

Objective and Milestone 1 Indicators	Teaching input	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>To explore different types of houses and identify shapes and features. PART 1</p> <p>To take inspiration from design throughout history</p>	<p>How many different kinds of houses can you think of? What different types of houses do people live in around the world? Children to think, pair, share their ideas then list on the slides.</p> <p>Tell children that they will be looking at some different types of houses but that they will only be able to see a part of it through a spotlight. Can you guess what kind of house it is? Show children each spotlight image and then click to the next slide to see if they guessed correctly.</p> <p>Show children the picture of a house on the slides and go through the questions: What shape are the walls? What shape is the door? What shape is the roof? etc.</p>	<p>I can draw houses using given shapes</p> <p>Provide children with mini whiteboards or scrap paper. Ask children to draw a house using one rectangle, two squares and a triangle. Repeat with different shapes. Can you draw a house using two rectangles, four squares, a triangle and a circle? FSU - in provision, use 2D shapes to make houses.</p>	<p>I can describe the shapes and features of houses</p> <p>Provide children with the Picture Cards showing different types of homes. Give children some time to look through the pictures with a partner. Place the Question Cards on the table. Children to choose one question (e.g. Which homes are made of bricks?) at a time to see how many houses fit the description.</p>	<p>I can match features of homes to riddles about them.</p> <p>Provide children with the Picture Cards showing different types of homes and the Riddle Cards. In pairs or small groups, children to match the riddle to the correct picture.</p>	<p>Slides Picture Cards Question Cards Riddle Cards Digital cameras Whiteboards</p>
<p>To explore different types of houses and identify shapes and features. PART 2</p> <p>To take inspiration from design throughout history</p>	<p>Tell children that they will be going on a walk around the local area to see what different kinds of houses they can spot. On the walk, encourage children to look at the shapes and features they can see within the houses, as well as materials the houses are made out of.</p> <p>Once back at school, help children to download and print off their photos and stick on a piece of paper and label with the different features they can spot and what shapes they are (e.g. the door is rectangular, the roof is a triangle, etc.)</p>				<p>iPad/cameras</p>

<p>To investigate how to join and combine shapes to make a house.</p> <p>To master practical skills</p>	<p>Explain that over the next few lessons they will be designing, making and evaluating their own houses. Explain that when people design houses, they usually create a model first to show their ideas. Tell children that today they will be exploring how to make the outside of a house using different materials. Show children the recycled materials on the slides, e.g. boxes, card, kitchen roll holders, etc. How could we join these materials together to make a house shape? Children to think, pair, share their ideas. What would we use to join these materials together? Again, children to think, pair, share their ideas then go through the suggestions on the slides. Go through some examples on the slides of how materials have been joined together to make houses.</p>	<p>I can use tools and demonstrate some joining techniques. Chn to choose a photo of a house that they would like to re-create.</p> <p>FS2 - EAD - EUMM make model houses</p>	<p>I can experiment with a range of joining techniques. Chn to choose a photo of a house that they would like to re-create. Provide tools to encourage using different techniques i/e. glue, tape, tying, stapling etc.</p>	<p>I can explain the best joining techniques to use. Encourage children to think about ways in which they can make their structures stronger.</p>	<p>Materials e.g. boxes, card, cardboard, tubes, etc. Tools, e.g. scissors, glue, masking tape, blu-tack, etc.</p>
<p>PLENARY - When children have finished creating their model, invite them to come to the front of the class and explain what materials they used and how they joined them together. Do you think you chose the best way to join the materials together? Could you have used any other materials? Is there a way you could make your structure more stable?</p>					
<p>To investigate ways of creating the interior features of a house.</p> <p>To master practical skills</p>	<p>Last lesson we learnt how to make the basic shape for our houses. Today we will be looking at how to create different things for the inside of the house. What things would you like to include in the inside of your house? Children to think, pair, share their ideas and list on the slides (e.g. doors, furniture, etc.). Go through the suggestions on the slides for different ways of making hinges for doors, different ways you can create tables, chairs and other items of furniture, different ways you can decorate the walls, etc.</p>	<p>I can choose an item to make and begin to create using chosen materials. Chn to choose one item to recreate using materials and resources on offer.</p> <p>FS2 - EAD - EUMM make parts for model houses</p>	<p>I can experiment with cutting and joining techniques to make an item. Provide tools to encourage using different techniques i/e. glue, tape, tying, stapling etc.</p>	<p>I can explain the most effective materials to use for an item. Encourage chn to think about the most effective materials i.e. strong, easy to bend...</p>	<p>Variety of materials, e.g. paper, card, cardboard, cardboard tubes, matchsticks, lolly sticks, cupcake cases, fabric, ribbon etc. Variety of tools, e.g.</p>

		<p>PLENARY - Ask children to sit in a circle with the items they completed. Who made a table? Ask children who made a table to stand up and explain how they did it, what materials they used, how they joined things together, etc.</p>			<p>glue, blu-tack, plasticine, scissors, masking tape, sticky tape, etc.</p>
<p>To be able to design a house. To design, make, evaluate and improve</p> <p>FS2 - UW and EAD - to design and make a house using construction kits or wooden blocks etc in the outside area</p>	<p>Tell children that today they will be using everything they have learnt about how to make a model house to design their own house to construct next lesson. Show children the letter on the slides from one of the three little pigs explaining that they would like the children's help to build a new home after the wolf blew it down. Read the letter then ask children to recap what it is that the pig would like for his new home. How could we make a house like this? Children to think, pair, share their ideas. Repeat with another letter, this time from Red Riding Hood saying that she wants to build a new house next to her grandmother so she can be closer to her in case another wolf comes. Again, read the letter and ask children to recap what she wants the house to have. How could we make a house like this? Children to think, pair, share their ideas.</p> <p>Explain that there are lots of things to think about when you are designing a house. Show the list of questions on the slides (e.g. Who are you designing it for? How many rooms will it have? How will it be decorated?). Ask children to start discussing their ideas with a partner.</p>	<p>I can design a home for a character. Children to design their house on worksheet 4A. Provide the children with the design sheet and also a character and type of home card they will need to design. (Using FSD character and house cards.)</p>	<p>I can design a home and know what materials I will need. Children to design their house on worksheet 4A. Provide children with the Design Sheet to help them with questions they need to think about and vocabulary they can use to label their design.</p>	<p>I can design a home and know what materials and tools I will use. Children to design their house on worksheet 4B. Children to label their design with the materials they will use, what tools they will use, etc.</p>	<p>Slides Worksheet 4A/4B Design Sheet Character Cards House Cards</p>
		<p>PLENARY - Ask children to share their design with a partner. Can you explain clearly how you will put your house together? Give children some time to do this in turns.</p>			

<p>To be able to follow a design and create a house.</p> <p>To design, make, evaluate and improve</p>	<p>Ask children to get out their designs from lesson 4 and give them some time to look through them.</p> <p>Tell children that today they will be following their designs to make their houses. What do we need to think about before we start making our houses? Children to think, pair, share their ideas.</p> <p>Go through the questions on the slides, e.g. How will you make sure that you have all the materials you need? How can we stay safe while we are making our houses? What will you do if you have a problem? How can you make sure that your house turns out how you want it to? etc.</p>	<p>I can make following my design</p> <p>Support children in following their designs to make their houses by helping them join materials together and making sure they include everything from their design.</p>	<p>I can make following my design independently</p> <p>Children to work independently to follow their designs and create their houses.</p>	<p>I can make following my design and make improvements as I go along.</p> <p>Children to work independently to follow their designs and create their houses. Challenge children to think carefully about how they can use finishing techniques to improve the overall quality of their finished product.</p>	<p>Slides Designs from lesson 4 Variety of materials (depending on designs) Variety of tools (depending on designs)</p>
<p>To be able to evaluate a finished product.</p> <p>To design, make, evaluate and improve</p>	<p>Ask children to get out their finished houses and put them on their tables. Give children some time to walk around the classroom looking at (but not touching) other children's work. Whose houses do you like best and why? Bring children back to the carpet and tell them that today they will be evaluating their work. Does anyone know what this means? Children to think, pair, share their ideas.</p> <p>Explain that what an evaluation is and why it is important. Show the questions one at a</p>	<p>I can evaluate my design</p> <p>Children to evaluate their home on worksheet 6A.</p>	<p>I can evaluate my design and say what was difficult and easy to do</p> <p>Children to evaluate their home on worksheet 6B.</p>	<p>I can evaluate my design and say what I could have done differently</p> <p>Children to evaluate their home on worksheet 6C.</p>	<p>Slides Finished houses Worksheet 6A/6B/6C)</p>

	<p>time on the slides. Ask children to sit in a circle and give them an object to hold to symbolise who can speak. Give this object to one child and ask them to answer this question. They then pass the object onto another child. Repeat with the different questions, having a few children answer each.</p>	<p>If you were going to make your house differently, what would you do? Go around the class, asking for different suggestions.</p>	
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Designing making and evaluating sessions (last 3) could be blocked to make easier on resources and time.