

Buildings

Contents

Introduction	Page 1
How to use this book	Page 2
Overview planner	Page 3
Overview subject web	Page 4
Overview skills web	Page 5
Learning objectives	Page 6
English / Mathematics / Science	Page 9
Talking points and key words	Page 9
Week 1- Our homes	Page 10
Week 2 - Buildings in our locality	Page 12
Week 3 - Buildings in our locality (2)	Page 14
Week 4 - Historical buildings	Page 16
Week 5 - Around the World	Page 18
Additional activities	Page 20
Display ideas	Page 21
Suggested resources and equipment	Page 22
Suggested books and songs	Page 23
Sample weekly planner – week 1	Page 24

Introduction

This book is structured to provide practical support for your planning and offers 5 weeks' worth of activities to suit the varying abilities of your children.

In addition to these activities you will find:

- Talking points and key vocabulary to support their learning
- Additional activities to supplement the previous weeks activities
- Creative display ideas to enable the children to transform their classrooms or learning environments
- A comprehensive list of resources and equipment and suggested books and songs
- And a sample weekly planner.

There are many suggestions for each week in each book. You probably would want to try them all! Pick and choose the ones which fit with your plans. You can dip into these books at any time for ideas for so many topics in so many subject areas.

Using weekly planning

The sample weekly planner (pages 24/25) is designed to reflect a wide and varied curriculum, showing progression and continuity. It shows how you might plan in the first week's activities suggested in this book. Blank weekly planners are available, free of charge, on our web site: www.everythingearlyyears.co.uk.

These planners are guidelines and are open to change and adaptation. You can choose the learning objectives to suit your activities from the mathematics and literacy strands outlined on page 6 and 7. They should be based on practitioner-led activities and be focused around the core subjects. However, other activities should also be available to the children, such as the home (role play) corner, free painting, puzzles, shop, sand and water, computers and construction.

Throughout the books there are suggested activities. These can be adapted to meet the needs of your children. Some will spend all their time on

practical activities. You can add role play, the interactive white board, microphones, cameras etc to make the sessions entirely child led. For those who are keen to record what they have done you could provide a scrapbook to stick information and pictures in.

Alternatively you could provide a workbook with lined and un-lined pages to begin to record what they have done. Some children will need you to write words for them so that they can underwrite. Some will be able to write a few words on their own. You may have some more able ones who can use a work book. Your planning should show the differentiation by task and by outcome.

Record keeping

Keeping a record of children's achievements will help you to see progress, draw attention to those who are having difficulties and to those who need to forge ahead more quickly.

Records should be the result of collaboration between teachers, parents and carers. As a general rule, your records should form an open document.

Assessments and evidence gathering

Assessments for learning (AFL) should focus on specific aspects appropriate for each child. The purpose of AFL is to inform future planning on a daily / weekly basis – both on a group and an individual basis. Assessment of learning (AOL) should happen at the end of each unit of study.

Consider what you might do differently next time in order to meet the objective. Look at your organisation of children, space and resources. Would the activity have been better in smaller or larger groups? Would different resources have helped – for example, bean bags instead of sponge balls, picture dominoes instead of number cards? Reflect on what you have done, evaluate how well it went, and think how it could be improved. See 'How to use this book' for an explanation as to how to use the Overviews on pages 3, 4 and 5.

How to use this book

1. To gain a clear overview of the topic to be covered, look at:

- The Overview subject web, page 4.
- The Overview skills web, page 5.
- Talking points and key words, page 7.

2. Look at the Overview planner on page 3, for example:

	Week 1	Week 2	Week 3	Week 4	Week 5
English	Describing your home Addresses	Key topic words Letters	Hansel and Gretel Buildings watch walk	Castle stories Imaginative writing	Around the world in 80 days 'Around the alphabet'
Mathematics	Odd and even The 2 times table Doubling	Buildings watch Number lines	Number bonds to 10 Addition and subtraction	Window shapes Symmetry	The pyramids – 3D shapes The triangle
Science	Materials in buildings Windows	Building watch walk	Structures Towers	Materials	Waterproofing a home
Design and Technology	Opening doors	The 3 little pigs	Walls – overlapping bricks	The castle's drawbridge	Design a bridge
ICT	Keyboard skills	Keyboard and word processing	My world in a map	Castle	

To find out more about this week 5 activity, turn to page 18 and look at the Science activities

Overview planner, page 3

3. The week's work is presented in a clear double-page format:

Week 5 – Around the world

English

Around the world in 80 days

- Read the story to the children. Now, ask them to imagine they are going to travel the world! How would they travel – air sea or perhaps hot air balloon? Who would they take with them? What special things would they want to take? Enjoy a great discussion time, encouraging all the children to join in.

'Around the alphabet'

- In advance, write the alphabet on the board. Ask the children to help you find different words that start with each letter of the alphabet, starting with 'a'. Now, individually, ask the children to perform the same activity in their own books. Encourage them to use their word books. Make sure the children can read and understand the words they write.

Mathematics

The pyramids

- 3D shapes. Explore the shape of the pyramids. How many sides are there, how many faces, etc? Take the opportunity to investigate other 3D shapes. Record their properties on a simple chart.

The triangle

- Introduce the children to the concept of tessellation, using the triangle. Give the children the 2D flat triangles. Can you fit them together without leaving any gaps? Try other shapes. Which shapes will tessellate? Which will not? The more able may be able to try combining 2 shapes.

Science

Waterproofing a home

- Provide the children with different materials. In small groups, ask them to find out which materials are waterproof. Record their results. Develop this activity in groups, ask the children to make a waterproof home for the class teddy. Which material would be the best to use? Test the results. Share their results.

Design and technology

Design a bridge

- Look at the structure of some famous bridges, such as London Bridge. Now, in pairs, give the children some matchsticks, wooden dowelling, string and cardboard. Ask them to use the materials to make their own bridges. Encourage them to work together, sharing thoughts and ideas. For those less able, provide an illustration for them to copy.

History

Famous old buildings

- You will need pictures and resource materials of famous buildings. In pairs, ask the children to use the resources to research one building. Encourage them to work together to find the information. At the end of the session, come together and share their findings.

Geography

Buildings for different climates

- Look together at pictures of buildings from around the world. For example, the igloo, the mud hut and the home on stilts. Discuss why they use different materials. Think about the different climates. Now, using cardboard boxes and paint, ask the children to make a replica of one of these buildings. Display with the resource books and a world map.

Art and Design

Tessellation

- Remind the children of the tessellating 2D shapes. Explain that you would like them to produce a piece of wallpaper based upon tessellating shapes. Provide the children with different shaped sponges and trays of paint. Encourage them to think about creating a pattern using the colours.

Music

London Bridge

- Introduce the children to the song 'London Bridge is falling down'. Ask them to think of new verses, using different materials. For example, build it up with plastic bricks.

PE

London Bridge is falling down

- Take the children to a large space. Ask them to make actions to match the song. Encourage the children to use the space.

Page 18 contains a full description of the activity

Week 5, pages 18–19

4. Additional activities (page 20) and Display ideas (page 21) contain further activities to extend the topic for a further week.

5. Suggested resources, equipment, books and songs (pages 22 – 23) give you information on all you will need to deliver a topic.

6. Visit www.everythingearlyyears.co.uk to print off blank weekly planners and plan your own week's work based on our activities!

Overview planner

	Week 1	Week 2	Week 3	Week 4	Week 5
English	Describing your home Addresses	Key topic words Letters	Hansel and Gretel Buildings watch walk	Castle stories Imaginative writing	Around the world in 80 days 'Around the alphabet'
Mathematics	Odd and even The 2 times table Doubling	Buildings watch Number lines	Number bonds to 10 Addition and subtraction	Window shapes Symmetry	The pyramids – 3D shapes The triangle
Science	Materials in buildings Windows	Building watch walk	Structures Towers	Materials	Waterproofing a home
Design and Technology	Opening doors	The 3 little pigs	Walls – overlapping bricks	The castle's drawbridge	Design a bridge
ICT	Keyboard skills	Keyboard and word processor skills	My World 2 – in pairs	Castles	
History	Homes in the past	The local church	Old and new buildings	Why were castles built Castle ruins	Famous old buildings
Geography	Emergency vehicles Road maps	Building watch walk	Design a town – as a whole group	Castles – key features	Buildings for different climates
Art	Wallpaper designs	Sketching the building Stained glass windows	Rubbish collage	Design and make a shield (AD2)	Tessellation (AD1)
Music					London Bridge (M1)
PE	Around the houses	Obstacle course	Skittles	The castle game (PE3)	London Bridge is falling down (PE1)

N.B. You can use the **Additional activities** on page 20 or any activities that over-run, to make up your work for a sixth week.

© Copyright Everything Early Years 2010 All rights reserved.

Mathematics

- Odd and even numbers
- Block graphs and tallying
- Number bonds
- 2D and 3D shapes
- Symmetry and tessellation

English

- Describe your homes
- Imaginative writing – living in a castle
- Writing letters
- Listening to stories – such as sleeping beauty
- The alphabet

Science

- Materials suitable for building
- Structures
- Castles – the drawbridge
- Buildings for different climates
- Waterproof

ICT

- Typing names and addresses
- Explore different fonts
- My World 2
- Researching facts

Overview subject web

PE

- Team games
- Ball skills
- Movements

Design and Technology

- Opening doors – hinges
- Walls
- Design a castle
- Bridges
- Classroom design

Music

- Learn new songs

History

- Timeline of buildings
- Explore local church
- New and old buildings
- Researching castles
- Famous old buildings

Geography

- Go on a buildings walk
- Types of homes
- Design a town
- Identify famous buildings around the world

Art and Design

- Rubbings – textures
- Observational drawing
- Designs of wallpaper
- Design and make a castle's shield

Mathematics

- Collecting data and interpreting
- Learning tables
- Know odd and even
- Addition and subtraction skills
- Number bonds to 10

Science

- Observational skills – record findings
- Explore materials, sorting and suitability
- Structures
- Awareness and discussion

English

- Descriptive writing
- Imaginative writing
- Discussions, listening and speaking
- Letter writing

ICT

- Use of computer programs
- Word processor: keyboard and mouse skills
- Researching facts

PE

- Learn new team games
- Develop motor skills



Overview skills web

Music

- Learn new songs

Design and Technology

- Joining materials
- Scissor control, cutting and gluing skills
- Designing
- Problem solving: modelling and construction

Art and Design

- Using a range of materials effectively
- Develop observational drawing skills
- Explore colour and pattern

History

- Using resources to find information about the past
- Similarities and differences
- Be able to differentiate between past and present

Geography

- Recognise features of the local environment
- Become aware world extends beyond locality
- Explore the impact of man upon the environment