








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 start to understand the core beliefs of Humanism</p> | | | | |
|--|--|-------------|---|---|---|
| <table border="1"> <tr> <th data-bbox="123 762 297 826">Approach</th> <th data-bbox="324 762 584 826">What is it?</th> </tr> <tr> <td data-bbox="123 826 297 1054"> <p>Activate</p>  </td> <td data-bbox="324 826 584 1054"> <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 1102 297 1166">Explain</th> <th data-bbox="324 1102 584 1166">What is it?</th> </tr> <tr> <td data-bbox="123 1166 297 1326">  </td> <td data-bbox="324 1166 584 1326"> <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><u>French:</u></p> <p>PE 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> |
| 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>Tuesday:</p> <p><u>Music</u></p> <p><u>PSHE, lesson:</u></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>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p> | <p>Wednesday: RE</p> <p>Watch these clips and discuss how you know that the character is a villain.</p> <p>(E.G. "The Lion King") Scar, the villain, is selfish, ambitious, and a liar. These things lead him to murder his brother.</p> <p>https://www.youtube.com/watch?v=t1TwRIKH7cc www.youtube.com/watch?v=lx0ISRGMb1g</p> |
| <p>Review</p>  <p>Revisiting previous learning after a gap.</p> | <p>Make a list of 10 things they think are naughty.</p> <p>What are the effects or consequences of these naughty things?</p> <p>What makes an action naughty. Note that "naughty" actions or words often hurt other people.</p> <p>Do people sometimes hurt themselves when they are naughty? (By getting in trouble).</p> <p>Jealousy, hatred, being greedy and so on start in our minds, and sometimes lead to actions as well: the thought is often the beginning of the deed.</p> <p>What are the consequences of these feelings?</p> |

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Think about the ways that we make rules or principles to help us to be good. What rules or principles do you think make most people happy?

Suggest one rule for people to follow if they want a happier world. Make a beautifully lettered 'rule card' out if it. Write a sentence underneath to explain the meaning of your rule card.

Thursday: RE

Watch the video <https://understandinghumanism.org.uk/films/who-are-humanists/>

Look at the 'What is Humanism' PowerPoint presentation.

Design a new logo for the humanist society based on what you have learned from the session today.

Friday: RE

Look at the 'Why should I be good?' PowerPoint.

Think about 5 different times that you have done something good.

What made you choose to do the good thing on those occasions?

Write a sentence that explains what you did and why for each example.

We can choose whether to do/be good or not – this is called 'free will'.