








# 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> (<b>offline</b> and <b>online</b>)</p>  <p>Main learning objective:</p> <ul style="list-style-type: none"> <li>To create art using tesilation on the Inkscape website.</li> <li>To enjoy a French story about clothing.</li> <li>To discuss the topic of votes for schools.</li> </ul>				
<table border="1"> <tr> <th data-bbox="123 818 297 890">Approach</th> <th data-bbox="324 818 577 890">What is it?</th> </tr> <tr> <td data-bbox="123 890 297 1117"> <p><b>Activate</b></p>  </td> <td data-bbox="324 890 577 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><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><b>Every day: TopYa! Activities</b></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 20<sup>th</sup> Jan. Our school code is <b>23453</b>.</p> <p>You will find a list of the activities for each week using the following link:</p> <p><a href="https://docs.google.com/spreadsheets/d/1_T2pQoFuDb4kahVrHaWecngzOiffitSoVn_mcYhKPU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1_T2pQoFuDb4kahVrHaWecngzOiffitSoVn_mcYhKPU/edit?usp=sharing</a></p>
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<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>				
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<p><b>Practise</b></p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p><b>Tuesday:</b></p> <p><b>Computing:</b> Have a look at the Escher Powerpoint. This is an artist who used tessellation and repeating patterns in his work.</p>
<p><b>Reflect</b></p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Can you find out any more information about Escher. Remember to search safely by adding 'for children' at the end of your 'Escher tessellation' search.</p>
<p><b>Review</b></p>  <p>Revisiting previous learning after a gap.</p>	<p><b>Wednesday:</b></p> <p><b>Computing:</b> If you are able to you may have a play at creating tessellating artwork using the website Inkscape. If you are not able to do this then you may use Scratch to create some tessellating pictures. Follow the Powerpoint instructions for how to do this.</p> <p><b>Thursday:</b></p> <p><b>Computing:</b> Continue with your tessellating pictures.</p> <p><b>Friday:</b></p> <p><b><u>PSHE, lesson:</u></b></p> <p>Have a look at the Votes for school's PowerPoint and <a href="https://voice.votesforschools.com/college/login/pupil">then Log on afterward and have your say!</a></p> <p><a href="https://voice.votesforschools.com/college/login/pupil">https://voice.votesforschools.com/college/login/pupil</a></p>

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## French

Look at the [Hedgehog gets dressed PowerPoint](#) story and join in with the repetitive languages such as *il enlève* and *il met*.