

Session 1 My home

Introduction

This session introduces the children to making maps and models. It focuses upon the topic of their home. It aims to explore and investigate the differences between properties that people live in, making the children more aware of different types of home in their local area.

Foundation stage profile

KUW 8

DA 7

E 9

SSM 5,9

CD 5

PD 5,6

R 7

W 6

Early learning goal

Designing and making skills

Links to KS1 geography

Use fieldwork skills

Make plans and models

Learning objectives

Children learn:

- to explore their own homes;
- to find out about different types of property in the local area;
- to represent homes in a number of ways, using graphs, maps and models.

Vocabulary

apartment	estate agent
boat	flat
caravan	hotel
cottages	locality
detached	property

Stepping stones

Step 1

Investigate construction materials

The children are able to talk about materials they saw in the street.



Step 2

Begin to try out a range of tools and techniques

The children are able to talk about the types of tools needed to construct a house.



Step 3

Construct with a purpose in mind

The children are able to differentiate between homes and how they differ in construction.



Step 4 (goal)

Build and construct using a range of objects and adapt work

The children are able to construct a model of a home and name it, talk about their model and modify it as necessary.



Whole-class geography-based work



Resources: Flipbook page 5; house details, enlarged to A3 size; property pages of local houses from magazines and newspapers

This element can be delivered in sections on different days, dependent upon how long is taken over this particular topic.

Talk to the children about certain types of property throughout the week. Use the following questions as starting points:

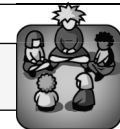
- How many types of home can you name?
- What different types of property have you stayed in? (For example, when you go on holiday, is this different from where you normally live?)
- What do most properties have? (doors, windows, roofs, rooms)
- What types of property would be good for families?
- What type of property would be good if you had a pet dog?
- What is your favourite type of property? Why?

- Which type of property would you really not like to live in? Why?
- Have you ever stayed in or visited any unusual properties?

Show the children Flipbook page 5, images of different types of homes, and categorise the types of housing into groups, such as country cottages, fisherman's cottages, hotels, apartments and flats. Conclude by asking the children whether they know any animal homes.

Show the children the details of a typical house that you may find in your local area, enlarged to A3 size. Share the details with the children, letting them look at the photographs. Discuss the number of bedrooms, the size of the garden and what type of property it is. Ask the children what they like and dislike about this house and why. Talk with the children about different types of homes that they live in and how the homes differ from each other. Give out copies of property pages, explaining that this is how people sell their houses. Ask the children to discuss with their friend the differences and similarities that they can see in the pictures. Show the children and discuss Flipbook page 5, showing different types of home.

Small-group work



Explain that there will be six groups, each working in turn on each of the six activities on the topic of homes. Each group will work with the practitioner on Activity 1, which is always geography based.

The other five activities are designed to be completed by the children either with the help of an adult or independently.

1 Knowledge and understanding of the world



KUW 8

Types of housing

Resources: containers; coloured counters; picture and caption representing each type of property; *Starting Graph 2* (RM)

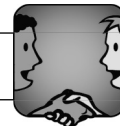
Take the group outside into the local area and look at the housing in a particular road or street. Take the containers and counters with you and ask the children to count the different types of housing, using one counter to represent one property. Categorise them into detached, semi-detached, terraced, flats and bungalows, using the coloured counters to represent the different types of property. The aim of this activity is for the children to go into the field and collect information about different

types of housing. Ask the children to look at the type of materials that the properties are made from.

On returning to the classroom, place the counters from each container on the carpet, next to a picture and caption of the relevant property type. Help the children to count the counters, explaining that you have made a graph. Show the children how to enter their data into a simple data-handling package, such as RM's *Starting Graph 2*. This will build a simple pictogram which the children can then print out.

Ask the children to talk about the materials that have been used in the construction of the properties seen, and what tools they would use if they were a builder.

2 Personal, social and emotional development



DA 7, E 9

Talking about home

Resources: crayons; paper; pencils

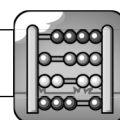
The aim of this activity is for the children, during circle time, to talk about their own home and what makes them feel happy and secure there. Divide the children into pairs, and ask them to discuss with their partner what their own bedroom is like. Ask the children to draw a picture of a special item in their home and to share their pictures with their partners.

Estate agent role-play

Resources: Blu-Tack; crayons; paper; pencils

The purpose of this activity is for the children to build relationships with their peers. Ask the children to turn the Home Corner into an estate agent's office. Encourage them to make house details of all sorts of different types of houses and to display them in the estate agent's. Explain that, in turn, some of the children will be house buyers and some will be working in the estate agent's. Encourage and help them to ask each other appropriate questions about the houses for sale.

3 Mathematical development



SSM 5, 9

Picture maps of the home locality

Resources: crayons; paper; pencils

The aim of this activity is for the children to draw picture maps of their own localities. Encourage the children to think about the position of their home in relation to nearby features, and to use the correct positional language to describe their drawings – for example, the garden is *behind* the house. The park is *to the left of* the house.

Shapes

Resources: selection of 2-D shapes in card or paper

The aim of this activity is for the children to work with 2-D shapes. Give the children a range of 2-D shapes and ask them to identify where similar shapes can be found around their own homes. Discuss shapes with four sides and three sides using the correct terms. Using card or paper shapes, let the children make a representation of their own homes, such as using squares to represent windows or rectangles for doors.

4 Creative development



CD 5

Three Little Pigs

Resources: collage materials such as brick paper, card, glue, paint, paper, scissors, straw, twigs; 'Three Little Pigs' story

The aim of this activity is for the children to listen to the story of the 'Three Little Pigs' and to discuss the types of houses that they lived in. Give the children a range of materials and ask them to make collages of the different types of home in the story.

Clay or plasticine models of home

Resources: clay or plasticine

The aim of this activity is for the children to explore shape and form. Give the children some clay or plasticine and encourage them to make 3-D models of their own homes.

5 Physical development



PD 5, 6

Model houses

Resources: LEGO or DUPLO (or similar)

The purpose of this activity is for the children to use LEGO or DUPLO to make a row of houses in a street or road. Once the children have made rows of houses, you can place them together, to make a series of interlocking streets. Discuss who might live in each street.

Making a large play house

Resources: blankets; cardboard boxes; chairs; pegs; string

The purpose of this activity is for the children to use a range of large equipment. Give the children cardboard boxes, chairs and blankets, and encourage them to make a play house. Help or encourage them to secure the covers by using string.

6 Communication, language and literacy



R7, W6

Story bags

Resources: cloth bags; model vans, cars, trucks; puppets; smallworld figures, books about homes or moving house, such as 'Town Mouse and Country Mouse' or *Moving House*, by Anna Civardi and Stephen Cartwright (Usborne Books)

The purpose of this activity is for the children to use a range of books to encourage them in their enjoyment of reading. Make up some story bags by placing the models, puppets, figures and books inside the cloth bags. Let the children examine the contents of the story bags. Encourage them to read through or look at the books and re-enact a moving-house episode.

Property newspaper

Resources: crayons; glue; paper; pencils; property newspapers; scissors

The purpose of this activity is to attempt writing for different purposes. Let the children, as a group, make a property newspaper. Share some examples with the children that include images of a whole range of houses. Give the children paper, pencils, crayons, scissors and glue, and help them to draw the houses, cut them out, add captions and make them into a group property newspaper.

Assessment for learning

Are the children:

- able to categorise information about house types?
- able to use ICT to present their results?

Notes

