








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 understand the main features of worship in Judasim and Hinduism.</p> <p>To be understand that a synagogue is a Jewish place of worship.</p> <p>To be understand that a mandir is a Hindu place of worship.</p>				
<table border="1"> <tr> <th data-bbox="123 820 297 890">Approach</th> <th data-bbox="324 820 575 890">What is it?</th> </tr> <tr> <td data-bbox="123 893 297 1117"> <p>Activate</p>  </td> <td data-bbox="324 893 575 1117"> <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_T2pQoFuDb4kahVrHaWecngzOiffitSoVn_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>				
<table border="1"> <tr> <th data-bbox="123 1165 297 1235">Explain</th> <th data-bbox="324 1165 575 1235">Explicitly teaching strategies to pupils and helping them decide when to use them.</th> </tr> <tr> <td data-bbox="123 1238 297 1388">  </td> <td data-bbox="324 1238 575 1388"> </td> </tr> </table>	Explain	Explicitly teaching strategies to pupils and helping them decide when to use them.			<p>Monday:</p> <p>PE Practise throwing a mega howler or similar overarm at a target. Remember to step forward as you throw, shifting your weight forward to propel the object further. Try to keep improving on the distance that you can throw the object.</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>
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<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>Tuesday:</p> <p>RE: http://www.bbc.co.uk/education/clips/zh2hyrd</p> <p>Make notes on how Hindus worship at home</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39 and in the Mandir. How are the two similar.</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Wednesday:</p> <p>https://www.bbc.co.uk/bitesize/clips/zwkq6sg Make notes about the shema prayer and the mezuzah that is kept in Jewish homes.</p> <p>Watch the clip about worship in a synagogue. http://www.bbc.co.uk/education/clips/z834wmn</p> <p>Explain why the Torah is so special to Jewish people? How do they show this? Give at least 3 examples.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Thursday:</p> <p>RE</p> <p>Consider the spiritual significance of Jerusalem for Jewish people https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb</p> <p>and the River Ganges and Varanasi for Hindu pilgrimage. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</p>

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How does the journey make a difference to people's lives? What stories are told about the pilgrimage and the events that began it? What makes a pilgrim feel they have made a good choice in going to this place?

Write a short paragraph about the pilgrimage to Jerusalem and about the pilgrimage to the River Ganges.

Friday:

PSHE, lesson:

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>

French

Use the vocab sheet

Draw yourself wearing your favourite outfit and then write a description starting *je porte ...* . (I wear)

Then draw a family member or friend of the opposite gender to you and describe their clothing (Il porte or Elle porte – He wears or She wears).