










# 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> <table border="1"> <thead> <tr> <th>Approach</th> <th>What is it?</th> </tr> </thead> <tbody> <tr> <td> <p><b>Activate</b></p>  </td> <td> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </tbody> </table>	Approach	What is it?	<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><u>Topic Tasks</u> (<a href="#">offline</a> and <a href="#">online</a>)</p> <p>This week's topic lessons. Scroll down to see all of the activities:</p> <p><b>French – I can say some popular colours in French</b></p> <p><b>Science – To find out about different forces and investigate magnets.</b></p> <p><b>PSHE – My Goal</b></p> <p><b>PE- gymnastics</b></p>
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<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p><b>Science</b></p> <p><b>Main learning objective:</b> To discover different types of contact and non-contact forces. <b>Desired outcome:</b> To name and label different types of forces and investigate magnets.</p> <p><b>Activity 1:</b> suggested time (40-60 minutes) To be able to look at examples of forces and sort them into groups. To name and label how forces affect us in our everyday life. <b>Look at; Forces Power Point 1; all necessary links and worksheets are available.</b> Send a picture of the chart to your teacher.(video link : <a href="https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6grk4d?step=1&amp;activity=video">https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6grk4d?step=1&amp;activity=video</a> )</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p><b>Activity 2:</b> suggested time (40-60 minutes) To investigate magnets. To write about an investigation with paper clips. <b>Look at; Magnets Power Point 2; all necessary links and worksheets are available.</b> video link <a href="https://classroom.thenational.academy/lessons/what-are-magnets-cgvkee">https://classroom.thenational.academy/lessons/what-are-magnets-cgvkee</a></p> <p><b>PE – Gymnastics</b></p> <p><b>In this lesson, we will learn the basic <u>balances</u> and explore the different ways we can show these. <i>Watch the video but remember your adult needs to give permission for you to follow the activities in this video.</i></b> <a href="https://classroom.thenational.academy/lessons/an-introduction-to-basic-balance-ccwk2d">https://classroom.thenational.academy/lessons/an-introduction-to-basic-balance-ccwk2d</a></p> <p>--First of all, warm up by moving on the spot or try your favourite dance or Joe Wicks video.</p> <p>--If you would rather not use the video here are some simple ideas to follow; Move around the space and on command stop in a patch (large body part) balance or point (small body part) balance. Move around using small steps and then giant strides. Experiment with your own ways of travelling with body parts close together, wide apart, facing the floor and facing the ceiling.</p> <p>-- Now, curl up and practice rolling sideways, while beginning to stretch out into an extended sideways roll. Next, start in a curled-up squatting position and jump from feet to hands, getting hands far away from body.</p> <p>--Stretch to cool down. Maybe finish the session with some yoga practise. <a href="https://www.youtube.com/watch?v=SusCrvowaQM">https://www.youtube.com/watch?v=SusCrvowaQM</a></p>
	<p><b><u>French – les couleurs</u></b></p> <p>Your challenge this week is to try and learn some colours in French. Some of you may have already done this so it will be a good chance to recap your learning. Watch the Colours Powerpoint and listen very carefully to the audio clips as these tell you how to pronounce those colours accurately. Try and repeat after the speaker like we would in class.</p>

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Have a go at completing the artist sheet – can you make the colours and remember their names? Have a go!

If you manage that, maybe you could go on a colour hunt at home. Ask someone in your house if they can go and find something gris. What colour is gris can you remember? Test your grown-ups and see if they know it is grey! Then ask someone to go and find you something rouge. Can you remember what rouge was? It is red. You could play it on zoom or FaceTime with a family member you haven't seen for a while, but make sure you test out your new French vocabulary and don't use the colour names in English! Have fun.