







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>Literacy Tasks</u> (offline and online)</p>  <p>Main learning objective: To understand how to write a balanced argument.</p> <p>Desired outcome: Produce a balanced argument using contrasting conjunctions (however/although/despite this).</p> <p>Assessment activities to be submitted by: Please email us a copy of your balanced argument by Thursday this week. This is what we will be marking this week. Feedback will be given Thursday or Friday.</p> <p> Click on the speaker on the slides to hear an explanation as well as reading.</p>	<p><u>Maths - Task</u> (offline and online)</p>  <p>Main learning objective: To be able to divide 3-digits by 1-digit.</p> <p>Assessment activities to be submitted by:</p> <p>Please email us Tuesday's maths work to mark</p>				
<table border="1"> <thead> <tr> <th data-bbox="123 1133 302 1204">Approach</th> <th data-bbox="324 1133 571 1204">What is it?</th> </tr> </thead> <tbody> <tr> <td data-bbox="123 1204 302 1436"> <p>Activate</p>  </td> <td data-bbox="324 1204 571 1436"> <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>Monday:</p> <p>Make sure you have read up to Chapter 3 of 'The Indian in the cupboard' before completing this task. The question we will be thinking about today is: Should Omri put another toy in the cupboard? To help you decide this you are going to make a table</p>	<p>If you finish your maths tasks quickly on any days this week, please practise your times tables.</p> <p>Monday: Today you will be dividing 3-digits by 1-digit.</p> <p>Watch this video and answer the questions on the worksheet. https://vimeo.com/497992648</p>
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<p>Explain</p>  <p>Explicitly teaching strategies to pupils and helping them decide when to use them.</p>	<p>with ideas for on one side, and against on the other. Please look at the PowerPoint. Here are some ideas to help you:</p> <p>FOR:</p> <ul style="list-style-type: none"> • Company/friendship • Fun • Experimental/curiosity 	<p>You do not have to print the worksheet if you don't want to, you can write the answers on a piece of paper.</p> <p>Tuesday: We would like today's work emailed to us to mark please.</p> <p>Today you will be answering word problems based on multiplication and division.</p>
<p>Practise</p>  <p>Pupils practising strategies and skills repeatedly, to develop independence.</p>	<p>AGAINST:</p> <ul style="list-style-type: none"> • Real people! • Might not get on and fight • Feed them/keep them safe 	<p>You do not have to print the worksheet if you don't want to, you can write the answers on a piece of paper.</p> <p>Wednesday: Today you will be completing the challenge activities on Numbots (use your TT Rockstars log in).</p>
<p>Reflect</p>  <p>Pupils reflecting on what they have learnt after they have completed a piece of work.</p>	<p>Tuesday: Write the introduction to your balanced argument. Look at the example below:</p> <p>Omri has been considering whether or not to put another toy in the cupboard. He has already brought a plastic Indian to life and is curious about making another character come to life. Is this wise?</p>	<p>Thursday: Please complete some of MTC practise worksheets.</p> <p>You do not have to print the worksheet if you don't want to, you can write the answers on a piece of paper.</p>
<p>Review</p>  <p>Revisiting previous learning after a gap.</p>	<p>Make some brief notes about the different points you will make in the rest of your argument ahead of tomorrow's lesson.</p> <p>Wednesday: Write the rest of your balanced argument. Use your work from Monday for ideas and continue after the introduction you wrote yesterday.</p>	<p>Friday: Complete the TT Rockstars Soundcheck and MTC practise on www.timestables.co.uk</p>

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- Paragraph 1: Intro to argument (done already)
- Paragraph 2: Reasons for putting in another toy
- Paragraph 3: Reasons against putting in another toy
- Paragraph 4: Conclusion (writer's opinion and justification)

Remember to use write a line, miss a line so that you can edit tomorrow.

Thursday:

Read through work from yesterday, finish first if you need to and then look at it to see if there is anything you could add/ or improve on. Make sure you have included the following:

- Capital letters and full stops
- Check spellings with a dictionary
- Varied openers
- Words to link ideas; another reason, however, although, despite the fact etc.
- Paragraphs

Friday:

Read chapters 4 and 5 of 'The Indian in the Cupboard': (You may borrow a book from school if you do not have one at home)

Answer the Indian in the Cupboard comprehension questions on paper (they are on the PPT). Remember to use full sentences.

Additional task: Have a go at the spelling homophones game for their, there and they're. See how many you can get correct. <https://howtospell.co.uk/homophonesquiz.php>

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