon can only hold about 5ml. There are 1000ml in a litre.</p>
<p><b>Reflect</b></p> 	<p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Ask the children what suffixes they have learnt over the last few weeks. Can they explain any of the different rules for adding the suffixes y, ed, ing, er, est, s and ies?</p> <p>Explain to the children that this week they will be adding suffixes to words that end in a consonant. Ensure that the children know what the consonants are.</p>	<p>Look at the helpful hints for reading scales:</p> <p>Find zero Look at the numbers Do the numbers go up in ones? Sometimes the scale does not go up in 1s.</p> <p>Go through the example questions on the Maths PowerPoint.</p>
<p><b>Review</b></p> 	<p>Revisiting previous learning after a gap.</p>	<p>This week we need to double the consonant at the end of the root word before we add a suffix. This rule works if there is a short vowel sound before the final consonant.</p> <p>Share the poster on the PowerPoint, pointing out the short vowel sound before the final consonant.</p> <p>Show the example of hum – humming, fit – fitter and sad – saddest. Ask the children what they notice about how these words have changed.</p> <p>Play the game How many words? Go through the examples as a class and then the children are to have a few minutes to see how many words they can correctly make.</p>	<p>Task- Complete the sheet, colouring in the amount of liquid that there would be in the measuring jug. There are three choices of sheet dependent on how confident you feel.</p> <p><b><u>Lesson 2</u></b></p> <p>Look at the Maths PowerPoint. Recap what capacity is. Ensure children understand it can be any container but to measure carefully and accurately we use containers with scales. Examples include - measuring jugs and measuring cylinders.</p> <p>Look through the examples. What are the volumes?</p> <p>Recap what the following symbols are: &gt; Greater than &lt; less than = equal</p> <p>On the PowerPoint, there are examples to go through.</p>

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## English – Cross curricular with DT

Today in English, you will have some time to complete your DT evaluation about your fruit and vegetables picture.

The template for this is on the CRL.

If you have a photograph of this please send it in. If you do not have a photograph, you can draw your design in the box on the work sheet.

	My healthy fruit and vegetable picture design
It was easy to	
It was hard to	
I enjoyed	
To stay healthy we should eat	portions of fruits and vegetables a day.

Children to finish off the sentence starters on the Evaluation template. Pupils to use 'because', 'when', 'but' to join their ideas.

- It was easy to. . . .
- It was hard to. . .
- I enjoyed. . .
- To stay healthy, we should eat \_\_\_\_portions of fruit and vegetables a day.

Challenge- Can you record a sentence to explain how you will make your fruit and vegetable picture better next time. Is

Task 1 - Today you will need different measuring equipment to measure volume. Children are to compare different volume amounts. They need to read the scale and then order them.

Task 2 - Children to fill containers with different measure. Examples are given but children can challenge their partner afterwards.

## Lesson 3

Today we are looking at temperature. We measure the temperature using a thermometer. It is measured in degrees Celsius. Children need to be aware that the higher the temperature the warmer it is. Children also need to be aware that the temperature can be below zero.

Look through the Maths PowerPoint at the different examples of temperature. It is important to look at the scale that the thermometer is showing especially when the measurement is between the numbers.

Have a look at the reasoning questions, ensuring that you are reading them carefully.

Task- Complete the sheet by writing the temperatures shown.

Task A – Temperature on the number

Task B – Temperature can be between the numbers

Task C - Complete after Task B

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there a fruit or vegetable that you might like to try? What skill do you need to continue to practise?

## Lesson 2

### Phonics

Read the poem *Runner Bunny*. Ask the children to make a list of the words that have had a consonant doubled before having a suffix added.

Remind the children that they are looking for the suffixes er, y, ing, ed and ies.

As a class, underline the double consonants in the poem on the class whiteboard.

Ask the children to play *Help the runner*. They need to connect the root word to its correctly spelled ending by drawing a line from the root word to the full word. Check the answers as a class and for each one highlight the doubled consonant.

### English

This week we are going to be starting some work on the story '*Flotsam*'. This is a special type of story where there are no words to the story, just pictures. This particular story is a collection of illustrations. Illustrations can be examples of pictures or diagrams.

You can watch the story here:

<https://www.youtube.com/watch?v=3MTKWnxzqvM>

## Lesson 4

Today we are recapping what we have covered this week.

There are questions to attempt to recap your knowledge on the Maths PowerPoint. They include some comparison questions. Think about what the key words are so you know how to solve the questions.

Task A - If you feel confident

Task B - If you would like to challenge yourself

## Lesson 5

Today we are completing our Maths 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.

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Can you work out what is happening in the story?

We would like you to describe one of the pictures in the story this week so while you are watching the story, think about which picture you would like to describe.

Once you have chosen your picture, we are going to make a plan for what you are going to write tomorrow.

We would like you to plan today under the headings of the senses, smell, hear, sight and touch.

Choose two or three of the senses to describe in your work.

Imagine you are in the picture and write down what is around you according to the senses you have chosen. Try to use adjectives in your plan. Write three ideas per sense so that you can choose tomorrow.

For example;



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## Hear

Loud chattering  
Bubbles popping  
Flippers clapping

## See

Pointy, hard shell houses  
Wrinkly, old turtles  
Tiny, dark fish

Challenge- Can you check the middle, corners and edges of the picture to add some more detail to your description. Take a closer look at the illustration again.

## **Lesson 3**

### Phonics

Explain to the children that they will be playing a game of Guess me. Demonstrate the game by asking one child to play with you. Ask the child to choose one of the words on the board and write it secretly on their whiteboard. Tell the class that you are now going to try to find out which word they have chosen by asking as few questions as possible about the word. Tell the children that when it is their turn you can only answer yes or no.

Ask questions, demonstrating how to ask for the root word first (e.g. 'Does it have the root word "sad?"); how to ask for word endings (e.g. 'Does it end with an "er"?'); and how to ask for initial sounds, (e.g. 'Does it begin with the sound "h"?').

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Record how many guesses it took to find the word and challenge the children to guess their word with less questions. Children are to play the game, taking turns to choose a word.

Show the children the list of words on the PowerPoint; explain to the children that they will be adding either the ing or ed suffix. Revisit and show the children that these words have a short vowel sound before the last consonant. Therefore, the last consonant needs to be doubled.

Check that the answers are correct and discuss any errors.

## English

Today we would like you to write up your description of the picture that you chose yesterday from the story 'Flotsam'.

Remember we were trying to use our senses to help us describe the pictures. Today we would like you to write one paragraph about each sense.

A paragraph is a block of writing that is about one topic. You change onto a different paragraph when you have finished talking about that topic. If you look in a chapter book, you will be able to see the different paragraphs. During modelling, the teacher will show how to leave one line when writing a new paragraph.

You can find out more about paragraphs by watching this video:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7>

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Examples:

Deep down at the bottom of the ocean, I could hear loud chattering from the residents. I could hear bubbles popping as they rose towards the surface and a turtle's flippers clapping loudly as he swam by slowly.

Along the sandy seabed, I could see pointy, hard shell houses that were as colourful as a rainbow. I could see wrinkly, old turtles swimming slowly past with passengers on their backs. In the distance, I could see tiny, dark fish swimming gracefully.

This video explains similes:

[https://www.youtube.com/watch?v=2X0OIGF\\_sb4](https://www.youtube.com/watch?v=2X0OIGF_sb4)

## **Lesson 4**

### Phonics

Using what the children have learnt this week play the game Double the consonant as a class.

Now show the children the game Choose my ending. Remind the children to look carefully at the root word for each sentence. If the word ends in a consonant after a short vowel, they need to double the last consonant and then add an appropriate suffix.

Explain to the children that the sentences need to make sense. Ask the children to make a list of the missing words on their white boards. Check for any errors and discuss as a class.

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## 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 bug's questions.

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.