Home learning planning framework

This is the plan for a learning sequence, and won't take place within a single session

Education Endowment Foundation

Year group: 10
Subject: English Literature

Topic: A Christmas Carol by Charles Dickens
Area: Introducing the contemporary production of the novella and exploring its overall structure

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	1. Mind-map everything they know about Charles Dickens, Scrooge, A Christmas Carol and life in the Victorian era. 2. Read this online essay on 'Dickens: 'the man who invented Christmas' here. Think about what are the modern ideas we associated with Christmas. For example, are there stereotypical beliefs, emotions, actions and/or rituals we associate with the Christmas holiday? 3. Research the adjective 'Dickensian' online. What further predictions does it help them make about Dickens' ghost story? 4. Synthesise what they know about Dickens and A Christmas Carol and explain it in 'just a minute' to a parent or sibling at home.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	1. Watch this video from the British Library about the origins of the novella here. Then summarise five key insights about the origins of Dickens' novella. 2. Read this BBC Bitesize explanation of the structure of the novella here and create a diagram that visually maps the structure of the novella. 3. Consider how they will make notes as they read each stave of the novella. Watch this short video of the Cornell Note Making method here before reading stave 4. Find someone at home and try and use their notes to explain and review some of their key learning about the story so far.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	1. Read the description of Scrooge from stave 1 that begins: "Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster." Write an extended written response to explain what Dickens conveys about the character of Scrooge in this initial introduction. Use their notes so far to make links to ideas about the Victorian age where appropriate. 2. Read stave 1, completing their notes using the Cornell Method. 3. Read the BBC Bitesize description of the key characters from the novella. Can students add to their notes using these insights? 4. Select 10 key quotations for stave 1—students annotate them to record their key ideas.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	1. Use their notes on stave 1 to provide a detailed verbal explanation of the key characters, plot details and language of the opening stave. Students may wish to record themselves on their phone, make flashcards, or find an audience who will listen to them at home. 2. How does what students have read from stave 1 exemplify what they researched about the adjective 'Dickensian'? Students write a paragraph explaining their answer.
Review 	Revisiting previous learning after a gap.	1. One week later, students mind-map what they can recall about the events, characters, language and context of stave 1, along with the overall narrative structure of the novella. If they have created flashcards, or an audio recording, they can test their knowledge using those tools. 2. Two weeks later, students write an extended written response to the question: How does Dickens introduce the character of Scrooge to the reader in stave 1? They can only use their 10 key quotations in this response.

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Education Endowment Foundation

Year group: 3
Subject: English

Topic: Spelling
Area: Homophones

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	1. Student to watch video and complete online quiz on BBC Bitesize: What are Homophones? 2. Student reads p.6 of the Year 3 EGPS Practice book — Choose the Correct Homophone — and recaps KS 1 examples. 3. They talk to an adult in their house to explain what a homophone is, including which ones they can use in their writing.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	1. Student watches BBC Bitesize video explaining the use of further examples of homophones—BBC Bitesize English Appendix 1: Spelling (Year 3/4)—groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet. They complete the quiz questions about when to use each of the homophones identified. 2. Student reads page 7 of the EGPS Year 3 Practice workbook and answers the quiz section. 3. They talk to an adult about the new homophones they are learning about.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	1. Student works through a series of guided examples and then completes homophones quiz on BBC Bitesize (Choose the correct homophone game) focusing on thought processes, decisions, and sources of help (e.g. vocabulary lists). 2. Support students to complete a set of questions, starting with highly scaffolded questions, and ending with children working through the questions independently. 3. Student draws a series of illustrations showing the funny side of choosing the wrong homophone. 4. Student makes a poster to explain how to choose the correct homophone for someone in their house, showing and explaining the rules to them.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	1. Student makes a PowerPoint showing what they know about homophones and the homophones they found trickier to learn, sharing with their teacher. 2. Student completes BBC Bitesize Homophones quiz. Prompt them to think about the questions they struggled with and what helped them to remember the correct ones to use. 3. Student completes 10 sentences, choosing correct homophones from the Year 3/4 spelling list. 4. Prompt students to summarise which homophones they found trickier/easier to use correctly. For example, 'which strategies did you use to help you remember the tricky ones?' Encourage students to make a set of cards or a bookmark about how they helped themselves to remember and use these to help them in their writing.
Review 	Revisiting previous learning after a gap.	1. Two weeks after completing the work above, student revisits this topic using EGPS quick test. 2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using printed answers.

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Education Endowment Foundation

Year group: 8
Subject: Mathematics

Topic: Algebra—Solving linear equations
Area: Solving equations with unknowns on both sides

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	1. Look at the annotated worked examples provided, recapping Year 7 work on collecting like terms and expanding brackets. 2. Watch the videos on collecting terms (here) and expanding brackets (here). 3. Complete the recap questions on both of the above topics [these are on Corbett Maths but could be printed]. 4. Look at the annotated worked examples provided recapping Year 7 work on solving linear equations. 5. Watch the video on solving linear equations (here), then self assess using the textbook exercise (worked answers provided).
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	1. Watch video 184 on Hegarty Maths (these are the most basic of this type of equation) and read the 3 annotated worked examples provided THEN do part (1) from the practice section. 2. Watch video 185 on Hegarty Maths (these equations involve brackets) and read the 3 annotated worked examples provided THEN do part (2) from the practice section. 3. Study the four extra worked examples, and explain and annotate each step (what and why).
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	1. Complete task 184 on Hegarty Maths. Aim for a minimum of 80% correct answers—repeat if you get less than 80% (re-watch the video if you have to repeat more than once) THEN do part (2) from the Explain section. 2. Complete task 185 on Hegarty Maths. Aim for a minimum of 80% correct answers—repeat if you get less than 80% (re-watch the video if you have to repeat more than once). 3. Complete a Seneca Learning sequence on this (KS3 maths—2.3.1). 4. Complete a set of questions, starting with highly scaffolded questions, and ending with students working through the questions independently (backwards faded). 5. Complete set of questions textbook questions. Choose 3 key questions for students to photograph and email to teacher with fully worked solutions.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	1. Complete Diagnostic Questions multiple choice quiz, and email answers to their teacher, including confidence assessment. 2. Ask students to complete short reflection sheet [or Google Form], with prompts for further questions if needed.
Review 	Revisiting previous learning after a gap.	1. Two weeks after completing the work above, revisit tasks 184 and 185 on Hegarty Maths. Aim for 80% once again, repeating and rewatching the videos as before. 2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using textbook.

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Education Endowment Foundation

Year group: 10
Subject: Chemistry

Topic: Atoms and the Periodic Table
Area: Atomic number and mass number

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	1. Draw a diagram of the structure of an atom, adding the following labels: nucleus, **proton, neutron, electron**, shells. Add the relative masses and charges for the particles in bold. 2. Watch a video about the nuclear model of an atom here and either add to their diagram or correct it. Or use p. 23 of the textbook to improve and correct their diagram. 3. Answer Q10 to 18 in Adam Boxer's booklet: History of atom + elements and compounds mastery and self mark using the accompanying answer booklet.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	1. Watch MacChem Guy's explanation of how the Periodic table tells us how many particles an atom contains here or read the textbook p.25. 2. Use the video or the textbook page to write a set of instructions for a year 10 student so they know how to find how many protons, neutrons and electrons there are in an Aluminium atom. Compare this to the model answer provided. 3. Study the 4 worked examples, and explain each step (what and why). Look at this page from Bitesize: here. 4. Explain to someone in their family how an atom is structured, and how they would use the Periodic Table to find atomic structure information for different elements. For an extra challenge, students can try to do this in one minute, without repeating words or hesitating.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	1. Watch series of guided examples, recorded by teachers and specifically for students, focusing on thought processes—what information to look for in periodic table: For example, what does it tell us directly? What can we calculate using knowledge of particles? 2. Complete a Seneca Learning sequence on this. 3. Complete a set of questions, either prepared by teacher or sourced from textbook and other printed resources starting with highly scaffolded questions, and ending with students working through the questions independently. 4. Complete set of questions on p. 27 of the textbook. Choose 3 key questions for students to photograph and email to teacher.
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	1. Complete diagnostic questions quiz, and email answers to teacher. 2. Ask students to complete short reflection sheet, with prompts for further reading/ questions, as needed. 3. Prompt students to summarise the aspects they found easier/ trickier and feed these back to teacher.
Review 	Revisiting previous learning after a gap.	1. Two weeks after completing the work above, revisit this topic using a Seneca Learning Assignment. 2. Two weeks later, ask students to complete set of practice questions on this from memory, then check/correct using textbook.

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Education Endowment Foundation

Year group: 9
Subject: German

Topic: Grammar—modal verbs
Area: Constructing sentences using modal verbs in the present tense

Approach	What is it?	Examples (online / offline)—support students to:
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	1. Complete a short quiz on modal verbs and other verbs that will be used in the practice section (translate from English into German). For example, *can, want, should, drink, eat, do.* 2. Complete a short exercise to practise present tense conjugation of 6 modal verbs—self-marked. 3. Say each of the verbs out loud, then use them in a sentence. If possible, students could do this with a member of their family or with somebody else in their class (over the phone). They could then construct their own sentences, using the same verbs.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	1. Watch a video explaining what modal verbs are, and how they are used here or read the textbook p.25. 2. Use the video or the textbook page to write an explanation for a year 9 student of what modal verbs are, and a set of instructions for how to construct a sentence using them. What are the key rules? Or students can record a short video on your phone, explaining this for next year's year 9s (and send to their teacher). 3. Study four worked examples, which outline the decisions you make when you are constructing sentences with modal verbs, and explain each step in the process then look at pages 1-6 from Bitesize here.
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	1. Watch a series of guided examples, recorded specifically for students, focussing on thought processes, decisions, and sources of help (for example, vocabulary lists). 2. Complete a Seneca Learning sequence, set by their teacher. 3. Complete a set of questions, starting with highly scaffolded questions, and ending with students working through the questions independently. 4. Complete set of questions on p. 27 of the textbook. Choose three key questions for students to photograph and email to teacher.
	Pupils reflecting on what they have learnt after they have completed a piece of work.	1. Translate 10 sentences including modal verbs, and email answers to their teacher. 2. Ask students to complete a short reflection sheet, with prompts for further reading/ questions, as needed. 3. Prompt students to summarise the aspects they found easier/ trickier and feed these back to their teacher.
Review 	Revisiting previous learning after a gap.	1. Two weeks after completing the work above, revisit this topic using a Seneca Learning Assignment. 2. Two weeks later, ask students to complete a set of practice questions on this from memory, then check and correct using textbook.

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