








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 (offline and online)</u></p>  <p>Main learning objective:</p> <p>To start to understand states of matter.</p> <p>To use learn the words for clothing in French.</p>				
<table border="1"> <tr> <th data-bbox="123 762 297 821">Approach</th> <th data-bbox="324 762 584 821">What is it?</th> </tr> <tr> <td data-bbox="123 821 297 1058"> <p>Activate</p>  </td> <td data-bbox="324 821 584 1058"> <p>Prompting pupils to think about what they have learnt previously, that will help them with their next steps.</p> </td> </tr> </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>
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>				
<table border="1"> <tr> <th data-bbox="123 1098 297 1157">Explain</th> <th data-bbox="324 1098 584 1157">What is it?</th> </tr> <tr> <td data-bbox="123 1157 297 1329">  </td> <td data-bbox="324 1157 584 1329"> <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p> </td> </tr> </table>	Explain	What is it?		<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>Monday:</p> <p>French: Look at the Clothes PowerPoint. Can you learn the words for these items of clothing in French and draw a picture of a person with labelled clothing.</p>
Explain	What is it?				
	<p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>				

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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>PE Practise throwing a tennis ball or similar underarm at a target. If you are able to hit the target each time try moving further away. You can also try using a smaller target to improve your accuracy.</p> <p>You could also do a Joe Wicks lesson (via YouTube) or activities on TopYa! You may want to set up your own circuit. Alternatively, you may want to have a go at something calmer such as a Cosmic Yoga for Kids (via YouTube).</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Tuesday:</p> <p>Music Watch these videos and complete the online Quiz about Melody and Pitch. https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6</p> <p>PSHE, lesson:</p> <p>Have a look at the Votes for school's PowerPoint and then Log on afterward and have your say! https://voice.votesforschools.com/college/login/pupil</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Wednesday: Science – Understanding that volume of liquid is constant.</p> <p>Find a variety of different shaped, empty containers such as a small bottle, jug, tray and a tall plastic cup. Using the same amount of water each time, pour water into each container. What do you notice about how this looks. Does the amount of water change in each of the containers? You should find that even when changing the size and shape of the containers the amount of water (the volume) stays the same.</p> <p>Thursday: Science – Planning a fair test – liquid viscosity test</p> <p>I would like you to find out which liquid has a higher viscosity (thickness) than another. You could use two different liquids such as honey and ketchup. Which liquid do you think had a higher viscosity (is thicker). Try to plan a fair test for this. You may want to use a flat plate or tray which is angled. To make the test fair what will you need to think about?</p> <ul style="list-style-type: none">- How much of each liquid will you use?

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- Will you start pouring each liquid from the same point on the tray/plate.

Draw and label your fair test and then have a go to find out which of your liquids has a higher viscosity.

Friday: Science – Does gas have weight and states of matter links.

Today we would like you to have a look at the below links and read through or have a go at the quizzes on the page.

<https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zsgwwxs>

<https://www.bbc.co.uk/bitesize/clips/zhbygk7>

<https://www.bbc.co.uk/bitesize/clips/ztcb4wx>