Pilgrim Federation

EYFS & KS1

Learning Theme:



Homes & Houses

Links to Other Learning Themes:
This Learning Theme links to:
Animals Including Pets
The Great Fire of London
Oh, We Do Like to be Beside the Seaside!
Our Planet
Transport
Journeys
Where We Live
The British Isles

NURSERY PHONICS

Little Wandle Rhyme Time units:

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Homes & Houses

Big Question: What are our homes like?

<table>
<tr><td>Focus of Learning (INTENT):
Within this learning theme, the children will explore their home and who lives within it. They will learn about the different types of houses and use the correct vocabulary to name these. The children will be able to compare the houses they have in their locality with houses that are in cities and in other parts of the world.</td><td rowspan="2">Prior Learning/Links to Learning Themes:
Links to the learning theme ‘Our Planet’ where children explored their local area and other areas within the world.
Children will have experience of the different types of houses within their local area and surrounding areas.
Some children may have visited a city like Norwich or London and may have recognised how houses/buildings look different.
Children will look at who lives within their home, including pets, which links to the learning theme ‘Animals Including Pets’.
The children will explore how houses are built and what materials are used to build houses which links to the learning theme of ‘People Who Help Us’.</td></tr>
<tr><td>Key Questions for Teaching:
What are our homes like?
Who lives in our home?
What are the houses like in our locality?
What are houses like in cities?
What are houses like in other parts of the world?
How are houses built?</td></tr>
<tr><td>Focused Literacy Texts:</td><td colspan="2">In the House on Every Street
Me, in the Middle by Angela Mayers & Annette Demetriou
What We’ll Build
The Town Mouse and the Country Mouse
Inside the Igloo
The Three Little Pigs</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>Houses and Homes by Ann Morris
Iggy Peck, Architect
A House That Once Was
Homes Around the World
The Way Back Home
A Home Can Be…
Amazing Animal Homes
Where is the Green Sheep?
A Place Called Home: Look Inside Houses Around the World by Kate Baker and Rebecca Green</td></tr>
<tr><td>Role-Play Opportunities</td><td colspan="4">Cottage
Igloo</td></tr>
</table>

	• Castle • Builder's Workshop • Estate Agents
Nursery Rhymes & Songs	The House That Jack Built; One Man Went to Mow; Wind the Bobbin Up; Here is the Beehive; Mary, Mary Quite Contrary; This is the Way We Lay Bricks; Wiggly Woo.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 Text – In the House on Every Street **What are our homes like?**	N/R – Talk about your favourite room in your house and why. N/R – Place different non-fiction and fiction books based on homes in the book corner for children to access.	N/R – Bring in an item from their home to share with the class. N – Play pairs/snap with different photographs of houses.	N/R – Provide the children with different pre-cut shapes or 2D shapes to create houses. Provide the children with building blocks. How can they make a home/tower? How can they make sure it is sturdy?	**Autumn Term** N/R – Read the text and discuss what our houses are like. How are these different to one another? N – Look at pictures of their houses. Describe their house to an adult. What is it like? Use key vocabulary. N – Make their house using different craft materials or painting. N – Use different construction resources to make houses within the street (map). Take part in imaginative play with their peers visiting the different houses.	Following White Rose Maths	N – Provide the children with junk modelling materials to create their houses from. R – Children to draw their houses using lines and shapes. Can they add labels?	N – Bring in photographs of their houses from home. Discuss how their houses are similar/different. R – Introduce the children to different types of houses. What is their home like? Children to paint their home. You could create a 'class street'. Can they add their home to a map?
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 1 (cont.)				N – Use different marks and media to create a picture of their garden. Orally describe their gardens and what they are like. N – Use different dressing-up costumes and props to model what they like to do in each room of their home. R – Draw their house. Orally describe what their house is like. Model writing a /h/ for house.			

	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (cont.)				R – Think about what they like to do in their house like in the story. Draw pictures of what			

				they like to do in different rooms. Add labels (marks and single sounds). R – Draw their garden. Use marks for labels of the different parts of the garden. R – Look at the pictures of the different houses. Talk about how the houses are similar/different. Write a speech bubble (scribed) to say how they house is different e.g. My house has stairs, but their house does not.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (cont.)				**Spring Term** N/R – Read the text and discuss what our houses are like. How are these different to one another? N – Look at photographs of their house. Draw			

				their house and add single sound labels e.g. h for house, d for door, w for window. N – Use different construction resources to make houses within the street (map). Use positional language to describe the different objects within the map.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				N – Draw/make their garden in a shoebox. Add labels to their garden using marks/single sounds. N – Draw a picture of what they like to do in their house e.g. baking a cake. Add labels to their drawings. R – Draw their house and add labels. Write a sentence(s) to describe what their house is like. R – List some of the things that they do in their houses. R – What do the children do in their bedrooms? How is it decorated? List ideas. In my bedroom I have pink walls.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				R – Draw their house and write what it is like on the outside. 'My garden has…' R – Look at the rhyming words within the story. Focus on the spelling patterns. Find other words that rhyme (linked to houses and homes).			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 Text - Me, in the Middle Angela Mayers & Annette Demetriou **Who lives in our home?**	N/R – Learn the nursery rhyme 'The House That Jack Built'. N – Use positional language to discuss the different objects within the home.	N/R – Talk about the roles within the home. How can we keep our homes clean and tidy? R – Write a thank you card to mummy or daddy for looking after their home.	N/R – Provide children with outlines of family trees so they can draw their families. N/R – Consider animal homes and provide the children with natural materials to make homes for a pet. Provide the children with pretend play brushes, wheelbarrows, iron, washing machine etc. to carry out roles within the home.	**Autumn Term** N/R – Read the story and discuss the meaning of the word difference. What makes us unique? N – Look at photographs of themselves and their friends. Talk about their features and make comparisons. N – Use a mix of media to create a family portrait. Talk about the children's work and add meaning to their marks. N – Create pet portraits. Make a name tag for their pet adding marks.		N – Use the home corner to carry out pretend play based on the family home. R – Create a family portrait in the style of Paul Klee's 'Family Walk'. Discuss the different shapes and lines used.	N – Who lives in your house? Ask the children to draw and name the people that live in their house. R – Draw the people that live in their home, including their pets. Write labels for each person. (Some children might have two homes if they are from blended families, so allow them the opportunity to choose which home or to do both).

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Give the children an inside the home template and some magazines. Allow them to cut out different items that belong in certain rooms in their home. R - Draw a picture of themselves and write the initial sound of their name or write their full name. R - Draw a picture of their family and write an initial letter for each person e.g. m for mum. R - Draw a picture of their pet and verbally describe.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Draw their favourite room in the house. Add labels to show the different parts using marks/initial sounds. **Spring Term** N/R - Read the story and discuss the meaning of the word difference. What makes us unique? N – Draw a picture of themselves and write some letters to form their name. N – Draw a picture of their family and write some recognisable letters for initial sounds e.g. m for mummy.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Create their pets using mixed media. Can they describe what their pets are like? Write the initial sound of their pets name using recognisable marks? N – Provide the children with an inside of the home template. Add drawings to identify what is within their home. R – Draw a picture of themselves and write 'I am…'. I like to '…'			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				Draw a picture of their family and write a sentence to explain who they live with 'I live with my…' Draw a picture of their pet. Add descriptive labels and write a phrase about their pet e.g. Max is brown. Think about the inside of their house (their bedroom). Draw their bedroom and describe this using adjectives. Write 'My bedroom is…'.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 Text – What We'll Build by Oliver Jeffers **What are the houses like in our locality?**	N/R – Look at a map of the local area and focus on the different houses/buildings. Discuss these. R – Discuss the different types of houses within the locality and create a pictogram of the different types of houses. Which house type is most common/least common?	N/R – Talk about how to stay safe within the home. What dangers can be found within the home? How we can be protected from these dangers?	N/R – Provide children with maps and magnifying glasses for them to explore. N/R – Provide different soaps/washing detergents and allow the children to wash different items.	**Autumn Term** N/R – Look at the front cover of the story. Talk about what is on the cover and the people. Who are they? R – Record their predictions by giving them the sentence stem (written already) 'I think the story is about'. Record their predictions through scribing/mark making. N – Explore the different tools from the story. Have these readily available for children to use (fine motor development). Take part in pretend play using the tools.		N/R – Use cereal boxes to create houses in the locality. Create a 3D map of the village/local area. R – Create printing blocks and use these to add to the outside of the boxes.	N/R – Go on a walk around the village and look at the different types of houses. R – Discuss the different types of houses in the locality using the correct vocabulary e.g. detached, semi-detached, terraced. Create a map of the local area identifying the different types of houses/buildings.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Provide the children with different cardboard boxes or large-scale open-ended resources. Allow them to build an object of their choice. N – In the book it says 'Let's build a tunnel to anywhere'. Use the train track to build a tunnel. Discuss where it is going to. Draw pictures of what is beyond the tunnel. R – Look at the page with all of the different tools. Write initial sound labels for these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Think about the things that they built. Draw the different things and add labels. R – Choose their favourite build and explain why. Record their answers e.g. I liked the tower beset because they could see the planets. R - Think of something they would like to build. Draw themselves and add a speech bubble 'I would build a…'. Children to record what they would build using marks/single sounds e.g. boat.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				**Spring Term** N/R - Look at the front cover of the story. Talk about what is on the cover and the people. Who are they? N – Think of something they would like to build. Draw themselves and add a speech bubble 'I would build a…'. Children to record what they would build using marks/single sounds e.g. boat. N – Make/draw/paint something of their choice linked to the story. Ask the children to recall how they have made this step-by-step.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Add labels to their creations using marks/single sounds. R – Record a prediction based on the front cover. R – Look at the page with all of the different tools. Write labels for these. R – Think about what the children would like to build. Draw this and add labels. R – Write a sentence(s) to explain what they will build e.g. I would build a… R – Describe how they would build the object of their choice e.g. I would use… to build my…			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Describe their creation using adjectives e.g. My tunnel would be underground and long. It would take you to a faraway land.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 Text – The Town Mouse and Country Mouse **What are houses like in cities?**	N/R – Read the focus text and look at the different types of houses. How are the homes and localities similar/different? R – Using photographs of towns/cities/villages describe how they are similar/different.	N/R – Talk about animal homes in cities. How are these different to animal homes we have in Norfolk? Why?	N/R – Create a tuff tray that focuses on a particular city (e.g. London). Add in enhancements such as famous landmarks and vehicles. N/R – Provide the children with different blocks and images of cityscapes. Can they build them? N/R – Place postcards of different cities in the environment for children to write/mark make (N).	**Autumn Term** N/R - Share the story and discuss what a town is vs the country. What differences might occur within the story? N – Provide the children with mice masks and recall key refrains from the text. N – Make a mouse collage (brown mouse). Orally describe the mouse using key words e.g. brown.		N/R – Think about what you would see from a London bus and learn the song 'Sitting on the Bus' from Oak Academy. R – Create a cityscape in the style of Paul Klee.	N – Can the children build a London bus? How are London buses different to buses we have in Norfolk? R – Provide children with photographs of houses/buildings that are rural vs those in the city. Can they sort them and explain the difference? R – Create a city map.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (cont.)				N – The mice go on a big, red train! Make a large-scale train or take part in imaginative play. Can the children move around the room chugging along? R – Draw a mouse and add labels. R – Make a mouse sock puppet. R – Sequence instructions on how they made the mouse puppet. R – Orally recall how they made their sock puppet to an adult.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				**Spring Term** N/R – Share the story and discuss what a town is vs the country. What differences might occur within the story? N – Make a mouse collage and add an /m/ label for mouse. Can the children use marks or recognisable letters to add describing words? N – Create a picture of the countryside like where Pippin lives. Describe what you see.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				N - The mice go on a big, red train! Make a large-scale train or take part in imaginative play. Can the children move around the room chugging along? Take photographs of what you see and add labels to form a display. R – Draw Pippin and Toby and write sentences to compare them. How are they similar/different? R – Draw the train from the story and write a descriptive sentence including an adjective or two.			
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Week 4 (cont.)				R – Draw the two houses and label them. Add a sentence to state that one is in the countryside and one is in a town! How are these different? R – Record a sentence to identify which location is their favourite. I liked the town/country house best…			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 Text – Inside the Igloo **What are houses like in other parts of the world?**	N/R – Look at photographs of different types of houses from around the world. Discuss how these are similar/different to our homes.	N/R – Talk about how some people do not have homes. Why is this? How can we help them? N/R – Take part in a charity event for a homeless charity.	N/R – Provide malleable materials such as clay. Can the children make a mud hut? R – Place a post box in the setting and allow the children to write letters to send to people across the world. N – Mark making on postcards. N/R – Create a largescale igloo using milk bottles.	**Autumn Term** **Inside the Igloo** N/R – Introduce the children to the word **igloo** and explain the meaning of this. Look at pictures of an igloo. Collate a set of questions that the children want to find out about igloos e.g. How are they made? Who lives in them? How do you stay warm? What are they made from? R – Focus on the key questions and spend time researching with the children to find out information about igloos. Record this through drawing/labels and writing.		N – Create an igloo using Lego blocks and white paint. R – Make a collage igloo. N/R – Make mud huts from clay/straw.	N – Create a tuff tray with an igloo and different animals. R – Plan building an igloo by drawing a design. Build an igloo using marshmallows, sugar cubes and icing (STEM experiment). Evaluate how the build went and explain why.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Create a class information leaflet called 'All About Igloos'. R – Explore the Arctic regions and how they are cold. Think about the animals that live here. Add these to the information leaflet. R - Use different resources to make igloos (e.g. white Lego blocks or marshmallows) Add descriptive labels for these.			

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Week 5 (cont.)				**Spring Term** N/R – Introduce the children to the word igloo and explain the meaning of this. Look at pictures of an igloo. Collate a set of questions that the children want to find out about igloos e.g. How are they made? Who lives in them? How do you stay warm? What are they made from? N – Spend time looking at non-fiction books to record facts all about igloos. Do this as a group and record the information on a mind-map.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				N – Create igloos from paper plates. Add an /i/ for igloo. Discuss what igloos are like e.g. icy, cold, white, snowy. N – Think about the animals that live in the Arctic regions. Name the animals and talk about their characteristics. Save them from the ice (freeze them in ice). R – Focus on how igloos are made. Draw an igloo/create an igloo. Add labels to the igloo. Write a sentence e.g. An igloo is made from ice.			

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Week 5 (cont.)				R – Watch a video stimulus or read a non-fiction text based on who lives inside of an igloo (Inuit). Think about what they wear/do/eat and how this differs to us. Record a fact(s) about Inuit's lives. R – Learn about Arctic animals. Draw the animal s and label. Record facts about these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Create an information leaflet 'All About Igloos' independently by adding drawing and key phrases. *Example* *Page 1 -* *Drawing of an igloo* *An igloo is made from ice.* *Page 2 –* *Drawing of an Inuit* *An Inuit is somebody that lives in an igloo.* *Page 3 –* *Drawing of Arctic animals* *Animals that live near igloos are…*			

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Week 6 Text - The Three Little Pigs **How are houses built?**	N/R – Retell the story of The Three Little Pigs through pretend play. Provide the children with sticks, straw and 'bricks' to re-enact the story. N/R – Guest speaker from a builder/construction worker to speak to the children about how houses are built. N/R – Convert the home corner into a builder's merchants to enable the children to take part in pretend play as builders.	N/R - Discuss the character of the Big Bad Wolf from the 'Three Little Pigs' story. What was he doing in the story and how do the children think he might be feeling? Ask the children if there might be any other reasons why he might be trying to blow the Little Pigs' houses down.	N/R – Provide the children with different construction materials so that they can build structures. N/R - Provide playdough and dried spaghetti and invite children to work together to build constructions or towers using the materials.	N – Look at different versions of the story throughout the week. Which version do they prefer and why? Retell the story using props. Explore the rhyming words big and bad. As a group, write speech bubbles based on what the characters say. Write a group letter to the wolf, asking why he blew the houses down and asking if he is feeling sorry.		N – Use percussion instruments to create the sound of the different houses collapsing in the story of The Three Little Pigs. R – Build a straw house, stick house, brick house. Explore the suitability of materials to build different houses. Which material is best and why?	N – Create a construction tuff tray for children to explore. Add in machinery/different materials to enable children to recognise how houses are built. R – Introduce the children to a construction site. Talk about the parts of the site and what is involved. Look at the machinery and materials used to build a house. Draw the different materials/machinery used to build houses and add labels. More able pupils could write a sentence to explain how houses are made.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (cont.)				R – Explore the text. Retell using props. Sequence the story. Draw and label the characters. Label with initial sound or full word if sounds have been taught e.g. pig. Create their own 'books' using pictures and adding meaning through marks.			R – Think about the wise man that built his house upon the rock and the foolish man that built his hand upon the sand. Complete a comparative test – why was the man foolish vs the man who was wise?

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Week 6 (cont.)				R - Read the story and retell using props. Sequence the story (as a group) and then re-write the story using a beginning/middle and end. Collate facts based on wolves. Create a simple wolf fact file.			

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Week 7 Christmas Autumn Term Only	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas. Add winter scented playdough for children to create with.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas.		N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (cont.)				Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots. Describe Father Christmas using adjectives.			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning children will be able to answer the following questions that demonstrates their understanding of key geographical, historical, and design & technology concepts:

1. **What are some of the different types of homes you can see in Blakeney, Hindringham, Kelling, or Walsingham?**
   - **Why it's important:** This encourages observation of their local environment and introduces the concept of variety in housing. They might identify cottages, bungalows, houses with gardens, or perhaps even more unique local features.
   - **Possible answers:** "I see brick houses in Blakeney," "There are some houses with pointy roofs in Walsingham," "In Hindringham, some houses have big gardens."

2. **What are some of the things that make a house in Blakeney, Hindringham, Kelling, or Walsingham a home for the people who live there?**
   - **Why it's important:** This moves beyond the physical structure to the human element and the purpose of a home. It encourages understanding of personal connections and needs.
   - **Possible answers:** "It has my family inside," "We eat and sleep there," "It's where we keep our things," "It feels safe and cosy."

3. **Can you name one thing that might be the same or different about homes in Blakeney compared to homes in Walsingham (or another pair of the named villages)?**
   - **Why it's important:** This encourages basic comparison skills and awareness of potential local variations. It could relate to building materials, age of buildings, or surrounding environment.
   - **Possible answers:** "Maybe houses in Blakeney are closer to the sea," "Perhaps some of the older houses in Walsingham are made of stone," "The gardens in Hindringham might be bigger."

4. **Why do you think people need homes in Blakeney, Hindringham, Kelling, or Walsingham?**
   - **Why it's important:** This focuses on the fundamental purpose of shelter and connects it to basic human needs.
   - **Possible answers:** "To keep us safe from the weather," "To have somewhere to sleep," "To be warm in the winter," "It's where we can be together as a family."

5. **Can you point to a building in a picture of Blakeney, Hindringham, Kelling, or Walsingham and tell me if you think it is a house or another kind of building (like a shop, church, or school)? How do you know?**
   - **Why it's important:** This reinforces the ability to differentiate between different types of buildings within their local area and to justify their reasoning based on observable features.
   - **Possible answers:** "That one is a house because it has windows and a door and looks like people live there," "That tall building with the tower in Walsingham is a church," "The one with the sign outside in Blakeney is probably a shop."

6. **If you were designing a new home in Kelling (or one of the other villages), what is one important thing you would make sure it had? Why?**

- **Why it's important:** This encourages creative thinking and allows them to apply their understanding of homes to a design context, considering their own needs and preferences.
- **Possible answers:** "I would have a big window to see the garden," "It would need a warm bedroom to sleep well," "A strong door to keep us safe," "A kitchen to cook yummy food."

Other questions to consider…

What is your home like? Can you tell me about some of the rooms in it? (This encourages descriptive language, recall of familiar spaces, and understanding of the purpose of different rooms.)
Why do we need a home? What does it keep us safe from? (This explores the fundamental purpose of a home, focusing on shelter and safety from the elements and potential dangers.)
Can you name some of the things that make your house feel like a home? (This delves into the emotional aspect of "home," encouraging them to think about comfort, belonging, and possibly family or special objects.)
What are some of the different types of houses people might live in? (This broadens their understanding beyond their own experience and introduces the concept of variety in housing, like flats, bungalows, terraced houses, etc.)
Who lives in your home with you? (This focuses on the social aspect of home and family structures.)
Can you think of one way you help to look after your home? (This introduces the idea of responsibility and contributing to the upkeep of their living space, no matter how small the task.)

What materials can homes be made from? Brick, wood, ice, mud, straw, material.
What properties does a home need? Stability, water and weather proof, strength, insulating
What rooms might you find in a home?
What rooms do you have in your house?
How have houses changed from the past?
What houses can you find near you?
What type of home do you live in?
Who do you live with?
How does water get in and out of your house?
What is near your home?

Key Vocabulary

Pupils should be able to use the following words:

For Key Stage 1 pupils learning about 'Homes and Houses', a rich vocabulary is essential. Here's a breakdown of key terms, categorised for clarity:

I. Types of Homes:
House: A general term for a building where people live.
Home: The place where someone lives, often with a focus on family and belonging.
Detached house: A house that stands alone and is not joined to any other house.
Semi-detached house: Two houses joined together by a shared wall.
Terraced house: Houses joined together in a row, sharing walls with neighbours on both sides (unless at the end of the row).
Flat/Apartment: A set of rooms on one floor, part of a larger building with other flats.
Bungalow: A house with only one floor.
Cottage: A small, often old-fashioned house, typically in the countryside.
Castle: A very large, strong building, usually old, where kings, queens, or important people used to live.
Caravan: A vehicle fitted out for living in, typically towed by a car and used for holidays.

II. Parts of a House (Exterior & Interior):
Roof: The top covering of a house.
Walls: The upright sides of a room or building.
Window: An opening in a wall, usually glazed, to let in light and air.
Door: A movable barrier for opening and closing an entrance to a building or room.
Chimney: A structure through which smoke or steam is carried away from a fire.
Garden: An area of ground next to a house, used for growing flowers, vegetables, or for recreation.
Room: A section or area within a building, separated by walls.
Living room: A room for relaxing and spending time with family.
Bedroom: A room for sleeping.
Kitchen: A room for cooking.
Bathroom: A room with a toilet, sink, and bath/shower.
Dining room: A room for eating meals.
Hallway/Hall: A passage in a building.
Stairs: A set of steps leading from one floor to another.
Floor: The lower surface of a room.
Ceiling: The upper interior surface of a room.

III. Household Items/Furniture:
Bed: For sleeping.
Sofa/Couch: For sitting.
Chair: For sitting.
Table: A flat surface, usually with legs, for putting things on.
Wardrobe: A tall cupboard for clothes.
Drawer: A box-like storage compartment, without a lid, that slides horizontally in and out of a chest or cabinet.
Curtain: A piece of material suspended at a window or door.
Pillow: A soft support for the head, typically used in bed.

Lamp: An electric light.
TV: For watching programmes.
Fridge: For keeping food cold.
Oven: For cooking food.
Kettle: For boiling water.
Toaster: For making toast.
Tap: A device for controlling the flow of liquid from a pipe.
Sink: A fixed basin, typically with a water supply and drain, for washing.
Toilet: A pan or bowl for urinating and defecating.
Soap: For washing.
Towel: A piece of absorbent fabric for drying.

IV. Materials and Features:
Brick: A block of hard material used for building walls.
Wood: The hard, fibrous material that forms the main substance of the trunk or branches of a tree.
Stone: Hard solid non-metallic mineral matter.
Glass: A hard, brittle substance, typically transparent or translucent, made by fusing sand with soda and lime.
Roof tiles/Slate: Materials used to cover a roof.
Doorbell: A bell on a door that a visitor rings.

V. Location and Environment:
Street: A public road in a city or town.
Road: A wide way leading from one place to another.
Urban: A busy place with lots of buildings, people, and things to do (a town or city).
Suburban: A place where people live in smaller towns just outside or surrounding a bigger town or city.
Countryside: A place[1] with lots of fields, farms, and animals.
Village: A group of houses and other buildings, smaller than a town.
Town: A built-up area with a name, larger than a village but smaller than a city.
City: A large and important town.
Local area: The area around where you live.
Neighbour: A person living next door or very near.

VI. Actions and Concepts:
Live: To have one's home in a particular place.
Belong: To be a part of.
Comfortable: Providing physical ease and relaxation.
Safe: Protected from danger.
Old: Having lived or existed for a long time.
New: Recently made or acquired.
Similar: Alike but not identical.
Different: Not the same.
Share: To have or use something with others.

When teaching these words, it's beneficial to use visual aids, real-life examples, and interactive activities. Encouraging children to describe their own homes and compare them with others will help embed the vocabulary.

Art & Design

Art & Design objectives for Key Stage 1 pupils based on the theme 'Homes and Houses', aligned with typical UK curriculum expectations. These objectives aim to develop creativity, observational skills, and an understanding of different artistic techniques and materials.

Overall Aims for the Unit:
To explore and represent different types of homes and the features they contain.
To develop an understanding of line, shape, colour, texture, and form in relation to houses.
To experiment with a range of art materials and techniques.
To foster imagination and self-expression through art.
To discuss and appreciate their own artwork and the work of others.

Specific Learning Objectives (by area):
1. Generating Ideas & Making:
Pupils can:
Observe and discuss: Look closely at different types of homes (e.g., terraced, detached, flats, bungalows, houses from different cultures/times) and identify their key features (windows, doors, roofs, chimneys).

Respond to stimuli: Create their own ideas for a house based on stories, pictures, or real-life observations.

Plan and design: Think about what they want to create before they start, perhaps through simple sketches or verbal descriptions.

Select and use materials: Choose appropriate materials and tools for their chosen art form (e.g., pencils for drawing, paint for adding colour, cardboard for construction).

Construct and assemble: Build simple 3D models of houses using various materials (e.g., cardboard boxes, recycled materials, clay).

Draw and paint: Draw and paint representations of houses, focusing on key features and using a range of colours.

Create collages: Use different textures and materials to create collages of houses or rooms within a house.

2. Developing Skills & Techniques:
Pupils can:
Use line: Experiment with different types of lines (straight, curved, zig-zag) to represent features of a house.

Use shape: Recognise and use basic 2D and 3D shapes to create their artwork (e.g., squares for windows, triangles for roofs, cuboids for building blocks).

Mix and use colour: Explore primary and secondary colours, and experiment with mixing colours to create different shades for their houses.

Explore texture: Experiment with creating different textures using various materials (e.g., rough brick texture, smooth glass windows).
Develop cutting and joining skills: Safely use scissors to cut out shapes and experiment with different ways to join materials (e.g., glue, tape, tabs).

Experiment with printing: Create simple prints of house-related patterns (e.g., bricks, windows) using found objects or prepared printing blocks.

3. Knowledge & Understanding:
Pupils can:
Identify features of homes: Name and point out common features of houses (e.g., roof, wall, window, door).

Discuss different types of homes: Talk about how different homes look and why they might be different (e.g., size, materials).

Understand simple art vocabulary: Use words like 'line', 'shape', 'colour', 'texture', 'pattern', 'sculpture', 'collage'.

Talk about their own work: Describe what they have made and explain some of their choices.

Talk about the work of others: Look at and discuss the artwork of their peers and perhaps some examples of artists who depict houses.

4. Evaluating & Appreciating:
Pupils can:
Talk about their artistic choices: Explain why they used certain colours, shapes, or materials.
Say what they like about their own work and others' work: Offer positive comments and constructive feedback.
Identify improvements: Think about what they might do differently next time.
Handle tools and materials safely and responsibly.
Differentiation:
Scaffolding: Provide more scaffolding, pre-cut shapes, direct modelling, and simpler tasks. Focus on a limited range of materials.
Year 2: Encourage more independent planning, greater detail, experimentation with more complex techniques, and the use of a wider range of materials. Ask more open-ended questions to stimulate deeper thinking.
These objectives provide a comprehensive framework for teaching 'Homes and Houses' within a Key Stage

Art and design activity ideas linked to homes and houses suitable for Key Stage 1 pupils, keeping in mind your location in North Norfolk and the potential for local inspiration:

My Dream Home Collage:
Activity: Children can imagine their ideal home. Provide a variety of materials like coloured paper, fabric scraps, magazine cut-outs (of windows, doors, furniture, plants), yarn, and glitter. They can create a collage of their dream house, thinking about the shapes of the building, the colours, and the features it would have.
Local Link: Encourage them to think about houses they've seen in the local area– perhaps with colourful beach huts in mind, or traditional brick buildings.
Design Element: Focus on shape, colour, texture, and composition.

Pop-Up Houses:
Activity: Teach children simple techniques for creating pop-up cards or small 3D houses from folded cardstock. They can cut out shapes for the roof, walls, windows, and doors, and then use simple folds and tabs to make parts of the house "pop" out when the card is opened.
Local Link: They could design their pop-up house to look like a familiar building in Wells, such as the Lifeboat Station or a shop on Staithe Street.
Design Element: Explore form, structure, and how to create a 3D effect from 2D materials.

Painted Street Scene:
Activity: Provide long strips of paper and have children work together to create a painted street scene. They can draw and paint different types of houses, shops, and other buildings they might see in their local area. Encourage them to think about the different shapes and colours of the buildings.
Local Link: Encourage them to remember the variety of buildings along the quayside (Blakeney) or in the village centre.
Design Element: Focus on perspective (simple), colour mixing, and creating a sense of place.

House Shape Sorting and Building:
Activity: Cut out various 2D shapes (squares, rectangles, triangles) from coloured paper. Children can sort these shapes and then use them to build different types of houses on a larger piece of paper. They can glue the shapes down to create their designs.
Local Link: Discuss how different parts of houses are often made of these basic shapes (roofs as triangles, walls as rectangles).
Design Element: Explore shape recognition, spatial reasoning, and how basic shapes can be combined to create a larger form.

Textured Roof Tiles:
Activity: Provide cardboard or thick paper and a variety of textured materials like corrugated card, bubble wrap, string, or even dried leaves. Children can glue these materials onto the cardboard to create textured roof tiles for a house they are designing. They can then paint over the textures to highlight them.
Local Link: Encourage them to look at the different textures of roofs they see around Wells, from traditional tiles to slate.

Design Element: Focus on texture, pattern, and how different materials can create different visual and tactile effects.

Miniature Room Boxes:

Activity: Use small cardboard boxes (like shoe boxes or cereal boxes cut down). Children can design and decorate the inside of their box to represent a room in a house (e.g., a bedroom, a kitchen). They can use paper, fabric scraps, small toys, and drawings to create furniture and details within their miniature room.

Local Link: They could design a room inspired by a traditional seaside cottage or a modern home they know.

Design Element: Explore interior design, scale, and how to create a 3D space within a defined area.

Encourage creativity and let pupils explore different materials and techniques. Link the activities to their own experiences of homes and houses in the local area to make the learning more relevant.

Computing

Computing objectives for Key Stage 1 pupils related to the theme of "Homes and Houses," focusing on age-appropriate digital literacy, computational thinking, and creative expression.

Overall Aim: To enable pupils to use digital tools to explore, represent, and share their understanding of homes and houses, fostering early computational thinking skills.

Objectives:

1. Exploring Digital Representations of Homes:

Objective: Pupils can identify and explore different types of homes shown in digital images and videos.

Activities:

Viewing slideshows of various homes (e.g., detached, semi-detached, flats, bungalows, traditional homes from different cultures).

Watching short videos or animations about house construction or different living spaces.

Using interactive maps (e.g., simplified Google Maps/Street View if appropriate and supervised) to "visit" different types of houses in their local area or beyond.

Objective: Pupils can use a simple paint or drawing program to create digital pictures of homes.

Activities:

Drawing their own house or a dream house using basic shapes and colours in a program like Tux Paint or simplified online drawing tools.

Using stamps or pre-made elements (e.g., windows, doors, roofs) to build a house picture.

2. Understanding and Creating Simple Digital Models:

Objective: Pupils can use a simple block-coding interface to create a sequence of instructions to build or move a digital house.

Activities:

Using programs like ScratchJr to sequence blocks to make a character move into or out of a house, or to "build" a simple house by drawing lines or placing sprites.

Following instructions to create a simple house shape using geometric blocks in a virtual environment (e.g., very basic 3D building games).

Objective: Pupils can recognise that digital objects are made of parts and can be arranged.
Activities:
Dragging and dropping different house parts (walls, roof, windows, door) to assemble a complete house on a screen.
Using an interactive "dress up" style game but for houses, selecting different features.

3. Digital Storytelling and Communication about Homes:
Objective: Pupils can use a simple recording device (e.g., tablet, computer microphone) to record a short description of their home or a picture of a house.
Activities:
Recording themselves saying "This is my house" and describing a feature.
Adding a voiceover to a digital drawing of a house they have created.

Objective: Pupils can use basic text input (with support) to label parts of a house or write simple sentences about homes.
Activities:
Typing labels for windows, doors, roof on a digital drawing of a house.
Writing "My house is..." or "I live in a..." using a word processor with large font and support.

Objective: Pupils can share their digital creations about homes with others.
Activities:
Presenting their digital drawing or animation of a house to the class.
Displaying their work on an interactive whiteboard for others to see.

4. Digital Citizenship and Safety (in context of homes):
Objective: Pupils understand the importance of not sharing personal information about their home online without permission.
Activities:
Discussing what information is safe to share online (e.g., drawings of generic houses) and what is not (e.g., their address, photos of the inside of their house with personal details).
Understanding that they should always ask a trusted adult before sharing anything online.

Objective: Pupils can identify safe and unsafe online content related to homes (e.g., appropriate images vs. inappropriate advertisements).
Activities:
Guided exploration of child-friendly websites featuring homes, discussing why they are safe.
Identifying pop-ups or confusing links and understanding not to click them.

Assessment:
Observation of pupils' engagement and problem-solving.
Review of digital artefacts created (drawings, simple programs, recordings).
Informal questioning to check understanding of concepts.

Computing activity ideas linked to homes and houses suitable for Key Stage 1 pupils, focusing on foundational concepts:

Drawing Homes with Digital Tools:
Activity: Use simple drawing software (like Paint on Windows, or free online tools designed for kids). Children can use the mouse or a touchscreen to draw their own house, a dream house, or different types of homes they know (e.g., flat, bungalow).
Computing Skills: Using a mouse/touchscreen, basic drawing tools (lines, shapes, colours), saving their work.
Link to Learning Theme: Directly relates to the visual representation of homes.

Creating a Digital Street:
Activity: Children can each draw a picture of a house using digital tools. These individual house pictures can then be copied and pasted or arranged in a simple presentation software (like PowerPoint or Google Slides) to create a digital street. They can then talk about their street and the different homes on it.
Computing Skills: Copying and pasting images, basic presentation skills, arranging objects on a screen.
Link to Learning Theme: Builds on the drawing activity and introduces the concept of arranging digital elements to create a larger scene.

Coding Simple Instructions for a Character in a House:
Activity: Use a visual programming language like ScratchJr or Code.org Hour of Code (Jr). Children can program a simple character (like a person or a pet) to move around a pre-drawn house background or one they create themselves. They can use block-based coding to make the character go forward, turn, or say simple phrases related to being at home (e.g., "I am in the kitchen").
Computing Skills: Introduction to basic programming concepts (sequences of instructions), using visual blocks, debugging simple code.
Link to Learning Theme: Connects the idea of movement and actions within the context of a house.

Interactive "What's in the House?" Game:
Activity: In a simple presentation software, create slides showing different rooms in a house (bedroom, kitchen, living room). On each slide, have hidden or partially visible pictures of objects found in that room. Children can click on areas of the screen to reveal the objects and guess what they are.
Computing Skills: Basic presentation skills (creating slides, adding images, using hyperlinks or simple animations), interacting with digital content.
Link to Learning Theme: Reinforces vocabulary related to different rooms and objects found in a home.

Using Digital Resources to Explore Different Types of Homes:
Activity: Use child-friendly search engines or pre-selected websites to look at pictures and information about different types of houses around the world (e.g., igloo, tent, houseboat). Children can then discuss the similarities and differences they observe.
Computing Skills: Basic internet navigation, using search terms, evaluating simple digital information.

Link to Learning Theme: Broadens their understanding of what constitutes a "home" in different contexts.

Creating a Simple Digital Story about a House:
Activity: Children can use a simple digital storytelling app or presentation software to create a short story about a house. This could involve drawing pictures of the house and its inhabitants, recording their voices to narrate the story, and arranging the elements in a sequence.
Computing Skills: Using digital storytelling tools (recording audio, arranging images, sequencing), basic multimedia creation.
Link to Learning Theme: Encourages creative expression and narrative skills within the theme of homes.

Remember to keep the activities aligned with the developmental abilities of Key Stage 1 pupils. Provide clear instructions and support as needed.

Design & Technology

Design & Technology objectives for Key Stage 1 pupils focusing on 'Homes and Houses', aligned with the National Curriculum. These objectives encourage practical exploration, creative thinking, and an understanding of the built environment.

Overall Aim: To enable pupils to explore, design, make, and evaluate simple models of homes, understanding some basic principles of structures and materials.

Objectives:
1. Design:
1.1 User & Purpose: Pupils can identify who lives in a house and what a house is used for (e.g., sleeping, eating, playing, keeping warm and safe).

1.2 Ideas & Inspiration: Pupils can generate ideas for a house by looking at different types of homes (e.g., terraced, detached, flats, bungalows, traditional, unusual).
1.3 Communicating Ideas: Pupils can communicate their design ideas through simple drawings, models, or by talking about what they want to make. They can explain some features they want their house to have (e.g., windows, doors, roof).

1.4 Simple Design Criteria: Pupils can suggest some simple features their model house will need to be successful (e.g., stand up, have a roof, have an opening).

2. Make:
2.1 Selecting & Using Materials: Pupils can select and use a range of materials (e.g., cardboard, paper, fabric, plastic bottles, natural materials) appropriate for building a simple house model.

2.2 Tools & Techniques: Pupils can safely use a range of simple tools and equipment (e.g., scissors, glue, tape, stapler) to cut, join, and shape materials.

2.3 Joining Techniques: Pupils can use different methods to join materials together (e.g., sticking, folding, slotting, taping) to create a stable structure.

2.4 Construction: Pupils can assemble parts to make a simple 3D structure that represents a house.

2.5 Finishing: Pupils can add simple decorative or functional details to their house model (e.g., drawing windows, adding a door, painting).

3. Evaluate:
3.1 Self-Evaluation: Pupils can talk about what they like and dislike about their own house model, and what they would do differently next time.

3.2 Peer Evaluation: Pupils can respectfully comment on others' house models, identifying simple strengths (e.g., "I like your colourful roof!").

3.3 Meeting Design Criteria: Pupils can consider if their house model meets the simple criteria they set at the beginning (e.g., "Does it stand up?").

3.4 Functionality: Pupils can explain whether their house model would be suitable for its purpose (e.g., "Would it keep a small toy safe inside?").

4. Technical Knowledge:
4.1 Structures: Pupils can understand that a house is a type of structure and that it needs to be strong and stable to stand up.

4.2 Materials: Pupils can identify a range of common materials used in real houses (e.g., bricks, wood, glass, tiles) and discuss simple properties (e.g., strong, waterproof).

4.3 Mechanisms (Optional/Extension): Pupils can explore simple opening and closing mechanisms for doors and windows in their models (e.g., a simple hinge, a slot).

Vocabulary:
Design: house, home, plan, idea, draw, model, features, purpose, safe, warm
Make: build, construct, materials, cardboard, paper, fabric, wood, plastic, glue, tape, scissors, join, cut, fold, stick, stable, strong, roof, wall, door, window
Evaluate: good, bad, better, different, strong, weak, stand up, safe, neat, tidy
Technical Knowledge: structure, stable, strong, waterproof, brick, tile, glass, wood

Design and Technology activity ideas linked to homes and houses suitable for Key Stage 1 pupils, focusing on practical skills, problem-solving, and creative design:

Building a Model House:
Design Brief: Design and build a model of a simple house.
Activity: Children can use a variety of materials like cardboard boxes, cereal boxes, plastic containers, straws, lolly sticks, and paper to construct their houses. They can plan their design beforehand, thinking about walls, a roof, doors, and windows.
DT Skills: Joining materials (glue, tape), cutting, shaping, problem-solving (how to make a stable structure, how to attach the roof), following a simple plan.

Designing and Making a Door or Window:
Design Brief: Design and make a working door or window for a model house.
Activity: Children can focus on the mechanisms of a door (hinges) or a window (sliding or opening). They can use card, split pins (for hinges), and paper fasteners. They need to consider how it will fit into their model house and how it will open and close.
DT Skills: Understanding simple mechanisms, joining materials, measuring (basic), problem-solving (how to make it move).

Creating Furniture for a Model Room:
Design Brief: Design and make at least three pieces of furniture for a specific room in a house (e.g., a bed, table, and chair for a bedroom).
Activity: Children can use small cardboard boxes, blocks, pipe cleaners, fabric scraps, and other craft materials to create miniature furniture. They need to think about the function of each piece and its size in relation to their model house.
DT Skills: Shaping materials, joining small parts, considering scale and function.

Designing and Making a System to Lift Something in a House (Simple Pulley):
Design Brief: Design and create a simple system to lift a small object from one floor to another in a model house.
Activity: Using string, a small container (like a yogurt pot), and a support structure (could be part of their model house or a separate frame), children can create a basic pulley system. They need to figure out how to thread the string and make it work.
DT Skills: Understanding simple mechanisms (pulleys), problem-solving, using different materials for a purpose.

Designing and Making a Weatherproof Roof:
Design Brief: Design and create a roof for a model house that will be waterproof.
Activity: Children can experiment with different materials like plastic bags, waxed paper, overlapping card, or even leaves to create a roof. They can test its waterproofness by gently pouring a small amount of water over it.
DT Skills: Understanding the properties of materials (waterproof), problem-solving, testing and evaluating.

Designing and Making a Safe Pathway to a House (e.g., using stepping stones):
Design Brief: Design and create a safe pathway leading to a model house.
Activity: Children can use different materials like flat stones (painted cardboard), wooden blocks, or even draw a pathway and consider how to make it safe (e.g., not too slippery, wide enough). They can arrange their materials to create a functional path.
DT Skills: Planning a layout, considering safety, using different materials for a specific purpose.

For all these activities, encourage children to:
Talk about their ideas and draw simple plans.

Choose appropriate materials for the task.
Make and test their designs, identifying any problems and making improvements.
Evaluate their finished product against the design brief.

Remember to emphasise the design process as much as the final product.

Geography

For Key Stage 1 pupils in Geography, focusing on 'Homes and Houses' involves developing their understanding of their immediate surroundings and how human features shape places. Here are some key objectives, aligned with the National Curriculum for Geography at KS1:

Locational Knowledge:
To identify and describe the location of their own home within their local area (e.g., "My house is on High Street," "My house is near the park").
To learn their own address, including the postcode.
To locate their home on a simple map of their locality (e.g., a hand-drawn map or a simple Google Earth image).

Human and Physical Geography:
To distinguish between human features (like houses, shops, roads, schools) and physical features (like trees, fields, rivers) in their local environment.
To identify and name different types of homes (e.g., detached, semi-detached, terraced houses, flats, bungalows, cottages).
To describe simple characteristics of different homes (e.g., size, materials used - brick, wood, stone).
To understand that homes are built by people and serve a purpose (providing shelter, a place to live).
To compare and contrast different types of homes found in their local area.
To explore how homes in their local area might be similar to or different from homes in other parts of the United Kingdom or a contrasting non-European country (e.g., looking at homes in different climates or cultures).

Geographical Skills and Fieldwork:
To use simple fieldwork and observational skills to study the human features of their local environment, specifically focusing on homes and houses. This could involve walks around the school or immediate neighbourhood.
To use basic geographical vocabulary to describe features of homes and houses (e.g., "roof," "walls," "windows," "door").
To use simple locational and directional language (e.g., "near," "far," "left," "right," "behind," "in front of") to describe the position of their home and other houses in relation to landmarks.
To interpret aerial photographs and plan perspectives to recognise houses and other basic human features.
To devise a simple map of their immediate locality, including basic representations of houses and other landmarks.
To use and construct basic symbols in a map key (e.g., a square for a house).

Developing a Sense of Place:
To express what they like and dislike about their own home and its surrounding area.

To understand that people live in different types of homes and that homes can be found in various environments (e.g., busy towns, quiet villages, rural areas).

Geography activity ideas linked to 'Homes and Houses' for Key Stage 1 pupils, focusing on their local area and the wider world:

My Home and My Street:
Activity: Children draw a picture of their own house and talk about its key features (e.g., roof, windows, door). They can then draw a simple map of their street, showing where their house is in relation to other houses and landmarks (e.g., a shop, a park).
Geography Focus: Understanding their immediate surroundings, basic map skills (representing places visually), identifying features of buildings.

Different Types of Homes in Our Locality (Blakeney, Hindringham, Kelling or Walsingham):
Activity: Take a walk around the local area and observe the different types of houses (e.g., terraced, semi-detached, bungalows, perhaps even some older coastal cottages). Discuss the materials they are made from (brick, stone, painted render) and any unique features.
Geography Focus: Observing and comparing human-made features in their local environment, understanding that houses can look different.

Homes Around the World (Introduction):
Activity: Look at pictures or read simple books about different types of homes in other parts of the world (e.g., igloos, tents, stilt houses, apartments in cities). Discuss why these homes might be different (e.g., climate, available materials).
Geography Focus: Recognising that homes vary globally, understanding that environmental and cultural factors influence housing.
Mapping Our Classroom and School:
Activity: As a stepping stone to understanding larger areas, children can create a simple plan of their classroom, showing the location of key furniture. Some Key Stage 1 children could try mapping the school grounds, identifying key buildings and features.
Geography Focus: Developing basic map skills (representing objects from an aerial view), understanding scale (in a simplified way), identifying key features of a familiar building.

Where Do Animals Live? (Animal Homes):
Activity: Discuss where different animals live and the types of "homes" they create or use (e.g., nests, burrows, dens, webs). This links to habitats and understanding that living things have specific needs for shelter.
Geography Focus: Understanding the concept of habitats and how living things interact with their environment, recognising different types of natural "homes."
Designing an Ideal Home for a Specific Climate:
Activity: Discuss different climates (e.g., hot and sunny, cold and snowy, rainy). In small groups, children can design and draw a home that would be suitable for a chosen climate, thinking about materials, roof shape, and other features.
Geography Focus: Understanding how climate influences human adaptation and the design of buildings, applying knowledge of different weather conditions.

History

Key Stage 1 pupils studying 'Homes and Houses' in History, the objectives should focus on developing an awareness of the past, using historical vocabulary, and identifying similarities and differences over time, particularly within living memory.

Here are the key objectives, aligned with the National Curriculum for History at KS1:

Overarching Historical Concepts:
Chronological Understanding: Pupils should be able to use common words and phrases relating to the passing of time (e.g., before, after, a long time ago, past, now, modern).

Change and Continuity: Pupils should identify similarities and differences between ways of life in different periods, specifically concerning homes.

Historical Enquiry: Pupils should begin to ask and answer questions about the past, using simple sources.

Specific Objectives for 'Homes and Houses':
By the end of the Learning Theme, pupils should be able to:
Identify different types of homes:
Recognise and name common types of homes in their local area (e.g., detached, semi-detached, terraced, flats, bungalows).
Understand that people live in a variety of homes.

Understand 'changes within living memory' related to homes:
Discuss how homes have changed over the past few decades (e.g., within their grandparents' or parents' living memory).
Identify changes in the exterior features of homes (e.g., materials, windows).
Identify changes in the interior features of homes and household objects (e.g., kitchens, living rooms, appliances like washing machines, fridges, televisions).
Explain simple reasons why homes and household items have changed (e.g., due to new technologies, changing lifestyles).

Explore homes 'beyond living memory' (where appropriate):
Gain a basic understanding of what homes might have been like further in the past (e.g., Victorian homes, or even earlier, depending on the school's curriculum depth for this Learning Theme).
Identify some key features of homes from a specific historical period beyond living memory.
Make simple comparisons between homes from a distant past and homes today.

Use historical sources to find out about homes:
Understand that we can find out about the past through different sources (e.g., old photographs, testimonies from older relatives, historical objects, stories).
Use simple sources to compare and contrast homes from different periods.
Use appropriate historical vocabulary:

Employ terms such as 'old', 'new', 'past', 'present', 'before', 'after', 'then', 'now', 'similar', 'different', 'appliance', 'technology', and names of specific historical periods (e.g., 'Victorian' if taught).

Activities to support these objectives could include:
Interviewing family members about their childhood homes.
Comparing old and new photographs of local houses or interiors.
Handling or observing historical artefacts related to homes.
Creating timelines of homes or household objects.
Drawing or building models of homes from different periods.
Visiting a local museum or historical site that showcases past homes.

History activity ideas linked to 'Homes and Houses' for Key Stage 1 pupils, focusing on how homes have changed over time:

"My Home Now and Then" Comparison:
Activity: Discuss the children's own homes – what they are made of (bricks, wood, etc.), how many rooms they have, and some of the things inside (like electricity, running water). Then, look at pictures or simple illustrations of homes from the past (e.g., a simple cottage, a Victorian house). Compare the materials, size, and features.
Historical Concept: Change over time, differences in living conditions.

"Materials Through Time" Sorting Activity:
Activity: Show children pictures or real examples (if possible) of different building materials used for homes throughout history (e.g., straw, wood, wattle and daub, stone, brick). Discuss when these materials might have been commonly used and why. Children can sort the materials into a simple timeline (e.g., "Long Ago" and "More Recently").
Historical Concept: Evolution of building materials, understanding chronology.

"Inside Old Homes" Exploration:
Activity: Look at pictures or watch short, age-appropriate video clips showing the interiors of homes from different periods (e.g., a Tudor house, a Victorian kitchen). Discuss what they notice about the furniture, lighting (candles vs. electricity), heating (fireplaces), and cooking methods.
Historical Concept: Changes in domestic life, technology in the home.

"Toy Homes Through History":
Activity: Explore different types of toy houses or dollhouses from different eras (if accessible through pictures or real examples). Discuss how they reflect the styles and features of real homes at the time they were made. Children could even try to build simple models of homes from different periods using construction materials.
Historical Concept: How objects reflect the time they were made, understanding different architectural styles.

"The Three Little Pigs" - A Look at Building Materials:
Activity: Re-read or tell the story of "The Three Little Pigs," focusing on the different materials used to build their houses (straw, sticks, bricks). Discuss why some materials were stronger than others and link this to real building materials used in the past and present.
Historical Concept: Understanding the importance of building materials for shelter and durability.

"Our Street Long Ago":
Activity: If possible, look at old maps or photographs of the local area (Wells-next-the-Sea) to see what the houses and streets looked like in the past. Discuss any changes they notice. If specific local history resources aren't readily available, focus on general examples of how streets and houses in towns and villages might have changed.
Historical Concept: Local history, change in the local environment over time.

Use lots of visual aids, keep the language simple, and encourage children to ask questions and make comparisons based on their own experiences. Hands-on activities like drawing, building, and sorting will also help to solidify their understanding.

Music

See also Charanga Schemes of work

Music objectives for Key Stage 1 pupils related to the Learning Theme of 'Homes and Houses', covering various aspects of musical learning. These objectives are designed to be progressive and can be adapted based on the specific needs and abilities of your pupils. They encourage a multi-sensory approach to learning about music:

Listening and Appraising:
Objective: Pupils can identify and describe sounds associated with different parts of a home (e.g., a creaky door, a ringing phone, water running, a dog barking).

Objective: Pupils can listen to and identify different moods or feelings evoked by music, relating them to experiences within a home (e.g., happy, calm, sleepy, excited).

Objective: Pupils can listen to and identify simple musical patterns and phrases, linking them to repetitive actions or sounds within a house (e.g., a knocking rhythm, a lullaby melody).

Objective: Pupils can recognise and respond to changes in tempo (speed) and dynamics (loud/quiet) in music, imagining these changes in relation to activities in a home (e.g., scurrying around, sleeping soundly).

Performing:

Objective: Pupils can use their voices expressively to sing simple songs about homes and houses, paying attention to clear words and following a melody.

Objective: Pupils can perform simple rhythms using body percussion (e.g., clapping, stamping) or un-tuned percussion instruments, creating sounds that represent different aspects of a home (e.g., building, cleaning, cooking).

Objective: Pupils can contribute to group performances of songs or musical pieces about homes, working together to maintain a steady pulse.

Objective: Pupils can use movement to respond to music, interpreting themes related to homes and houses (e.g., tiptoeing through a quiet house, dancing in a joyful home).

Composing:
Objective: Pupils can create simple soundscapes inspired by different rooms in a house, using vocal sounds, body percussion, and classroom instruments.

Objective: Pupils can experiment with different sounds to represent building materials or actions involved in constructing a house (e.g., tapping for wood, shaking for sand).
Objective: Pupils can create short musical phrases or motifs to represent specific characters or objects within a home (e.g., a squeaky mouse, a grand clock).

Objective: Pupils can sequence a series of sounds or rhythms to tell a simple musical story about a journey through a house.
Interrelated Arts (Cross-Curricular Links):
Objective: Pupils can express their understanding of different types of homes through music (e.g., a tall house, a cosy cottage).

Objective: Pupils can use musical elements to describe and represent the feelings of safety, comfort, or excitement associated with being at home.

Music activity ideas linked to homes and houses suitable for Key Stage 1 pupils, focusing on engagement and musical exploration:

Sound Scape of a House:
Activity: Discuss the different sounds you might hear in a house (e.g., doors opening and closing, footsteps, cooking sounds, clocks ticking, laughter, quiet sleeping). Children can then use their voices, body percussion (clapping, stomping, clicking), and classroom instruments to create a soundscape representing a busy or quiet house.
Musical Focus: Exploring different sounds, dynamics (loud/quiet), and creating a sequence of sounds to tell a story.

"If I Lived in a..." Song Creation:
Activity: Brainstorm different types of homes (e.g., a tall house, a small house, a boat house, a treehouse, an ice house). In small groups, children can choose a type of home and create a short, simple song about it. This could focus on what they would do there, what it would look like, or the sounds they might hear.

Musical Focus: Developing simple melodies, understanding song structure (verse/chorus - even if basic), and using descriptive language in lyrics.

"Building a House" Rhythm Activity:
Activity: Assign different actions involved in building a house to different rhythms or sounds (e.g., hammering nails = short, sharp claps; sawing wood = long, scraping sound with hands; painting walls = smooth, flowing arm movements with a "shhh" sound). Children can follow a sequence of these actions and sounds to create a rhythmic "building" performance.
Musical Focus: Exploring rhythm, tempo (fast/slow building), and linking sounds to actions.

Musical Journey Through a House:
Activity: Imagine a journey through different rooms of a house. Assign a different instrument or type of music to each room (e.g., tinkling triangle for a quiet bedroom, louder drums for a busy kitchen, shaking maracas for a bathroom with running water). Children can move around the room or point to pictures of rooms as they hear the corresponding music or play the instruments.
Musical Focus: Linking music to different environments, exploring different timbres (sounds of instruments), and understanding musical cues.

"My Favourite Room" Song:
Activity: Discuss different rooms in a house and what makes them special. Each child can choose their favourite room and create a short phrase or sentence about it that can be sung to a simple, repeated melody. Combine these phrases to create a class song about everyone's favourite rooms.
Musical Focus: Developing simple melodic phrases, contributing to a group song, and expressing personal preferences through music.

"The House is Sleeping" Dynamics Exploration:
Activity: Imagine a house at night when everyone is asleep. Use instruments or voices to represent the sounds of a quiet house (very quiet whispers, gentle tapping, soft humming). Gradually build to slightly louder sounds as someone might wake up, then return to quiet. This explores dynamics (how loud or quiet the music is).
Musical Focus: Understanding and demonstrating different dynamics (pianissimo, piano, mezzo piano, etc. - introduce these simply), creating a sense of atmosphere through sound.

Encourage experimentation and allow children to express their musical ideas freely within the given themes.

Physical Education
While "Homes and Houses" isn't a typically linked to PE directly, it can be creatively linked to physical activity by focusing on movements, shapes, and spatial awareness that relate to the concept. Here are the PE objectives for Key Stage 1 pupils, framed around "Homes and Houses":

Overarching Aim: To develop fundamental movement skills and spatial awareness through activities inspired by the theme of "Homes and Houses."

Learning Objectives (Pupils will be able to):
1. Developing Fundamental Movement Skills:
Locomotor Skills:
Travel in different ways (e.g., walking, running, skipping, jumping) as if moving around different rooms in a house.
Move with control and coordination, navigating obstacles like "furniture" or "walls."
Change direction and speed in response to commands related to "house areas" (e.g., "quickly to the kitchen!", "slowly to the bedroom").

Manipulative Skills (if applicable and relevant to the "house" theme):
Underhand roll a beanbag "ball" into a "target room" (e.g., a hoop).
Catch a soft "cushion" passed by a partner, pretending to tidy up a room.

Stability Skills:
Balance on one foot like a "chimney stack."
Hold different body shapes, mimicking parts of a house (e.g., a wide, low shape for a "bungalow," a tall, narrow shape for a "tower").
Perform controlled turns and twists as if rotating to see all parts of a "house."

2. Spatial Awareness and Problem Solving:
Body Awareness:
Understand and use different body parts to create shapes and movements related to a house (e.g., using arms to make a "roof," legs to make "walls").
Identify their own personal space and respect the space of others when moving within a "house" environment.

Space and Direction:
Move through and around designated "rooms" or "areas" within the hall/playground.
Understand and respond to directional language (e.g., "inside," "outside," "through," "over," "under," "around") when moving through a "house."
Navigate a simple "maze" or "obstacle course" designed to represent parts of a house.

Relationship and Cooperation:
Work collaboratively with a partner or small group to build a "human house" or move "furniture" (e.g., beanbags, hoops) together.
Follow simple rules and instructions to create a safe and fun "house" environment.

3. Health and Fitness (linked to activity):
Understand that being active helps them to feel strong and healthy.
Participate enthusiastically in physical activities related to "homes and houses."
Recognise the importance of warming up and cooling down when being active.

Examples of activities that could support these objectives:

"Build a House" warm-up: Pupils stretch and make shapes representing different parts of a house (roof, walls, doors, windows).

"Room to Room Travel": Pupils move around the hall using different locomotor skills, stopping in designated "rooms" (hoops, cones) and performing a specific action for that room (e.g., "cleaning" in the kitchen, "sleeping" in the bedroom).

"Furniture Moving": Pupils work in pairs to move soft equipment (beanbags, small mats) from one "room" to another, emphasizing cooperation and careful movement.

"House Obstacle Course": Pupils navigate an obstacle course with tunnels (doors), benches (stairs), and cones (furniture), practicing different movements.

"Simon Says: House Edition": "Simon says touch the roof," "Simon says stand tall like a chimney."

PE activity ideas linked to the Learning Theme 'Homes and Houses' for Key Stage 1 pupils, encouraging movement and imaginative play:

Building a House Relay:
Activity: Divide the class into teams. Provide each team with different pieces of "building materials" (e.g., beanbags for bricks, hoops for windows, cones for chimneys). On the signal, the first child runs to a designated "building site" and places one piece of their house. They run back and tag the next child, who adds another piece. The first team to "build" a complete house (as defined beforehand) wins.
PE Skills: Running, teamwork, coordination, spatial awareness.

Moving Like Different Rooms:
Activity: Call out different rooms in a house (e.g., kitchen, bedroom, bathroom, garden). Children move in a way that they associate with that room. For example:
Kitchen: Stirring actions, reaching for high shelves, tiptoeing to the fridge.
Bedroom: Stretching like waking up, curling up small like sleeping, jumping out of bed.
Bathroom: Pretending to wash hands, brushing teeth with arm movements, stepping carefully around a pretend bath.
Garden: Crawling like a bug, hopping like a frog, stretching tall like a flower growing.
PE Skills: Imagination, creative movement, gross motor skills, responding to instructions.

Obstacle Course: The Journey Through the House:
Activity: Set up a simple obstacle course that represents moving through different parts of a house. This could include:
Crawling under a low net or blanket (going through a doorway or under furniture).
Stepping over cones or ropes (stepping over toys or rugs).
Weaving in and out of cones (moving through furniture).
Jumping over a small hurdle (stepping over a threshold).
Balancing along a line (walking along a hallway).
PE Skills: Agility, balance, coordination, jumping, crawling.

"Tidy Up Time" Game:

Activity: Scatter soft objects (beanbags, small balls) around the playing area ("the messy house"). On the signal, children move around and collect one item at a time, taking it to designated "storage" areas (hoops or containers) at the edges of the space. This can be done as a race or simply until all items are tidied.
PE Skills: Running, collecting, spatial awareness, following instructions.

"If My House Could Move" Creative Movement:
Activity: Encourage children to imagine their house could move. How would it travel? Would it roll, slide, hop, or float? They can explore these different ways of moving in the playing area. You can play different types of music to inspire their movements.
PE Skills: Creative movement, imagination, exploring different ways of locomotion.

"Animal Homes" Tag Game:
Activity: Designate different areas of the playing space as "animal homes" (e.g., a hoop is a rabbit burrow, a mat is a bird's nest, a cone is a fox den). One or two children are "hunters." The other children move around like different animals. When a hunter tags an animal, that animal must run to their designated "home" to be safe. You can rotate the roles of hunter and animal.
PE Skills: Running, dodging, spatial awareness, understanding rules, animal recognition.

Science

Science objectives for Key Stage 1 pupils about 'Homes and Houses', focusing on aspects that link to the science curriculum:

Overall Aim: To explore how homes and houses are suited to their purpose and the needs of people and animals, and to identify some of the materials they are made from.

Specific Science Objectives (aligned with KS1 Science Curriculum):
Materials:
To be able to identify and name a variety of common materials found in and around homes (e.g., wood, brick, glass, plastic, metal, fabric).
To be able to describe simple properties of these materials (e.g., hard/soft, strong/weak, transparent/opaque, waterproof/absorbent).
To understand that different materials are used for different parts of a house based on their properties (e.g., glass for windows because it's transparent, brick for walls because it's strong and waterproof).
To group and classify materials based on their observable properties.

Living Things and Their Habitats (linking to animal homes):
To understand that living things, including humans and some animals, need a home/shelter.
To identify different types of animal homes (e.g., bird's nest, badger's sett, human house).
To discuss how animal homes are suited to the needs of the animal (e.g., for protection, warmth, raising young).
To compare human homes to some animal homes, identifying similarities and differences in purpose and construction.

Everyday Materials (applying knowledge):

To be able to suggest suitable materials for building a simple model of a house and justify their choices based on material properties.
To observe and describe how some materials might change when a force is applied (e.g., pushing or pulling a toy house).
Seasonal Changes (optional, but could be a good link):
To discuss how homes help to keep us warm in winter and cool in summer (e.g., insulation, windows).
To observe how the amount of light entering a home changes with the time of day/year.

Science activity ideas linked to homes and houses suitable for Key Stage 1 pupils, focusing on observation, investigation, and understanding basic scientific concepts:

Material Hunt: Go on a "material hunt" around the school or local area, identifying different materials used in buildings and describing their properties.

Sorting Materials: Provide a collection of different materials and ask children to sort them into groups based on their properties.

"Build a Home" Challenge: Provide a range of craft materials and challenge children to build a model home for a small toy animal, discussing why they chose certain materials.

Comparing Homes: Look at pictures of different types of human homes (e.g., detached house, flat, bungalow) and animal homes, discussing their similarities and differences.

Sensory Exploration: Explore different materials used in homes through touch, looking at their textures and appearances.

Materials of Our Homes:
Activity: Discuss the different materials that their homes are made from (bricks, wood, glass, tiles, etc.). Collect small samples (where safe and appropriate) or look at pictures. Talk about the properties of these materials – are they hard, soft, waterproof, transparent?
Science Focus: Identifying different materials, exploring their basic properties (texture, transparency, hardness, water resistance).

Keeping Warm (Insulation):
Activity: Investigate how different materials can keep things warm. Provide small containers and wrap them in different materials like fabric, foil, or paper. Place a warm object (like a small bottle of warm water) inside each and leave them for a while. Then, feel the outside of each container to see which feels warmest. Discuss how this relates to keeping our houses warm in winter.
Science Focus: Understanding the concept of insulation, comparing the effectiveness of different materials as insulators.

Light and Shadows in Our Homes:
Activity: Explore where light comes from in their homes (windows, lamps). Use torches to make shadows on walls and experiment with how the size and shape of the shadow changes as the distance to the light source changes. Discuss how the sun shines through windows and creates light and shadows throughout the day.
Science Focus: Understanding light sources, exploring how shadows are formed and how they change.

Water in Our Homes:
Activity: Discuss where water is used in their homes (kitchen, bathroom). Talk about the different states of water they might see (liquid in taps, steam when someone has a shower, ice in the freezer). Observe condensation on a cold window or mirror.
Science Focus: Identifying where water is used, observing the different states of water (solid, liquid, gas – in a simple way), understanding condensation.

Sound in Our Homes:
Activity: Listen carefully to the different sounds they can hear inside and outside their homes. Make a list of these sounds. Discuss what makes these sounds (people talking, appliances, traffic, birds). Explore how sounds travel through the air.
Science Focus: Identifying different sound sources, understanding that sounds travel, basic awareness of loud and quiet sounds.

Plants and Animals Around Our Homes:
Activity: Observe the plants and animals that live in or around their homes (houseplants, garden plants, insects, birds, pets). Discuss what these living things need to survive (water, food, light, shelter). If they have pets, talk about how they care for them and what their basic needs are.
Science Focus: Identifying living things, understanding basic needs of plants and animals, simple life cycles (if appropriate for pets).

Remember to keep the activities linked to their everyday experiences of being in a home. Encourage questioning, observation, and simple explanations.

English

Suggested Texts (by not limited to):
https://www.booksfortopics.com/booklists/topics/geography/houses-homes-buildings/

Fiction:
Iggy Peck, Architect by Andrea Beaty & David Roberts (Chapter book)
The Mellons Build an Eco House by Robin Jacobs & Nik Neves (Picture book)
The Three Little Wolves And The Big Bad Pig by Eugene Trivizas & Helen Oxenbury (Picture book)
The Can Caravan Richard O'Neill & Cindy Kang (Picture book)
Our Tower by Joseph Coelho & Richard Johnson (Picture book)
Home by Carson Ellis (Picture book)
In Every House on Every Street by Jess Hitchman & Lili La Beleine (Picture book)
Major Glad, Major Dizzy by Jan Oke & Ian Nolan (photographer)
(Picture book)
Belonging by Jeannie Baker (Picture book)
Mouse House by John Burningham (Picture book)

The Comet by Joe Todd-Stanton (Picture book)
The Dolls' House by Tanya Rosie & Claudia Ravalli (Picture book)
Home: Where Our Story Begins by Britta Teckentrup & Patricia Hegarty
(Picture book)
Home Is Where The Heart Is by Jonny Lambert (Picture book)
Kitsy Bitsy's Noisy Neighbours by Polly Faber & Melissa Crowton (Picture book)
Two Places to Call Home Phil Earle & Jess Ross (Picture book)

Non-Fiction:
Let's Build A House by Mick Manning & Brita Granström (Picture book)
Building a Home by Polly Faber & Klas Fahlén
How to Build a Home by George Clarke & Robert Sae-Heng
A Place Called Home: Look Inside Houses Around the World by Kate Baker & Rebecca Green
Step Inside Homes Through History by Goldie Hawk & Sarah Gibb
A Street Through Time by DK & Steve Noon

Nursery Rhymes:
There was an old woman who lived in a shoe
This little piggy went to market
Three little kittens
Hush little baby
Jack and Jill
A house is a house for me

When teaching Key Stage 1 pupils about 'Homes and Houses', the objectives should align with the National Curriculum for English, focusing on developing their spoken language, reading, and writing skills. Here are the objectives, broken down by skill area:

Spoken Language (Listening and Talking)
To participate in discussions about different types of homes:
Pupils can describe their own homes and talk about what makes them a home.
They can discuss and compare different types of houses (e.g., detached, semi-detached, terraced, flats, bungalows) using appropriate vocabulary.
They can ask and answer questions about homes in their local area or from stories.

To express opinions and justify them:
Pupils can share what kind of home they would like to live in and explain why.
They can discuss the pros and cons of different building materials for houses (linking to materials in science).

To retell stories related to homes and houses:
Pupils can retell familiar stories like 'The Three Little Pigs' in their own words, focusing on the sequence of events and key details about the houses.
They can use descriptive language when talking about characters' homes in stories.

To engage in role-play scenarios related to homes:
Pupils can take on roles such as an estate agent, builder, or homeowner, using appropriate language and interacting with others.

Reading (Word Reading and Comprehension)
To read and understand vocabulary related to homes and houses:
Pupils can identify and read common words associated with homes (e.g., door, window, roof, wall, garden, kitchen, bedroom).
They can understand and discuss the meaning of new vocabulary encountered in texts about homes (e.g., 'cottage,' 'mansion,' 'dwelling,' 'foundation').

To engage with fiction and non-fiction texts about homes:
Pupils can listen to and discuss a range of stories, poems, and non-fiction books about homes and houses.
They can identify key information in non-fiction texts about how houses are built or how homes have changed over time.
They can make predictions about what might happen next in a story about a home.

To make connections between texts and their own experiences:
Pupils can link events or descriptions of homes in a story to their own experiences or observations of houses in their environment.

To identify simple recurring literary language in stories and poetry:
Pupils can spot repeated phrases or patterns in poems about homes.

Writing (Transcription, Composition, Vocabulary, Grammar, and Punctuation)
To compose simple sentences about homes and houses:
Pupils can orally compose sentences before writing them down.
They can write simple sentences describing their own home, a dream home, or a house from a story.
They can re-read their writing to check that it makes sense.

To use appropriate vocabulary and descriptive language:
Pupils can use adjectives to describe features of houses (e.g., 'big window,' 'red roof,' 'cosy kitchen').
They can begin to use nouns and verbs accurately in their writing about homes.

To apply basic grammar and punctuation rules:
Pupils can use capital letters and full stops to demarcate sentences when writing about homes.
They can use simple conjunctions like 'and' to join ideas about different parts of a house or different houses.

To write for different purposes related to homes:
Pupils can write short descriptions of houses (e.g., for an 'estate agent's listing').
They can write short poems about their home or a favourite room.
They can write simple instructions for building a den or a model house (linking to Design & Technology).

To develop legible handwriting:

Pupils can form letters correctly and consistently when writing about homes, gradually developing fluent and legible handwriting.

Storytelling and Narrative:

"My Amazing House" Descriptive Writing: Encourage children to imagine their dream house (real or fantastical). They can draw it and then write simple sentences describing it, focusing on colours, shapes, and key features. *For example: "My house is blue. It has a big red door and a tall chimney."*

Character Homes: Introduce a familiar character (e.g., a teddy bear, a toy car) and ask children to describe what their house would be like and who would live there. This sparks imaginative storytelling.

Sequencing Stories: Use picture cards showing different stages of building a house or a daily activity within a home. Children can arrange them in the correct order and then write simple sentences to narrate the sequence.

Role-Playing "Estate Agents": Provide toy houses or drawings and have children role-play as estate agents, describing the "properties" to potential "buyers." This encourages descriptive language and persuasive speaking.

"If My House Could Talk" Activity: What sounds would their house make? What stories would it tell? Encourage imaginative writing or drawing with speech bubbles.

Retelling Familiar Stories: Read stories featuring houses (e.g., "The Three Little Pigs," "Goldilocks and the Three Bears") and have children retell them in their own words, focusing on the descriptions of the houses.

Poetry and Rhyme:

House Shape Poems: Children can draw the outline of a house and then write words or short phrases inside that relate to homes and houses, making a visual and poetic piece.

Rhyming Pairs: Introduce words related to homes (door, floor, wall, tall, bed, red) and have children find rhyming pairs. They can then create simple rhyming sentences or short poems.

Sensory Poems: Encourage children to think about what they can see, hear, smell, and feel in their own homes and create simple poems based on these senses. *For example: "I see a soft rug. I hear the clock tick. I smell yummy food."*

"Our Street" Poem: As a class, brainstorm different types of houses and features found on a street. Then, collaboratively create a simple poem about "Our Street."

Vocabulary and Comprehension:

Word Walls: Create a visual word wall with key vocabulary related to homes and houses (e.g., roof, window, kitchen, bedroom, garden, door, chimney).

Labelling Activities: Provide pictures of different types of houses or rooms within a house and have children label the different parts.

Matching Games: Create matching cards with pictures of house-related items and their corresponding words.

"I Spy" with House Features: Play "I Spy" focusing on features within the classroom or using pictures of houses, reinforcing vocabulary.

Reading Comprehension: Use simple picture books or short texts about different types of homes (e.g., a flat, a bungalow, a houseboat) and ask basic comprehension questions.

Grammar Focus:
Using Adjectives: Encourage children to use descriptive adjectives when talking and writing about houses (e.g., big house, small window, cosy room).

Using Prepositions: Focus on prepositions of place when describing where things are in a house (e.g., "The book is *on* the table," "The cat is *under* the bed").
Sentence Building: Provide sentence starters like "My house has..." or "In my bedroom, there is..." and have children complete the sentences.

Creative Activities:
Making Mini-Books: Children can create their own mini-books about their homes, drawing pictures and writing simple sentences on each page.

Designing a Dream Home: Using craft materials, children can create models of their dream homes and then write a short description to accompany it.

Maths

We use White Rose Maths; the list below has suggested activities to enhance provision.

Incorporating a theme like "Homes and Houses" into Key Stage 1 Maths lessons offers an opportunity for practical, engaging, and real-world application of mathematical concepts. Here are the objectives, broken down by key areas of the KS1 Maths curriculum, with a focus on 'Homes and Houses':

Maths Objectives for Key Stage 1 Pupils: 'Homes and Houses'
Number and Place Value
Counting:
To count the number of windows, doors, bricks, or rooms in pictures of houses or in models.
To count in 2s, 5s, or 10s when counting pairs of windows, sets of bricks, or groups of houses on a street.
To identify one more or one less than a given number of houses or house features.

Reading and Writing Numbers:
To read and write numbers representing house numbers, or the number of items in a house (e.g., "There are 5 chairs in the living room").

Comparing and Ordering Numbers:
To compare the number of windows on different houses (e.g., "House A has more windows than House B").

To order houses by their house number or by the number of specific features.

Place Value:
To recognise the tens and ones in house numbers (e.g., in "24 Acacia Avenue," understanding 2 tens and 4 ones).

Addition and Subtraction
Solving problems:
To solve simple addition problems related to houses (e.g., "If a house has 2 upstairs windows and 3 downstairs windows, how many windows does it have in total?").
To solve simple subtraction problems related to houses (e.g., "There are 7 houses on the street, and 3 are terraced. How many are not terraced?").
To use concrete objects (e.g., building blocks) and pictorial representations (drawings of houses/features) to solve addition and subtraction problems.
Number Bonds:
To find number bonds to 10 or 20 using house features (e.g., "I need 10 bricks to build a wall. I have 7. How many more do I need?").

Multiplication and Division
Solving problems:
To solve simple multiplication problems by grouping objects related to houses (e.g., "If each house has 2 doors, how many doors do 3 houses have?").
To solve simple division problems by sharing or grouping house-related items (e.g., "If there are 6 biscuits and 2 children in the house, how many biscuits does each child get?").
To use arrays to represent groups of windows or bricks.
Fractions

Recognising and Naming Fractions:
To recognise and name half or a quarter of a house, a window, or a set of objects within a house (e.g., "Half of the roof is red," "A quarter of the windows are open").
To find half or a quarter of a quantity related to houses (e.g., "Half of the 8 houses on the street have gardens").

Measurement
Length and Height:
To compare and describe the length and height of different parts of a house or different houses (e.g., "The wall is longer than the door," "This house is taller than that house").
To measure the length or height of parts of a model house or objects within a classroom using non-standard units (e.g., footsteps, blocks) and then standard units (cm, m).

Mass/Weight:
To compare and describe the mass/weight of different building materials or furniture (e.g., "The brick is heavier than the wooden block").
To measure the mass of small house-related objects using non-standard units (e.g., balancing scales with cubes).

Capacity and Volume:

To compare and describe the capacity/volume of different containers found in a house (e.g., "The jug holds more water than the cup").
To measure the capacity of containers using non-standard units (e.g., counting cups to fill a bottle).

Time:
To sequence daily routines and events that happen at home (e.g., "First, I wake up, then I eat breakfast").
To tell the time to the hour and half past the hour, relating it to routines at home (e.g., "We eat dinner at half past 5").

Money:
To recognise and know the value of different denominations of coins and notes used for buying house-related items (e.g., play money for building materials or furniture).
To solve simple problems involving addition and subtraction of money in a practical context (e.g., "If a toy sofa costs 10p and a toy table costs 5p, how much do they cost altogether?").

Geometry: Properties of Shapes
Recognising and Naming Shapes:
To recognise and name common 2-D shapes (rectangles, squares, circles, triangles) found in houses (e.g., windows are rectangles, a clock face is a circle, roof gables can be triangles).
To recognise and name common 3-D shapes (cuboids, cubes, pyramids, spheres) that resemble houses or house features (e.g., a house is a cuboid, a roof can be a pyramid).

Describing Properties:
To describe the properties of 2-D shapes found in house designs (e.g., "A square window has 4 equal sides and 4 right angles").
To describe the properties of 3-D shapes that make up houses (e.g., "A cuboid house has 6 faces, 12 edges, and 8 vertices").

Sorting and Comparing:
To sort and compare different shapes based on their properties, relating them to house components.

Geometry: Position and Direction
Describing Position:
To use everyday language to describe the position of objects within a house or on a street map (e.g., "The sofa is *in front of* the TV," "The car is *next to* the house," "The cat is *under* the table").
To use directional language (e.g., "left," "right," "up," "down," "forwards," "backwards") to navigate around a drawing of a house or a simple map of a neighbourhood.

Movement and Turns:
To describe movement and turns (whole, half, quarter, three-quarter turns) within a house or garden (e.g., "Turn a quarter turn to face the door," "Walk forwards 3 steps to the kitchen").
To give and follow simple directions to move a toy around a "house" or "street" on a mat.

Statistics

Interpreting and Constructing Data:

To collect and present data about houses or house features in simple pictograms, tally charts, or block diagrams (e.g., "How many houses have a red door?", "Types of roofs on our street").

To ask and answer questions about the data collected (e.g., "Which door colour is most popular?").

Maths activity ideas linked to homes and houses suitable for Key Stage 1 pupils, incorporating different areas of the curriculum:

Counting Windows and Doors:

Activity: Children can count the number of windows and doors in their own homes, in pictures of houses, or in drawings they create. They can compare the number of windows and doors. You could also ask them to count windows on different floors.

Maths Skills: Counting, number recognition, comparing quantities, understanding the concept of floors.

Shape Hunt in a House:

Activity: Children can go on a "shape hunt" around their home or in pictures of houses, identifying and naming 2D shapes they can see (e.g., rectangular doors and windows, square tiles, circular plates, triangular roofs in drawings).

Maths Skills: Recognising and naming 2D shapes (circles, squares, triangles, rectangles), identifying shapes in the environment.

Measuring Rooms and Furniture (Non-Standard Units):

Activity: Children can use non-standard units like their feet, hands, or building blocks to measure the length or width of a room, a table, or a bed. They can compare the measurements of different objects.

Maths Skills: Measurement using non-standard units, comparing lengths and widths, understanding the concept of size.

Sorting Household Objects:

Activity: Provide a collection of safe household objects (e.g., socks, toys, cutlery). Children can sort them into different groups based on various criteria, such as colour, size, or type. This can be linked to items found in different rooms of a house.

Maths Skills: Sorting, classifying, identifying attributes, using Venn diagrams (for older KS1).

Sharing Items in a House:

Activity: Create simple sharing word problems related to items in a house:

"There are 4 people in the house and 8 biscuits. How many biscuits does each person get if they share them equally?"

"If there are 3 bedrooms and 6 beds, how many beds are in each bedroom if they are shared equally?"

Maths Skills: Introduction to division (sharing), counting, problem-solving.

Creating Patterns with Household Items or House Features:

Activity: Use small household items like coloured blocks, buttons, or even drawings of windows and doors to create simple repeating patterns. Children can copy, continue, and create their own patterns.

Maths Skills: Identifying and continuing patterns, creating own patterns, understanding the concept of repetition.

Courageous Advocacy

It's all about empowering those young voices to speak up for what they believe in regarding their homes and the homes of others. Here are some ideas, focusing on their level of understanding and ability to take action:

Focusing on Their Own Homes & Needs:

"My Happy Home": Encourage children to think about what makes their home special and safe. They can then create artwork, poems, or simple presentations to share these ideas. The courageous part comes when they identify something that *could* be better, even in a small way (e.g., "I wish we had a quieter space to read," or "It would be great if my friend who visits could reach the light switch"). They can then discuss these ideas respectfully with their families.

"Everyone Needs a Home": Read stories about different types of homes and families. Discuss how everyone deserves a safe and comfortable place to live. Children can then create drawings or messages of support for people who might not have a home, perhaps displayed in the classroom or shared with a local charity. The courage here is in acknowledging a difficult issue and showing empathy.

"Our Class Home": Treat the classroom as a shared home. Encourage children to identify things that make it a good space for everyone (e.g., tidy, welcoming, having resources). If something isn't working, guide them to suggest solutions respectfully during circle time. This builds their confidence in suggesting changes within a safe environment.

"Homes Around the World": Explore diverse homes globally. Discuss how different cultures build homes based on their needs and environment. This fosters understanding and respect for different ways of living. Courageous advocacy can come from challenging stereotypes or misconceptions about homes that are different from their own.

Expanding to the Wider Community:

"Helping Our Community": Discuss how some people in their community might not have a safe or warm home. Brainstorm simple ways they could help, such as collecting warm clothes or toys for a local shelter (with adult guidance and permission, of course). The courage is in taking action to support others.

"Making Our Street Safer": Focus on their immediate surroundings. Discuss things that make their street a good place to live. If they identify something that could be improved (e.g., litter, lack of safe places to play), they can create posters or drawings to raise awareness (again, with adult support).

"Building a Better Future": Introduce the concept of eco-friendly homes and saving energy. Children can learn simple ways to be more sustainable at home and create artwork or messages to encourage others to do the same. This involves advocating for a better future for everyone.

"Sharing Our Voices": Encourage children to write letters or draw pictures for local councillors (with teacher support) about things that matter to them regarding homes and their community, such as the need for more green spaces or safer roads. This teaches them how to communicate their ideas to people in authority.

Important Considerations for Implementation:
Keep it Concrete: Focus on things they can see and understand in their daily lives.
Keep it Positive: Frame advocacy around making things better, rather than just focusing on problems.
Provide Support: Ensure they feel safe and supported to express their ideas.
Focus on Small Actions: Even small acts of kindness or raising awareness can be courageous advocacy for EYFS & KS1 pupils.
Connect to Curriculum: Link these ideas to their learning about homes, families, and communities.

Developing Spirituality

Here are some ways to weave in those deeper questions and connections for Key Stage 1 children:

Focusing on Belonging and Security:
Our Safe Place: Discuss what makes their own home feel safe and special. What sounds, smells, or feelings do they associate with comfort? This can lead to a discussion about how everyone needs a safe place and how we can help others feel safe too.
The Heart of the Home: Talk about the people who live in their house. What roles do they play? How do they care for each other? This can introduce the idea of love, kindness, and the importance of relationships within a family unit.

Different Homes, Same Feelings: Show pictures or read stories about different types of homes around the world. Discuss how, even though they look different, they all provide shelter and a sense of belonging for the people who live there. This fosters empathy and understanding of diverse lives.

Exploring Wonder and Connection:
Building with Care: If you have building blocks or natural materials, encourage children to build a "special" house. Talk about the care and thought that goes into creating a home. This can link to the idea of how everything in the world is made with care (by people or nature).

Looking Closely: Take a walk around the school or local area and observe different houses. Encourage children to notice the details – the colours, the shapes, the materials. This can spark curiosity and appreciation for the world around them.

Homes for Animals: Discuss where different animals live – nests, burrows, shells. How are these "homes" suited to the animals' needs? This can introduce the concept of nature providing for its creatures and our responsibility to care for the environment.

Nurturing Reflection and Stillness:
Quiet Corners: Create a designated quiet corner in the classroom with soft cushions and perhaps some natural objects. Encourage children to spend a few moments there thinking about what makes them feel peaceful or happy in their own homes.

Storytelling and Imagination: Read stories about homes that have a special quality or feeling. Encourage children to imagine their own "dream home" and what makes it so special to them. This can tap into their inner world and values.

Thankfulness for Our Homes: Lead a simple reflection where children think about one thing they are thankful for about their home. This encourages gratitude and appreciation for what they have.

Connecting with Others:
Sharing Our Homes (Respectfully): If appropriate and with permission, children could draw pictures or write simple descriptions of their homes to share with the class. This can build connections and understanding between classmates.

Helping Hands: Discuss ways we can help keep our homes tidy and cared for. This can extend to thinking about how we can help care for our school or community spaces.
Remember to keep the language simple, use concrete examples, and allow plenty of time for discussion and sharing. The key is to tap into their natural curiosity and help them make connections between their own experiences and broader spiritual concepts like belonging, love, wonder, and gratitude. Let me know if you'd like more specific ideas!

Other Ideas

Extra-curricular ideas for Key Stage 1 pupils about 'Homes and Houses' in North Norfolk, incorporating local elements and opportunities:

Homes and Houses: North Norfolk Explorers
Theme: Exploring different types of homes and materials, past and present, in North Norfolk.

Core Activities:
Local Material Detectives:
Activity: Go on a scavenger hunt around the school grounds or a local area (with permission and supervision) to find different natural materials that could be used for building (e.g., small pebbles, twigs, leaves, sand, clay if safely accessible). Discuss which parts of North Norfolk's traditional houses these might represent (flint, thatch, timber).
Extension: Create small "houses" using these collected natural materials. This could be done as a collaborative outdoor art project. Discuss the challenges and benefits of building with natural materials.
Local Link: Talk about traditional Norfolk flint cottages, thatched roofs, and the use of local timber. Happisburgh's website has a good overview of local building materials like flint, brick, and thatch.

Museum Explorers: A Glimpse into Old Norfolk Homes:
Cromer Museum: This museum has a "cosy Victorian fisherman's cottage" display where children can imagine what life was like in a historic North Norfolk home. It's a fantastic hands-on way to explore how homes have changed.

Walsingham Shirehall and Bridewell Prison: While not strictly "homes," the Shirehall offers a glimpse into a historic public building and courtroom. The Bridewell Prison is almost unaltered and could offer a contrasting view of a "house" of confinement, sparking discussions about different purposes of buildings.

Gressenhall Farm and Workhouse: This museum provides a fascinating look into a historic workhouse, which served as a home for many. This could open discussions about different kinds of "homes" and community living.

Build a Miniature Norfolk Village:
Activity: Encourage children to design and build miniature houses inspired by North Norfolk architecture (e.g., flint walls, red brick, thatched roofs, colourful seaside houses). They can use recycled materials (cardboard boxes, plastic bottles, fabric scraps) and incorporate natural elements collected previously.

Extension: Create a "village" layout, including roads, gardens, and perhaps even miniature versions of local landmarks like lighthouses or piers. This encourages spatial awareness and planning.
Craft Link: Consider visiting places like **Alby Crafts & Gardens** or **Wroxham Barns** for inspiration or to see local craftspeople at work. While they might not have specific "homes and houses" workshops, seeing various materials and artistic processes could spark ideas for the children's own creations.

"My Dream North Norfolk Home" Art & Design:
Activity: Children draw, paint, or create collages of their ideal home in North Norfolk. Encourage them to think about what makes a home special to them (e.g., a garden, a view of the sea, a play area) and incorporate local features or materials they've learned about.
Discussion: Share their designs and explain their choices. This promotes imagination and personal connection to the Learning Theme.

Storytelling and Role-Play: Life in a North Norfolk Home:
Activity: Read stories set in different types of homes or about family life. Encourage children to act out daily routines in a North Norfolk home from the past (e.g., a fisherman's family, a farmer's family) or present.
Resource: Explore books about local history or traditional Norfolk life for inspiration.

Potential Partnerships & Visits:
National Trust Properties (e.g., Blickling Estate, Felbrigg Estate, Oxburgh Estate): While not exclusively about "homes," these estates offer a chance to see grand historic houses, gardens, and architecture. They often have family-friendly trails and activities that could be adapted to focus on the structure and history of the buildings. For example, at Oxburgh Estate, they have a "dress up as a builder" activity linked to a roof restoration project, which could be very engaging.
Local Libraries: Check for books, resources, or even local history talks related to homes and architecture in North Norfolk.

Local Architects or Builders: Invite a local architect or builder to talk to the children (age-appropriately) about how houses are designed and built. They could bring examples of materials or plans.

"Doodle Pots" (Holt): While not directly about "homes," a pottery painting session could be themed around creating house-shaped items or decorating tiles that could be part of a miniature house.

The Creation Station (North Norwich - may have local workshops or in-school visits): They offer a variety of arts and crafts classes for children, some of which might be adaptable to a "homes and houses" theme.

Tips for Implementation:
Hands-on and interactive: Children learn best by doing.
Keep engaging: Use games, stories, and creative activities.
Break down complex ideas: Simplify concepts like architecture or history into digestible parts.
Encourage questions and discussion: Foster curiosity and critical thinking.
Safety first: Always prioritize safety, especially when collecting natural materials or going on excursions.
Link to their own experiences: Connect the learning to their own homes and the places they live.