








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 spilt 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>Foundation Tasks</u> (offline and online)</p>  <p>Main learning objective:</p> <p>To work with different media.</p>				
<table border="1"> <thead> <tr> <th>Approach</th> <th>What is it?</th> </tr> </thead> <tbody> <tr> <td> <p>Activate</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>Activate</p> 	<p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p>	<p>Every day: TopYa! Activities</p> <p>Please refer to the squid letter re TopYa! Activities. If you would like to join in with the competition, please download the TopYa! App and follow the instructions on the letter sent out on the 20th Jan. Our school code is 23453.</p> <p>You will find a list of the activities for each week using the following link:</p> <p>https://docs.google.com/spreadsheets/d/1_T2pQoFuDb4kahVrHaWecngzOifftitSoVn_mcYhKPU/edit?usp=sharing</p>
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<p>Activate</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>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Revise the 'Ma Famille' PowerPoint and then draw an image of a family member and describe them as best as you can. Think about describing eye colour, hair colour etc. Remember that the colour comes after the body part. Use the French word mats to help you.</p> <p>Tuesday:</p> <p>Art:</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Have a go at sketching a Canopic jar. If you have watercolours or paints, you can use these once you have sketched it out using a pencil. If not, just use whatever you have at home.</p> <p>Wednesday:</p> <p>Art/History:</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Create a fact file about Ancient Egypt. Think about finding out different fascinating facts and adding these to your fact file. There is lots of information online, just remember to include for kids/ KS2 at the end of your search.</p> <p>Thursday:</p> <p>PSHE, lesson:</p> <p>Have a look at the Votes for school's PowerPoint and then Log on after and have your say! https://voice.votesforschools.com/college/login/pupil</p> <p>PE:</p> <p>Please have a go at a Joe Wicks lesson (via YouTube) or activities on TopYa! You may want to set up your own circuit like in last week's PE lesson. Alternatively, you may want to have a go at something calmer such as a Cosmic Yoga for Kids (via YouTube).</p> <p>If you have an adult to help you have a go a catching the ball and throwing a ball under arm. See how many you can catch and throw without dropping the ball.</p>

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Friday:

Art/ History:

Finish your fact file. Add some pictures or drawings if you can.