

**Theme:** Houses and Homes

**Key Enquiry Question:** What was it like to live in a castle?

**Time Period:** 6 weeks

Year 1 National Curriculum Links

**Design Technology**

**Design**

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

**Technical Knowledge**

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

**Art**

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**History**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Significant historical events, people and places in their own locality

**Science**

**Working Scientifically:**

Ask simple questions and recognise that they can be answered in different ways

Observe closely, using simple equipment

Perform simple tests

Use their observations and ideas to suggest answers to questions

Gather and record data to help in answering questions

**Everyday Materials**

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

**Geography**

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

To use simple fieldwork and observational skills to study the immediate environment.

**Use basic geographical vocabulary to refer to**

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Year 1 English Learning Objectives

- Articulate and justify answers.
- Initiate and respond to comments
- Use spoken language to develop understanding
- Ask and answer questions when reading
- Use full stops, ! and ?
- Begin to expand some noun phrases
- Use some features of standard English
- Develop positive attitudes and stamina for writing.
- Begin to plan for writing – story mapping.
- Record ideas

## EYFS Development Matter Links (Reception)

### Specific areas

#### Expressive Arts and Design

- **Develop storylines in their pretend play** – can they use parts of what they have learnt or stories they have heard to influence their play?
- **Explore, use and refine a variety of artistic effects to express their ideas and feelings** – starting to explore the different media and tools in the creative area.
- **Return to and build on their previous learning, refining ideas and developing their ability to represent them** – starting to plan their ideas before making them.
- **Create collaboratively, sharing ideas, resources and skills** – Start to work with others, sharing ideas and creating together- they may start mini enquiries together and start to share what they have found out with their peers.

#### Understanding the world

- **Talk about members of their immediate family and community** – Who is in their family? Where do they live? Do they live near any friends in the class? What does their house look like?
- **Name and describe people who are familiar to them** – Who is their family? When going around Boroughbridge, they may be able to tell us about people in the shops that they know.
- **Comment on images of familiar situations in the past** – Does Boroughbridge look different now to the old pictures shown? How come they are different? Why are the pictures taken in black and white?

#### Literacy

- **Form lower-case and capital letters correctly** – starting to correctly form the graphemes they have learnt in their phonics – writing names on drawings and paintings.
- **Spell words by identifying the sounds and then writing the sound with letter/s** – using the graphemes they have learnt this half term. Can they start to label some of the picture they've drawn or the models they have made? This can be supported by an adult.

**Prime areas** – *we will concentrate on continuing to develop the prime areas every day, here are some highlighted that are skills needed within this enquiry.*

#### Communication and Language

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.

#### Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## EYFS Development Matter Links (Nursery)

**Prime areas** – *In the first half term we will be really focusing on the prime areas in nursery, this is so they can settle into school, create friendships and have the confidence to explore the classroom around them. Here is some highlighted.*

### Communication and language

- **Enjoy listening to longer stories and can remember much of what happens** – starting to have conversations about the book. They may even be able to think about a time where something similar may have happened to them.
- **Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”** – learning routines and starting to know where their bags, coats and water bottles will be kept every day.
- **Sing a large repertoire of songs** – join in with peers to sing songs. Some children may find this a little harder in the first couple of weeks.
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### Physical Development

- **Show a preference for a dominant hand** – which hand do they seem to be using the most?
- **Choose the right resources to carry out their own plan.** For example, choosing a spade to enlarge a small hole they dug with a trowel – are they able to think about the resources they need.
- **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills** – exploring outside..
- **Go up steps and stairs, or climb up apparatus, using alternate feet**– exploring outside..
- **Skip, hop, stand on one leg and hold a pose for a game like musical statues** – exploring outside.
- **Use large-muscle movements to wave flags and streamers, paint and make marks** – exploring outside.

### Personal, Emotional and Social Development

- **Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them** – start to think about what they would like to play with and how they are going to achieve that. For example, if they want to paint, where if their apron, water and paintbrush?
- **Develop their sense of responsibility and membership of a community** – thinking about their belongings, where do they need to go on a morning?
- **Become more outgoing with unfamiliar people, in the safe context of their setting** – starting to feel more comfortable with the adults in the environment. Can they ask when the need to go to the toilet? Can they ask when they need help?
- **Show more confidence in new social situations** – Can they start to talk in front of their friends during carpet time? Can they ask a friend to play? Are they starting to play with other children?
- **Increasingly follow rules, understanding why they are important** – being reminded of the rules and why we have them.
- **Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly** – do they know where the toilet is? Can they independently access their water bottle?
- **Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’** – adults to talk lots about these feelings when helping the children. How are they feeling about starting a new school? Some children may be a little sad leaving their parents/guardians. Help to identify that this is how they are feeling and letting them know that it’s okay to feel that way.

**Enquiry Curriculum Area 1  
Geography**

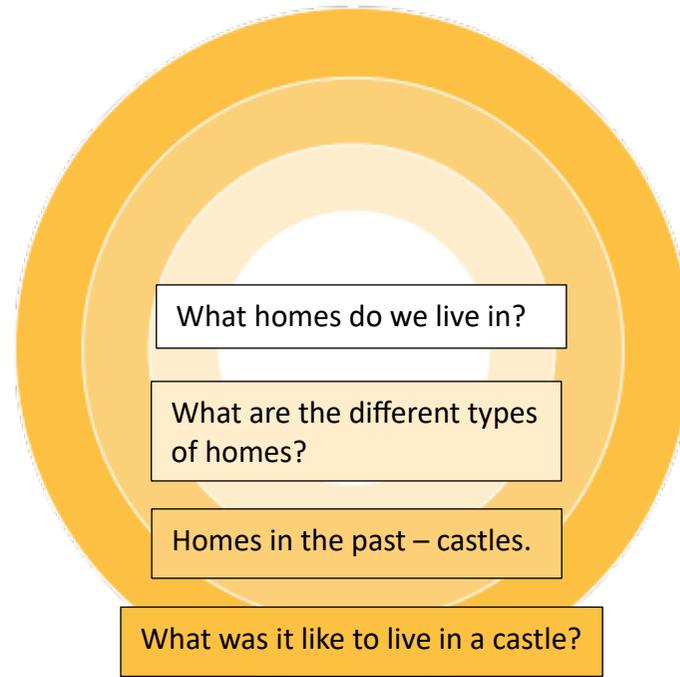
- Where do we live?
- What type of homes do we live in?
- What are the different types of homes? And where can we find them in the world?

**Enquiry Curriculum Area 2  
History**

- What did castles look like when they were built?
- Who lived in a castle?
- What was it like for people who lived in a castle?

**Enquiry Curriculum Area 3  
Design & Technology**

- How was technology used in castles?



## Enhancements: Resources/tools, visits/visitors, routines/procedures

<p><b>Provision</b></p>	<p><b>Role play:</b> materials and props relating to fairy-tale/knight stories  <b>Small world:</b> Different home pictures, knights, royal characters, dragons  <b>Blocks:</b> Houses and homes books and castle books.  <b>Art:</b> images of different artistic representations of homes and then moving onto castles including paintings, sketches – real and imagined.  <b>Enquiry:</b> Non-fiction texts: different housing, then moving onto castles, aerial photographs (present), representations/ designs/ plans of castles (past).</p>
<p><b>Additional</b></p>	<p>‘Houses and Homes’ Floor Book established</p>
<p><b>Direct teaching to include</b></p>	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>- Research – how to use books including index/ contents/ locating facts and answering questions.</li> <li>- Presenting information – fact sheets, diagrams, tables, pictorial &amp; written instructions. Explanations, descriptions.</li> <li>- Story planning and writing (following features of a fairytale)</li> </ul>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>- Housing in the past – what were they made of? Why aren’t they made of this now?</li> <li>- Look at Boroughbridge Highstreet and Roelcliffe School in the past – how has it changed?</li> <li>- Castles – different types and their features, reasons for building, how different groups of people lived and worked (comparing nobles with workers).</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>- Location of different homes. Why they are there. E.g. homes in this country (flats in cities etc) and homes in other countries (e.g. igloos).</li> <li>- Map work – what would houses look like on maps? What are the symbols? How do we know? We use a Key! Creating simple maps of their own.</li> <li>- Aerial photographs including of own homes/ school and then castles – looking at physical features and human features.</li> </ul>
<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>- Introduce the trebuchet – <i>minor enquiry: how does a trebuchet work?</i> Explanations, descriptions, test (link in with maths and science).</li> </ul>

**Art**

- Working with watercolours
- Comparing watercolour landscapes, including Turner (castles), Blanca Alvarez, Rhoda Holmes Nicholls, John Marin,