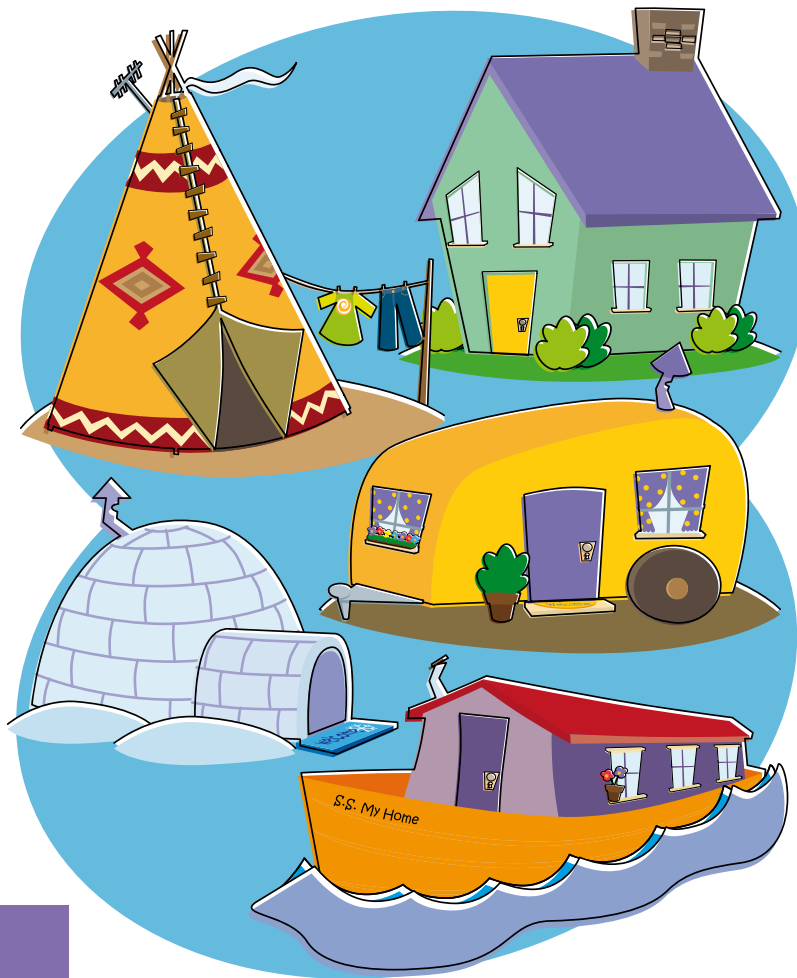


Key Stage 1 Years 3 & 4

# Houses and Homes



## focus

'Home' can mean many different things to different people. Children explore the concept of home by looking at houses around the world, in the past and present. They investigate representations of homes in art and literature. They discuss the inter-relationships within the home and the difference between a house and a home.

### The Arts

- sounds in the home
- sound stories from our homes
- observational drawings
- other artists' work

### Personal Development and Mutual Understanding

- refugees
- homelessness
- what makes a home?
- home-related sayings
- responsibilities at home

### The World Around Us

- change over time
- place
- movement and energy

### Physical Education

- respond creatively to music
- simple dances
- communicate moods, feelings and ideas
- observe and evaluate performances



# Contents

This ICL booklet 'Houses and Homes' contains the following:

## Suggested Learning Intentions and Activities for:

|   |    |
|---|----|
| • The Arts                                      | 3  |
| • Personal Development and Mutual Understanding | 7  |
| • The World Around Us                           | 11 |
| • Physical Education                            | 17 |

## Contribution to the Development of Skills:

|   |    |
|---|----|
| • Communication                             | 21 |
| • Using Mathematics                         | 21 |
| • Using ICT                                 | 21 |
| • Thinking Skills and Personal Capabilities | 22 |

|                            |           |
|----------------------------|-----------|
| <b>Suggested Resources</b> | <b>23</b> |
|----------------------------|-----------|





## focus

'Home' can mean many different things to different people. Children explore the concept of home by looking at houses around the world, in the past and present. They investigate representations of homes in art and literature. They discuss the inter-relationships within the home and the difference between a house and a home.

## The Arts

- sounds in the home
- sound stories from our homes
- observational drawings
- other artists' work

## Personal Development and Mutual Understanding

## The World Around Us

## Physical Education

## Sounds Like Home

### Suggested Learning Intentions

- Be able to work creatively with sounds.
- Perform using simple instruments.

### Suggested Activities

Talk about and list the different sounds heard at home. Discuss and decide on how these sounds can be sorted, for example, high/low sounds, loud/quiet sounds, voice sounds/other sounds. Imitate these sounds with voices.

Explore household sounds and activities using classroom instruments. Use household utensils to make different sounds. Represent a number of the sounds in a drawing.

Discuss and list sounds that can be heard at different times of the day, for example, an alarm ringing in the morning, children playing at break time, people snoring at night time. Discuss, compose, sequence and perform a sound story of a day at home. Create a score to represent the sound story. Perform, record and present using a tape recorder or digital camera.

Talk about the movements that would accompany the sound stories, for example, slow/fast, quiet/loud, skipping/jumping. Plan and perform a sequence of movements to accompany the sound story.

# What Do Different Houses And Homes Look Like?

## Suggested Learning Intentions

- Appreciate the work of artists.
- Understand how effects can be achieved using texture and colour.

## Suggested Activities

Find storybooks and fairytales that are set in different houses, for example, 'Snow White' or 'The Three Little Pigs'. After shared and modelled reading, work in pairs to compare and contrast the different features of the houses (location, size, materials). Discuss how the story would differ if one of the features were changed, for example, if the first pig's house had been made of bricks.

Go for a walk and look at the different houses in your area. Use a camera to capture interesting features, such as, details of decorative work, columns, windows or gateways. Draw sketches of these features, focusing on lines, mathematical shapes and symmetry. Make notes on the sketches to highlight particular characteristics (such as, unusual patterns, textures and colours made by weathering and/or decay).

Look at examples of how artists have responded to houses and homes in their environment, for example, the Hundertwasser house by Friedrich Hundertwasser. Talk about the purpose of the work and who it was for. Select and use one of their sketches to create artwork. Discuss the selected artists' use of colour, pattern or texture.

Decide how your own work and the work of other artists could be displayed. Talk about your own and others' work and reflect on how it could be adapted or improved.





## focus

'Home' can mean many different things to different people. Children explore the concept of home by looking at houses around the world, in the past and present. They investigate representations of homes in art and literature. They discuss the inter-relationships within the home and the difference between a house and a home.

## Personal Development and Mutual Understanding

- refugees
- homelessness
- what makes a home?
- home-related sayings
- responsibilities at home

The Arts

The World Around Us

Physical Education

## House or Home?

### Suggested Learning Intentions

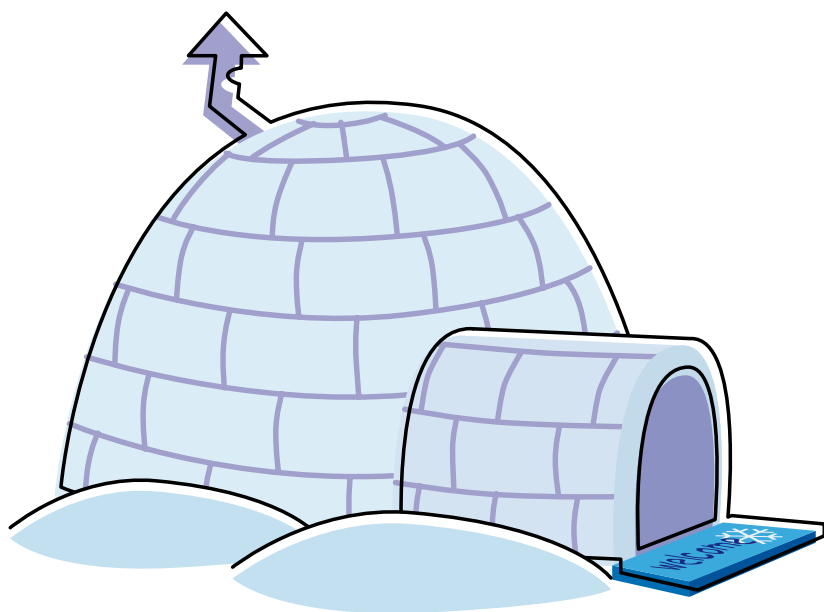
- Recognise some of the similarities and differences between families.
- Recognise their own and others' feelings and emotions.

### Suggested Activities

As a class brainstorm the word 'home'. Discuss what makes a home, for example, the people and/or family who live in it, safety and security, your room or your belongings.

Identify similarities and differences between the pupils' families, such as, the number of children, adults and extended families.

Find out about and discuss different sayings related to home, such as, 'home is where the heart is' and 'home sweet home'. Create your own sayings about home. Illustrate and present these sayings using a software package such as 'Colour Magic' or 'Fresco'.



# How Well Do I Contribute To Home Life?

## Suggested Learning Intentions

- Recognise how families and homes can differ.
- Appreciate how families can help, support and care for each other.
- Understand how their actions can affect others.

## Suggested Activities

Use books and ICT resources to research pictures of adults and children in different roles within the home. Discuss the different roles within the home, for example, “my sister takes me to school”, “my parent/guardian looks after me”, “my granddad reads stories to me”. Challenge any stereotypical attitudes.

Talk about and create personal targets to make home a fairer place for everyone. Discuss issues that may cause conflict in the home. Use a software package, such as ‘Just Like’ as a stimulus to develop drama and role-play, for example, acting out quarrels that can happen at home. Discuss how these quarrels can be managed and develop a range of strategies for dealing with them, for example, giving clear and reasoned explanations, walking away, traffic lights, counting to ten or using a mediator.

Share and discuss stories such as, ‘Mrs Plug the Plumber’ by Allan Ahlberg or ‘Winning back Dad’ by Ian Bone.

Brainstorm the different rules that we have to follow at home, for example, taking off dirty shoes in the house. Sort the rules into two categories, for example, ‘fair’ and ‘unfair’. Discuss why these rules are needed.

## Should Everyone Have A Home?

### Suggested Learning Intentions

- Recognise some of the similarities and differences between families.
- Recognise their own and others' feelings and emotions.

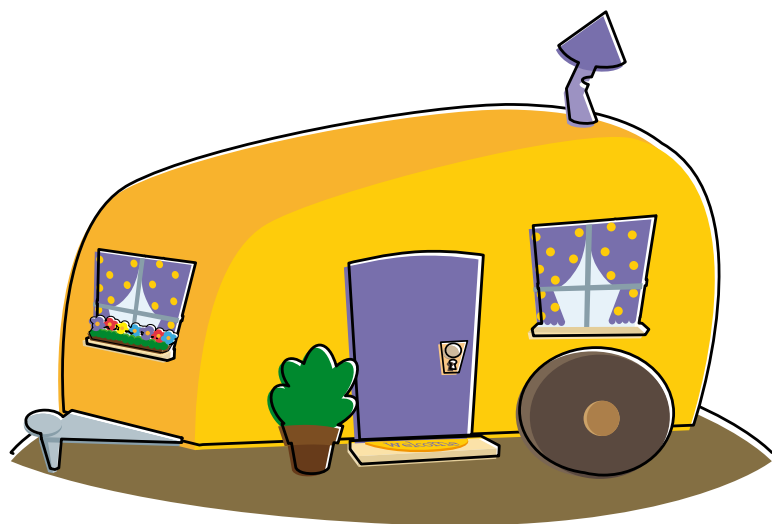
### Suggested Activities

Discuss what a home looks like. Is it always permanent? Can it move around? Are all homes constructed in the same way? Discuss the advantages and disadvantages of each type of construction.

Use a suitable picture or story (such as 'Home (Around the World)' by Kate Petty) as a stimulus for discussing the question 'should everyone have a home?' (Refer to Article 27 UN Convention on the Rights of the Child.)

Use books and ICT resources to research information on refugees or homeless people. Find out about organisations that help the homeless. Invite a representative from the Simon Community to talk about homelessness. Discuss how it would feel to have your home taken away and what you would miss most about your home.

Reflect on the class discussion. Record the outcomes in a variety of ways and present to others.





## focus

'Home' can mean many different things to different people. Children explore the concept of home by looking at houses around the world, in the past and present. They investigate representations of homes in art and literature. They discuss the inter-relationships within the home and the difference between a house and a home.

## The World Around Us

- change over time
- place
- movement and energy

## The Arts

## Personal Development and Mutual Understanding

## Physical Education

## What Do Our Homes Look Like?

### Suggested Learning Intentions

- Know about the different types of houses in the locality.
- Compare and contrast similarities and differences.
- Understand the uses of a range of materials.

### Suggested Activities

Recognise and name different types of homes in the local environment using first-hand observation, photographs, ICT software packages and estate agents' property guides or websites. Compare plans of houses with pictures of houses.

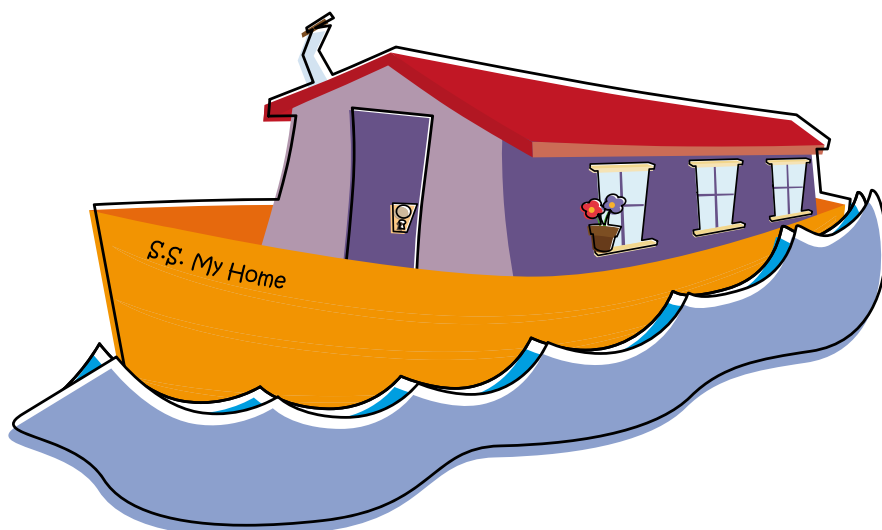
Identify the number of rooms and types of furniture in your own home. Observe, describe and draw details and key features of your own home using an ICT package such as 'Designer'. Create a 'birds-eye' view/plan of your bedroom.

Use a data collection sheet to carry out a home survey. Use ICT software such as 'Counting Pictures 2', 'Pick a Picture' or 'Information Workshop' to record, interpret and present information about your home.

Identify the people who are involved in designing and constructing houses. Observe and discuss a model house and in groups, construct an identical house from memory. Compare and discuss each group's model.

Plan, design and create a 'dream bedroom' from a cardboard box.

Research the range of materials used in the home. Group the materials according to their properties. Suggest reasons why certain materials were chosen to build the home. Design and make a model of a house using a variety of materials.



# Changing Homes

## Suggested Learning Intention

- Be able to identify differences between the past and the present.

## Suggested Activities

Go on a trail around an old house and identify any old pieces of furniture. Record the trail using a digital camera.

Observe, describe and record the features of homes built in the past. Visit urban and rural homes from the past and take part in baking, laundry and candle-making activities in the Ulster Folk and Transport Museum.

Explore the different vocabulary associated with homes past and present, for example, parlour, pantry, larder, hot press.

Label household objects from a time in the past and describe changes in common items (for example, gramophone – record player – MP3 player).

Sequence artefacts from the past in terms of their age. Create and present a display of artefacts on the theme 'Then and Now'.



## Energy in the Home

### Suggested Learning Intentions

- Be aware of the safe use of electricity.
- Identify changes that have occurred over time.

### Suggested Activities

Discuss the use of electricity in the home (including the safe use).

Match pictures of appliances used today with those used in the past. Sort pictures of electrical appliances into the following categories: sound, heat, light and movement. Consider the ways in which homes are heated or lit now and compare this with the past. Suggest reasons for the changes. Discuss other services that come to the home, such as, water, post, telephone or gas.

Discuss things that go out of the home, such as, waste, water or heat. Explore ways in which energy could be saved in the home. Brainstorm the slogan 'Reduce, Reuse and Recycle' and visit websites such as [www.wakeuptowaste.org](http://www.wakeuptowaste.org). Use an ICT design package to create posters that promote saving energy and recycling.

Bake buns and identify the changes that take place when heating and cooling. Draw the different stages that the buns go through, sequence these in the right order and display in the classroom.

# Why are Homes Different?

## Suggested Learning Intention

- Be able to compare and contrast their homes with children from other lands.

## Suggested Activities

Observe and describe the features of homes in the wider world (including animal homes). Identify the similarities and differences between homes built in different countries. Do they use the same materials, are they built to a similar plan?

Use a globe, atlas or ICT software such as 'My First World Explorer' to locate parts of the world that have very different climates to ours. In groups, use ICT to research and present how people in these places protect their homes from extreme weather conditions. Present and talk about your findings to the other groups.

Establish links with another school in a different country, using email or video conferencing. Use ICT to communicate with an e-pal, describing your home and local area. Use scanned drawings or digital photographs to show them what your area looks like.







## focus

'Home' can mean many different things to different people. Children explore the concept of home by looking at houses around the world, in the past and present. They investigate representations of homes in art and literature. They discuss the inter-relationships within the home and the difference between a house and a home.

## Physical Education

- respond creatively to music
- simple dances
- communicate moods, feelings and ideas
- observe and evaluate performances

## The Arts

## Personal Development and Mutual Understanding

## The World Around Us

## The Little Pigs

### Suggested Learning Intentions

- Work with guidance from the teacher to create movement ideas in response to a story or repeated rhythm.
- Be able to work co-operatively in groups of three.
- Identify movements to create a dance.
- Be able to perform simple rhythmic patterns and repeat them in different formations.
- Know how to use own and others' ideas to locate sources of information.
- Develop routines of turn-taking, sharing and co-operating.
- Be able to learn from and value other people's ideas.

### Suggested Activities

Read the 'Three Little Pigs'. Talk about the characters in the story, what they do and how they do it (for example, the pigs run quickly to the next house, the wolf creeps slowly to the door). Create your own movements to illustrate the different characters in the story. Practise and refine the movements. Then put them all together to tell the story through dance.

The three little pigs grow too big to live in their house. Their mother encourages them to leave home. Practise making different pig shapes and then trotting on tiptoe with knees lifting up high and hands held in front of the chest under the chin. In groups of three, play 'follow-the-leader' on tiptoes – looking for different spaces to tip-toe in and out of. Join with other groups of three to form a long line. After a while, the little pigs tiptoe away from the long line one by one and wave goodbye.

### Teacher's Notes

The focus in this activity is on the children's interpretations of the characters in the story and not on showing the events in the story as they occur. The children will create their own sequences and action ideas, and should be able to change the speed and strength of their actions as well as starting and stopping on cue. It is important to spend time introducing the story and familiarising the children with the characters and actions so that they focus on 'what' and 'how' they are doing the actions. Through lots of discussions, shared work and oral re-telling, etc, a well-planned story will offer a wide range of opportunities for creative movement and dance sessions.

**Below are some suggestions on how to approach different parts of the 'Three Little Pigs' story:**

### **Beginning the Journey**

Children pretend they are setting out on a journey and are sad and scared to be leaving home. They travel slowly along different pathways in different directions, travelling through forests, over bridges, across streams, etc. Every so often, a noise could frighten them; they freeze, crouch down, hide behind a tree/bush and look around to discover what has caused these noises (maybe a wolf?).

Make links with Music through singing 'Trotting down the Road' to the tune of 'Knees up Mother Brown' from 'The Three Singing Pigs' (K Umansky, A&C Black, London, 2004). This will help children develop a steady beat by trotting on tiptoe in time to the song.

### **The Big Bad Wolf**

The children consider the movements/actions used by the wolf, such as, creeping, stalking, peering in the windows, etc. All the children make wolf shapes – strong wide arms and legs and stretched spiky claws. The wolves freeze when you read 'I'll huff and I'll puff and I will blow your house in'. Take it in turns for three or four children to prowl in and out of the class group before going back to their own place.

### **The House Made of Straw**

Children pretend to stop and gather straw to build their house (lifting, carrying, reaching, binding it together etc). They scatter the straw all over the floor of the house and carry huge armfuls of it to different places. They can curl up small without touching each other and then rise slowly together to form a tall stack of straw to finish – thinking of a shape to finish their group dance.

In threes, the children play 'follow the leader', skipping high and low, turning and moving in different pathways. Change the leader several times and let the children practise their movements. Allow children to demonstrate their ideas.

The children sing 'Have you any straw for sale?' to the tune of 'Do you know the Muffin Man' from 'The Three Singing Pigs'. Accompany the singing with instruments.

Repeat the activities above for the house of sticks and house of bricks.

### **He Huffed and He Puffed**

Select someone to play the wolf and ask them to stand in the centre of the room. Everyone joins in with the puffing and blowing actions as you read 'I'll huff and I'll puff and I'll blow your house in'. Then all the children collapse to the floor as the house is blown down.

### **Happy Ever After Dance**

In threes, the children make up their own happy dance using skipping, bouncing and galloping steps to lively music.

## **Performance – Final Lesson**

Divide the class into three groups – straw, sticks and bricks. They go on their journey to build their houses and then freeze in a frozen house shape as the 'wolf' prowls around. The wolf tries to find a way in while repeatedly saying, "I'll huff and I'll puff and I'll blow your house in!" The 'straw' group can run to join the group in the house of sticks when their house is blown down. Both groups run to join the group in the house of bricks when the house of sticks is destroyed. The performance ends with the children in one large circle, forming a strong, safe wall around the house.

# Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

## Communication

- Use a developing vocabulary to talk about and express their thoughts, feelings and experiences.
- Sort and collate information in different forms.
- Organise ideas simply and appropriately.
- Respond to what they have read, beginning to give opinions.
- Comment on what they have done and give reasons for their choices.
- Contribute to shared writing activities to produce a collaborative piece.
- Begin to use appropriate form, showing a sense of structure and organisation.

## Using Mathematics

- Select and use with help appropriate forms of mathematical representation to present findings.
- Gather information relevant to a topic and record results in a variety of ways including the use of ICT.
- Explore movement and direction and demonstrate an understanding of angle as a measurement of turn, in a range of ways including the use of ICT.
- Suggest ways of recording information.
- Select and use with help appropriate forms of mathematical representation to present findings.
- Discuss possible approaches to solving a problem, building on one another's ideas.
- Explore mathematical concepts in other contexts.
- Explore different ways of sorting, comparing and recording.
- Use programmable devices to explore movement and direction.
- Demonstrate an understanding of angle as a measurement of turn by using for example a programmable device such as Roamer.

## Using ICT

- Compose and edit text on screen to communicate and develop ideas.
- Select and use appropriate images or sounds, adding text and/or own voiceover.
- Access, select and use information from a given electronic source.
- Collect and enter data, present it in a graphical form and make observations.
- Carry out and edit a series of instructions using digital devices or environments.

## Thinking Skills and Personal Capabilities

### **Managing Information:**

Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

### **Thinking Problem-Solving and Decision-Making:**

Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

### **Being Creative:**

Experimenting in playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

### **Working with Others:**

Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

### **Self Management:**

Becoming self-directed by working on their own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts.

# Suggested Resources

| Digital Resources  |   |
|--|---|
| ICT Software   | Suggested Websites  |
| Blackcat Designer – Granada  | Amnesty International – (Ireland)<br><a href="http://www.amnesty.ie">www.amnesty.ie</a>                                       |
| Blackcat Logo – Granada  | Enchanted Learning –<br>Homes and Other Dwellings   |
| Colour Magic – Research Machines   | <a href="http://www.enchantedlearning.com/themes/homes/shtml">www.enchantedlearning.com/themes/homes/shtml</a>                |
| Compose World Junior – ESP   | Housemate – Shelter (Cymru)<br><a href="http://www.housemate.org.uk">www.housemate.org.uk</a>                                 |
| Counting Pictures 2 – Blackcat   | Museums and Galleries of Northern Ireland<br><a href="http://www.magni.org.uk">www.magni.org.uk</a>                           |
| Fresco – Blackcat  | Ollie’s World –<br>An Interactive Sustainability Resource<br><a href="http://www.ollierecycles.com">www.ollierecycles.com</a> |
| I Love Science – Dorling Kindersley  | One World Centre Citizenship website<br><a href="http://www.bigpic.biz">www.bigpic.biz</a>                                    |
| Information Workshop – Blackcat  | Ordnance Survey<br><a href="http://www.ordsvy.gov.uk">www.ordsvy.gov.uk</a>   |
| Just Like – Granada  | Refugee Council Online<br><a href="http://www.refugeecouncil.org.uk">www.refugeecouncil.org.uk</a>                            |
| Let’s Go Katy – L&T Scotland   | Wake up to Waste! – Dept. of the Environment<br><a href="http://www.wakeuptowaste.org">www.wakeuptowaste.org</a>              |
| Pick a Picture – Blackcat  |   |
| The Map Detectives – Sherston  |   |
| My First Amazing World Explorer –<br>Dorling Kindersley  |   |
| Roamerworld – Valiant  |   |
| Talking Animated Alphabet – Sherston   |   |
| Traditional Resources  |   |
| Books/ Teaching Materials  | Audio/Visual (Media Texts)  |
| <b>Living. Learning. Together.</b> (CCEA:2007)   | <b>Brian Boru’s March</b> , from ‘Dances for Flute’<br>(RCA Victor:2002)<br>ASIN: B000003F7F                                  |
| <b>Mrs Plug the Plumber</b> Allan Ahlberg<br>(Viking Children’s Books:1995)<br>ISBN: 0670805769  | Polka or Reel Music   |
| <b>Oxford Reading Tree: Fact Finders:<br/>Unit C: Houses and Homes<br/>Pack (6 books, 1 of each title)</b> Roderick Hunt<br>(Oxford University Press:1994)<br>ISBN: 0199166455 |   |
| <b>Partners in Rights</b> (Save the Children:2000)<br>ISBN: 1 84187 027 7  |   |

| Traditional Resources continued  |   |
|--|---|
| Books/ Teaching Materials  | Audio/Visual (Media Texts)  |
| <p><b>Primary Values</b> (CCEA:2004)<br/>ISBN:1 85885 3370</p> <ul style="list-style-type: none"> <li>• <b>The Second Princess</b> by Hiawyrn Oram and Tony Ross – My Family, Wants and Needs</li> <li>• <b>Leon &amp; Bob</b> by Simon James, ISBN: 0 74454 4890 Focus on Refugees, Fact boxes and Children in Need</li> <li>• <b>Article 27 – The Convention on the Rights of the Child</b> within Primary Values Resource</li> </ul> <p><b>Starting Out Key Stage 1</b> Education and Library Boards (NI) and NICLR</p> <p><b>The Three Singing Pigs: Making Music with Traditional Stories</b> Kaye Umansky (A&amp;C Black:2004)<br/>ISBN: 0713673257</p> <p><b>Winning Back Dad</b> Ian Bone (Walker Books Ltd:2000)<br/>ISBN: 0744572916</p> |   |
| Organisations  |   |
| Useful Contacts  | Places to Visit   |
| <p>Save the Children Headquarters<br/>15 Richmond Park<br/>Belfast<br/>Tel: (028) 9062 000</p> <p>Simon Community<br/>Central Office<br/>57 Fitzroy Avenue<br/>Belfast<br/>Tel: (028) 9023 2882</p>  | <p>Ulster Folk and Transport Museum<br/>Holywood<br/>Co. Down<br/>BT18 0EU<br/>Tel: (028) 9042 8428</p> |

*Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.*

