Year : 1	Term : 3	Topic : Homes	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (Opportunities)
Investigative, Disassembly and Evaluative Activities (IDEAs)			
Children will learn: ▪ that we live in many different types of homes; ▪ to observe carefully and draw simple shapes; ▪ to be able to recognise and name basic mathematical shapes in the context of houses and homes. • .Look at the Internet and a range of CDRoms **(Progression in Design Skills R1)**	▪ Take the children for a walk in the local environment to observe and discuss houses and homes. *How do we enclose space (bricks – house, fabric – tent/dome)? Why do we enclose space? Are homes and houses different around the world (igloos, nomadic structures)?* ▪ Ask the children to draw examples of different types of buildings they have seen and label the main features *eg doors, windows, chimneys, walls, roof* and relate the main features to basic mathematical shapes *eg walls – rectangles.* ▪ Discuss different types of houses and homes. *What are they called (eg detached, semi-detached, terrace, flat, bungalow, maisonette, etc)? What are the similarities/differences? What are they made from? Why are they made like this? What are they like inside?*	▪ pictures/photographs/books showing different types of homes • the computer – a simple drawing package will make the drawing easier, especially for the less-able pupil.	Can the children: ▪ recognise and name some different types of homes and their main features; ▪ show through simple drawings the main features of a building, with a sense of proportion; ▪ recognise and name mathematical shapes *eg square, rectangle, triangle, circle* in the context of buildings?
Focused Practical Tasks (FPTs)			
Children will learn: ▪ basic joining techniques for 3D modelling using glues and masking tape; ▪ to make simple hinges; ▪ how to make structures more stable; ▪ to use construction kits to aid modelling. ▪ Use cheap materials to try out designs. (Progression in Design Skills M1)	▪ Explain how designers use models to communicate their ideas to others and develop their design. ▪ Investigate and develop techniques for joining sheet materials and 3D containers with masking tape or glue. ▪ Ask the children to try different ways of making hinges. Discuss the different methods. ▪ Build rectangular frames using appropriate construction kit components, rolled paper tubes or art straws. Show them to the children and ask them to explore making the frames more stable *eg by adding further parts, by having a wider base or by constructing walls in different configurations.* Discuss the outcomes with the children. ▪ Ask the children to build a room of their choice from construction kits or reclaimed materials and add appropriate furniture and fittings.	▪ construction kits suitable for building walls and shell structures • rolled paper tubes • plastic straws • art straws	Can the children: ▪ join 2D and 3D materials effectively in different ways; ▪ make effective hinges; ▪ begin to understand how they can make their structures more stable; ▪ use construction kits and reclaimed materials to help develop their ideas?

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	▪ The children could practise using a hole punch accurately to make a paper chain decoration or a chain with their names on. ▪ The children could cut and fasten two pieces of card using a treasury tag to make a decorative hanging. ▪ The children could create hinges by scoring and bending card and joining a second piece with masking tape. ▪ The children could make a simple paper/card sculpture to practise using an appropriate amount of glue. ▪ The children should evaluate the effectiveness of different types of fastenings		
Design and Make Assignment (DMA)			
Children will learn: ▪ to use their own experiences when developing ideas; ▪ to clarify their ideas through discussion; ▪ to make suggestions as to how to proceed; ▪ to assemble, join and combine 2D and 3D materials into a model; ▪ to use basic tools safely; ▪ to evaluate products they have made, commenting on the main features. ▪ Talk about what they make using the language of trial and error. **(Progression in Design Skills.P1)** • **Use a mouse to produce simple drawings (Progression in Design Skills DR4)** • **.Draw views from above and side of completed product. (Progression in Design Skills DR5)**	▪ Give children the following basic brief: **design and make a house;** ➢ **With a sloping roof** ➢ **Transparent windows** ➢ **A working door** ▪ Discuss the different buildings seen and encourage the children to think about the sort of home they might make. *Who it is for? What do they need? What might it be like?* ▪ Show the children the materials available and ask them to discuss their ideas. *How could we do this?* ▪ Ask the children to select their materials and join and combine them to construct a home choosing appropriate techniques. ▪ Encourage the children to add finish and detail to the home using paint and/or collage materials. ▪ Encourage the children to talk about their finished homes and the main features they have added. Discuss strengths and areas for development. Highlight specific learning points drawn from the children's work.	▪ sheet materials – card, papers, plastics *eg from tomato containers,* foil, transparent materials *eg acetate, plastic bags*	Can the children: ▪ apply what they have learnt through IDEAs/FPTs in their designing and making; ▪ say how they are going to make their model; ▪ construct a model by joining and combining 2D and 3D materials in appropriate ways; use basic tools *eg scissors and snips* safely and effectively? ▪ talk about their finished home saying what they have done well, what they are particularly pleased with, and which parts might have been done better?