My Place and Yours
Thematic Unit
## Contents

About this Thematic Unit

### Section 01
**Why Should We Work Together?**
- Activity One: Working Together? 5
- Activity Two: Getting Along 6
- Activity Three: What Shall We Do Together? 7

### Section 02
**What is My Place in the World?**
- Activity Four: The Three Little Pigs ([Link to Languages](#)) 11
- Activity Five: What’s in a House? ([Link to Languages](#)) 12
- Activity Six: Creating a Class House ([Link to Languages](#)) 14
- Activity Seven: A Place to Call Home 16
- Activity Eight: Bricks, Branches or Boxes? 17

### Section 03
**How Can We Show What We Have Learned?**
- Activity Nine: What Home Means to Me 21
- Activity Ten: The Three Little Pigs through Dance 22
- Activity Eleven: Dramatisation of the Three Little Pigs in the Target Language ([Link to Languages](#)) 25

---

**Resources**

**Suggested Additional Resources**
Acknowledgements

CCEA wishes to acknowledge those staff and pupils of Londonderry Model Primary School, Derry, Greenhaw Primary School, Derry, Londonderry Primary School, Newtownards and St Joseph’s Primary School, Meigh. Also Amanda Robinson of Ballyvester Primary School who provided the enclosed images of their school and pupils.
About this Thematic Unit

This Thematic Unit is linked to the Years 3/4 Ideas for Connected Learning (ICL) *Houses and Homes*.

It gives pupils the opportunity to explore their local area and begin to appreciate similarities and differences between people in their own and in another country. It enables them to engage in collaborative activities, to develop skills of working with their peers and to demonstrate their learning through creative activities.

The unit also introduces the children to a modern language and provides access to digital resources to enhance their learning.

Children will have the opportunity to develop some of the skills that meet the requirements of the Northern Ireland Curriculum at Key Stage 1. The focus within this unit is outlined below:

<table>
<thead>
<tr>
<th>Northern Ireland Curriculum Objective</th>
<th>To develop the young person as a contributor to society</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>The aim of this Thematic Unit is to enable children to:</td>
</tr>
<tr>
<td></td>
<td>• Develop the skills and strategies they need to work effectively together;</td>
</tr>
<tr>
<td></td>
<td>• Appreciate some similarities and differences between people and places;</td>
</tr>
<tr>
<td></td>
<td>• Engage in a variety of active learning strategies; and</td>
</tr>
<tr>
<td></td>
<td>• Experience a modern language through non-specialist teaching and digital resources.</td>
</tr>
<tr>
<td><strong>Key Element</strong></td>
<td>Citizenship and Cultural Understanding</td>
</tr>
<tr>
<td><strong>Thinking Skills and Personal Capabilities (TSPC)</strong></td>
<td>This Thematic Unit focuses on <strong>Working with Others</strong>:</td>
</tr>
<tr>
<td></td>
<td>• Being collaborative;</td>
</tr>
<tr>
<td></td>
<td>• Being sensitive to others’ feelings; and</td>
</tr>
<tr>
<td></td>
<td>• Being fair and responsible.</td>
</tr>
<tr>
<td></td>
<td>There will also be opportunities for children to develop the skills of Thinking, Problem-Solving and Decision-Making and Managing Information.</td>
</tr>
<tr>
<td><strong>Cross-Curricular Skills</strong></td>
<td>Where appropriate, learning intentions that relate to cross-curricular skills are signposted. These cross-curricular skills are:</td>
</tr>
<tr>
<td></td>
<td>• Communication (Comm);</td>
</tr>
<tr>
<td></td>
<td>• Using Mathematics (UMaths); and</td>
</tr>
<tr>
<td></td>
<td>• Using ICT (UICT).</td>
</tr>
</tbody>
</table>

*Continued overleaf*
<table>
<thead>
<tr>
<th>Connecting the Learning</th>
<th>This Thematic Unit provides teachers with opportunities to connect learning across the following areas:</th>
</tr>
</thead>
</table>
| Personal Development and Mutual Understanding: | • Appreciating ways we are similar and different;  
• Being aware of the diversity of people around the world; |
| The World Around Us: | • Making comparisons between the local area and a contrasting place;  
• Exploring the range of materials used in the local area; |
| The Arts: | • Enjoying and appreciating the work of artists from their own and other cultures;  
• Participating in dramatic activity and sharing ideas with others; and |
| Physical Education: | • Creating, practising, remembering and performing movement ideas in response to a story. |
Why Should We Work Together?

Develop the idea of why we need to work well with others in school, at home and in other situations.
Activity One
Working Together?

Suggested Learning Intentions

Children will:
• begin to identify the skills that enable groups to work effectively; and
• understand the advantages of working co-operatively/collaboratively in groups (TSPC).

Suggested Learning and Teaching Activities

As a whole class activity, read the story ‘Not on Your Own’ by Liz Weir from the CCEA Wise Up and Think series. Use the prompts in the story to encourage discussion about:
• what is fair and unfair;
• taking the lead;
• standing your ground; and
• roles and responsibilities within a group.

Develop the idea of why we need to work well with others in school, at home and in other situations. Create a Graffiti Board* for the children’s comments.

Encourage self-assessment of the children’s attitudes to working in class by having them complete a short questionnaire (Resource A). Encourage the children to be as honest as possible, and make them aware that the questionnaire is for their own information. Allow them to refer back to this activity at the end of the unit of work and discuss whether their attitudes have changed.

Divide the children into groups that they will work in throughout the Thematic Unit. To ensure the groups are of a manageable size, take into account:
• the number of pupils in the class;
• space and furniture within the classroom; and
• allocation of roles to individuals (if groups are too large, some may feel redundant).

Promote fair groups using random allocation cards or number games. To ensure that the make-up of each group is balanced, you may wish to consider: established friendships;
• mixed ability;
• mixed gender; and
• SEN inclusion.

Once they are in their groups, have the children participate in the following co-operation activities:
• People Bingo*, as an ice breaker; and
• Back-to-Back*, to develop clarity in communication.

Ask for simple feedback about the group activities so far through the Fist-to-Five* activity. Encourage the children to add comments to the Graffiti Board.

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Two
Getting Along

Suggested Learning Intentions

Children will:
• begin to identify the skills that enable groups to work effectively;
• know some strategies that will enable groups to negotiate and compromise; and
• understand the advantages of working co-operatively/collaboratively in groups (TSPC).

Suggested Learning and Teaching Activities

Discuss rules in school, in the playground and in the wider community (for example the Green Cross Code). Suggest reasons for these rules, for example to keep us safe and to help us to learn. If there are class rules and a class contract, refer the children to these.

Draw up and display some simple rules for group work, taking cues from the children’s suggestions. These may include:
• taking turns (at jobs, in roles or at leading);
• one person talking at a time (and in a ‘60 cm voice’);
• praising good ideas (simple ‘thumbs up’, etc);
• asking questions if you don’t understand;
• including everyone in the group; and
• staying with your own group.

Discuss the different ways quarrels can be managed. Develop a range of strategies for dealing with disagreements, for example:
• giving clear and reasoned explanations;
• walking away;
• traffic lights;
• counting to ten; or
• using a mediator.

Relate these strategies to group work and display any new ideas on a class Stuck Board. You can add to the board as the children come up with new strategies.

Use the Lifelines* activity to give the children practice in working within groups. Monitor and observe to what extent they are adhering to the strategies you have agreed. Interact with any groups that need help, and refer them to the display of rules and the Stuck Board.

A Dartboard Evaluation* of this activity would be a quick way to receive instant and simple feedback.

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Three
What Shall We Do Together?

Suggested Learning Intentions

Children will:
- help to plan and set goals and break a task into sub-tasks;
- begin to make connections between learning in different contexts; and
- seek out questions to explore and problems to solve [TSPC].

Suggested Learning and Teaching Activities

Set up a planning board for the unit of work that includes your own and the children’s ideas. Write up the title ‘Houses and Homes’, and use open-ended questions to build the big picture of the direction of the unit. Discuss together what the children are going to learn about, investigate and do. Use the planning board to show the overall vision of the unit of work through ‘We Are Learning To...’ (WALT) objectives.

Introduce the WALT character, and draw up learning intentions with the class. These may include:

WALT:
- work together in small groups;
- learn about how others live;
- find out about houses and homes in our country and abroad;
- use different ways of showing our learning to others, for example dance, drama and art;
- tell the story of The Three Little Pigs in a second language; and
- think about what we do and how we do it.

To focus on success criteria, introduce the WILF (‘What I’m Looking For...’) character. Before each activity, draw up specific success criteria and add them to the planning board. Negotiate these with input from the children, asking what they think you as teacher might be looking for throughout the exercise. Encourage discussion of the skills and knowledge that they are developing. Keep language specific and child-friendly. Allow for plenty of thinking time. Display the criteria and provide formative feedback throughout the activities, as well as summative feedback at the end.
What is My Place in the World?
Activity Four
The Three Little Pigs
(Link to Languages)

Suggested Learning Intentions

Children will:
- be able to recognise some familiar written words and phrases in the chosen target language;
- take part in story telling and actions in the target language (Comm); and
- find, select and use information from a given digital source, the CCEA Primary Languages microsite (UICT).

Suggested Learning and Teaching Activities

These activities are designed for the non-specialist language teacher and incorporate the CCEA Primary Languages microsite as a digital resource for both children and teachers. The microsite can be used with children who are complete beginners or adapted to suit those who have some prior knowledge of the target language.

Before introducing the story in the target language, familiarise yourself with the text and the animation from the website (follow the link to 'stories' in your language from the primary languages microsite you can find at www.nicurriculum.org.uk

Ensure that the children are familiar with the story of The Three Little Pigs in English. Use a Big Book story–telling session or sequencing activity to refresh their memories.

Using the microsite and an interactive whiteboard or data projector, tell the story in the target language right through once without showing the words. Play the audio and then repeat phrases yourself, allowing the children to hear the native speaker and your pronunciation.

On the second and third readings, involve the children by allowing them to join in with you after each audio playing of the native speaker. Pick out key words or phrases for the children to repeat, and encourage them to pre-empt words that occur regularly and to finish off key words or phrases. Repeat each scene of the story as often as necessary. Invite the children to suggest appropriate actions to illustrate the key words or phrases.

Give the children opportunities to go back to the website regularly for short periods of time. Each time, begin by retelling the story and then introduce a new action rhyme from the resources available.

Use the target language wherever possible across Areas of Learning in the future. Where appropriate, opportunities have been identified in the activities that follow.

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Five
What’s in a House?
(Link to Languages)

**Suggested Learning Intentions**
Children will:
- know and respond to key words and simple phrases in a second language, related to houses and homes;
- be able to recognise some familiar written words and phrases in the chosen target language;
- access, select, interpret and research information, the CCEA Primary Languages microsite (UICT);
- begin to appreciate how families can help, support and care for each other; and
- begin to understand how their own actions can affect others.

**Suggested Learning and Teaching Activities**

Focus on the furniture we find in different rooms in the house by teaching vocabulary in your chosen target language. Print and laminate the pictures from the Word Bank on the microsite to make furniture and room word cards. Introduce new vocabulary by using funny voices and having the children repeat in the same voice and at the same speed. You can use the word cards in various ways to reinforce the vocabulary, for example using the following games:

**True/False**
Hold up, or ask a pupil to hold up, a picture card and state a word in the target language. If the word matches the picture correctly, the others repeat. If it is incorrect, the children say ‘No, No, No’ (as in the *Three Little Pigs* story) and volunteers can suggest the correction. This is a useful activity to allow you to observe the children and to assess if reinforcement is needed.

**Guess the Card**
The children can play this as a whole class or within groups. You or a pupil hold a word card so the others can’t see it and invite individuals to guess the room or piece of furniture pictured. If they guess correctly (in the target language), it is their turn to hold a card. Each time a pupil guesses correctly, they can keep the card. The winner is the person with the most cards.

For additional ideas, follow the ‘Teachers’ link on the microsite.

In preparation for the furniture game on the microsite (see ‘activities’), talk to the children about their experiences of moving house and what it involves. Then give them an opportunity to help the family put
their furniture in the correct room by clicking and dragging. Allow the children to listen to the audio provided (or to you) for the name of the types of furniture. Choose one pupil or group to ask in the target language ‘Where does ... go?’ for each piece of furniture, while the others (working as individuals, in pairs or in groups) answer ‘In the …’ and drag and drop the object to the correct room.

Divide the class into their established groups, and give each group a picture card of a room. Show pictures of items of furniture and ask ‘Where does ... go?’ If the item belongs in their room, the group replies ‘In the …’ The first group to collect three pieces of furniture is the winner.

Read through the story of The Little Bear on the microsite together. This uses the target language to introduce the idea that we do different activities in different rooms. Use some of the reading strategies detailed in Activity Four to help the children become familiar with the story.

Develop the discussion to include the different responsibilities that the children have in the home, for example setting the table, tidying their room or making their bed. You could explore these through a Post-It Collection* activity in groups. Relate the rules that the children follow at home to rules established in the school, in the playground, in class and for group work. Challenge any stereotypical attitudes during the activity and in whole class feedback/discussion.

Use ‘Just Like’ as a stimulus to develop drama and role-play, for example acting out quarrels that can happen at home. You may also wish to use Unit 5: ‘Why Should I?’ from Living.Learning.Together Year 3.

Encourage self-evaluation of the children’s language work through the Fist-to-Five* activity. Focus on their confidence, enjoyment, understanding of vocabulary, etc.

To record the children’s success, create individual language portfolios that they can add to as they acquire more language, for example:
• ‘I can count to ten in the target language’ with illustrations and the target language words; or
• ‘I can name the rooms of a house in the target language’ with illustrations and/or vocabulary.

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Six
Creating a Class House (Link to Languages)

Suggested Learning Intentions

Children will:
• learn about materials in the natural and built environment; and
• consider the similarities and differences between the features of buildings and the landscape in their locality and the wider world.

Suggested Learning and Teaching Activities

Have the children identify the names of rooms in the house and the furniture they would associate with each room. Use a flip chart or interactive whiteboard to create a class Mind Map* and record the children’s answers. Use this as an opportunity to recap the target language vocabulary they learned in Activity Five and to introduce an Odd One Out* group activity using the target language. See Resource B for a Word Bank that you can use for reference.

Explain to the children that they are going to work in their groups to plan, design and create a 3D model of a house in France, Germany, Ireland or Spain, as appropriate. To inspire ideas, use the internet to research together what houses look like in the country of your chosen target language. Prepare a variety of open-ended questions for investigation using Mind Map*, for example:
• How is this house different from yours?
• What do you notice is different on the outside of each of the houses?
• What are the houses built from?

Have the children use a KWL* grid to structure their investigation.

Assign a room of the house to each group to work on. Give them time to decide what furniture they would like to include in their room and draw a plan.

Prepare a range of materials to enable the children to develop their models. These might include:
• a shoebox or other cardboard box to form the structure of the room;
• a variety of small boxes, such as cereal boxes, to form cupboards and wardrobes;
• corks, lollipop sticks, kitchen roll tubes, matchsticks, coloured card, cotton wool, tin foil and plasticine or clay to make other furniture;
• pieces of fabric or crêpe paper to make curtains and rugs;
• a small number of ready-made objects from dolls’ houses or other toys; and
• paints, felt-tip pens and crayons to decorate.

Give the groups time to consider how they can present their completed room using the target language. As well as room and furniture vocabulary, you could incorporate words for colours and numbers (‘This is the living room... There are two tables... The sofa is red...’ etc). You may also wish to have the children label the furniture in the target language using small post-it notes.
When all the groups have presented their finished product, put the rooms together where everyone can see and comment on the finished class house.

Ask if any of the children have a saying or message somewhere in their home, such as a ‘Welcome’ doormat or a ‘Home Sweet Home’ sign. Find out about different sayings, for example ‘Home is where the heart is’. Discuss how people in different countries might have different sayings in their languages, and provide the children with some of the expressions in Resource C. As a finishing touch to the house, allow each group to make a little wall hanging or mat for their room with their favourite saying in the target language written on it and decorated.

Home Learning Activity

After reading and discussing The Jolly Postman by Allan Ahlberg in class, have the children write and learn their addresses at home. Then allow them to swap addresses in class. Ask them to write and send a postcard or short letter to a classmate.

Compare how addresses are written in the country or region where the target language is spoken. Collate postcards sent from a target language area for a class display.

Establish links with a school in another country using email or video conferencing. You could also sign up to the British Council’s eTwinning programme and investigate their Comenius project to find out about exchanges and funding for primary schools (see www.britishcouncil.org for details).

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Seven
A Place to Call Home

Suggested Learning Intentions

Children will:
• realise the importance of shelter as a basic need;
• begin to make links between cause and effect;
• begin to appreciate the similarities and differences between people;
• be able to compare and contrast their homes with those of children from other lands; and
• recognise some similarities and differences between buildings in their locality and in the wider world.

Suggested Learning and Teaching Activities

Focus on the different houses in the story of The Three Little Pigs. Ask if the children can remember any other stories set in houses, such as Snow White or Hansel and Gretel.

Link to Languages: Refresh the target vocabulary from the story of The Three Little Pigs. Use the website to retell the story and replay the games.

Gather a collection of pictures from around the world that you can use as visual cues to explore the issue of different places to live. Show the children various homes, for example a conventional Western house, an African mud hut and an Inuit igloo. Explore and discuss the advantages and disadvantages of each type of house. Discuss why particular houses are suitable in different environments.

In their groups, have the children sort photographs of different house types according to whether they would be suitable in hot or cold lands. Give the children an opportunity to research how people in the wider world protect their homes from extreme weather conditions. Introduce KWL* grids and project box books for research, and use the ICT Slideshow package to help the children to present their findings to the other groups.

Compare the houses in the children’s community with the different types of house they have seen throughout this unit so far. Discuss the importance of having a place of shelter.

Together investigate the issue of refugees or people who are homeless and the problems they face. Use KWL* grids for group activities, then research information by using traditional and/or digital resources (such as Lift Off, www.liftoffschools.com). Arrange personal visits, too, where possible.

* See Active Learning and Teaching Methods for Key Stages 1&2.
Activity Eight
Bricks, Branches or Boxes?

Suggested Learning Intentions

Children will:
• compare and contrast similarities and differences;
• understand the uses of a range of materials;
• learn about materials in the natural and the built environment;
• learn about the properties of everyday materials and their uses;
• learn that there is a variety of plant and animal life in the world around them;
• be aware of the diversity of people around the world; and
• sort and classify objects for two criteria (UMaths).

Suggested Learning and Teaching Activities

Introduce specific vocabulary for different materials, such as wood, brick and plastic, through group sorting activities. Develop the children’s classification skills to include properties such as hard, soft, rigid, flexible, transparent, opaque and absorbent. Have them sort and group junk materials according to their properties.

Research a range of materials used in the home and what we use them for. Compare the same objects made from different materials, for example a wooden spoon, a metal spoon and a plastic spoon. Suggest reasons for choosing particular materials.

Investigate which fabric would make the best winter gloves. Provide samples of different materials for the children to devise an experiment to test their theories. Use the Snowballing* activity to reach a consensus. Take photographs to record and report each stage of the experiment.
Still on the topic of materials, refer back to the houses from around the world you looked at in Activity Seven. Set a group challenge: give each group a large picture of a person and a card that states the country or region of the world they come from. Provide boxes filled with samples of different materials that the children can use to create a set of clothes that the person in their picture could wear when they go out of the house. They cut, shape and stick their chosen fabrics onto the picture. Use a Stick Debate* to structure feedback to the rest of the class in a way that prevents more vocal children from dominating the conversation.

Investigate the homes of various animals, for example:
- squirrel – drey;
- bee – hive;
- bird – nest;
- badger – sett; and
- spider – web.

Explore what materials these animals use to make their homes. Work on developing the children’s vocabulary. Provide pictures for them to sort, matching the animals to their special homes (Resource D). Ask the groups to report their findings to the class, and discuss them together.

Link to Languages: Teach the names of common animals in the target language. See the Word Bank in Resource B for some relevant vocabulary.

* See Active Learning and Teaching Methods for Key Stages 1&2.
How Can We Show What We Have Learned?
Activity Nine
What Home Means to Me

Suggested Learning Intentions

Children will:
- appreciate the work of artists; and
- learn to use drawing and painting techniques to respond to what they see, remember and imagine.

Suggested Learning and Teaching Activities

Allow the children to watch and discuss programmes from the BBC series *I Do This*. Give them an opportunity to observe and describe different homes. Include lighthouses, houseboats, windmills and caravans, etc. Together identify similarities and differences between these homes. Compare town and country homes that the learners are familiar with.

Show the children examples of ways in which different artists have depicted houses and homes. Include local artists, for example Coleraine artist Tom McGoldrick, and artists from the countries of your chosen target language.

Select and examine one piece of art as inspiration for the children to create their own artwork related to ‘home’. Incorporate a variety of media where possible, for example pastels, crayons and charcoal, and a variety of techniques, such as mono printing and painting.

Decide how best to display the children’s own work and your chosen artists’ work. Encourage them to reflect on their own piece of work using the Two Stars and a Wish* method. Allow time for them to view each other’s work in groups, reflecting on how it could be adapted and suggesting ways of improving or changing it, again using Two Stars and a Wish.

* See Active Learning and Teaching Methods for Key Stages 1 & 2.
Activity Ten
The Three Little Pigs through Dance

Suggested Learning Intentions

Children will:
- create, practise, remember and perform movement ideas in response to a story;
- perform simple, rhythmic patterns and repeat them in different formations;
- be able to work co-operatively in groups of three;
- learn from and value other people’s ideas (TSPC).

Suggested Learning and Teaching Activities

The focus here is on the children’s interpretations of the characters in the story of The Three Little Pigs. The children will create their own sequences and action ideas, focusing on ‘what’ and ‘how’ they are doing the actions, not on showing the events in the story as they occur. They will create their own journey of the story by portraying the moods or by taking on the characteristics of the three little pigs. They should be able to vary the speed and strength of their actions, as well as starting and stopping on cue.

The children could look at an excerpt from the cartoon version of Animal Farm by George Orwell to observe how pigs trot and move.

Link to Languages: You could incorporate simple instructions in the target language into these activities.

Invite the children to 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. Have them form lines of three and practise a ‘follow-the-leader’ activity on tiptoe, looking for different spaces to tiptoe in and out of. Groups of three could attach onto others to form lines of six or nine, and then at the end each little pig could tiptoe out of the line one by one and wave goodbye.

Beginning the Journey
The 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 frightens them: they freeze, crouch down or hide behind a tree or bushes, and look around to discover what has caused the noise. Maybe a wolf?

You can make links with music by singing ‘Trotting down the Road’ together to the tune of ‘Knees up Mother Brown’ (see the music book The Three Singing Pigs, A & C Black). The song will help provide a steady beat for the children to trot on tiptoe in time to the music.
Section 03 How Can We Show What We Have Learned?

The House Made of Straw
The children stop to gather straw, carry huge armfuls of it to different places and build the house of straw (lifting, carrying, reaching, binding it together, etc). They pretend to scatter straw all over the floor of the house. To finish, have them curl up small without touching each other and then rise slowly together to form a tall stack of straw. This might provide them with an idea for a shape to finish their group dance.

Invite the children, working in threes, to follow the leader energetically, skipping high or low, turning and moving in different pathways. Change the leader several times and give the children time to practise and demonstrate their ideas for movement.

You can make further links with music by singing together ‘Have you any straw for sale?’, also from The Three Singing Pigs (A & C Black), to the tune of ‘Do you know the Muffin Man?’ The children’s singing could be accompanied by instruments. You might want to repeat the song for the house of sticks and the house of bricks.

The House Made of Sticks
The children gather and pick up sticks and prepare to build their house. For example, they might need to saw some sticks or tie them together. The children can practise strong, repetitive, rhythmic actions to represent chopping the sticks using straight fingers which are spread wide. Encourage the use of lots of bending and strong arm movements. Have them think about how the sticks could be moved, carried, pushed, pulled or dragged. Allow them to practise sharp, jerky movements or shapes with their elbows, fingers, heads and legs at high and low levels. Group the children into threes to link together to make a shape of a stick house, for example an elbow to a knee or a hand to a foot. You could use percussion instruments, for example wooden claves, as accompaniment. Repeat the ‘follow my leader’ activity described above.

The House Made of Bricks
The children pick up and carry their heavy bricks. They practise staggering with imaginary piles of bricks before setting the bricks down and then building the walls brick by brick. The children discuss how they are going to build their house of bricks and practise the action, for example mixing cement, using a pulley, laying the bricks, stretching and reaching further and further as the wall gets higher. They can finish by joining hands in a circle to form a strong, safe wall around the house.

The Big Bad Wolf
The children consider the movements and actions used by the wolf. Consider some ideas: creeping, stalking, peering in the windows, etc. Have all the children make wolf shapes, with strong wide legs and arms, and stretched spiky claws. When you say ‘I’ll huff and I’ll puff and I will blow your house in’, the wolf ‘freezes’ until you stop speaking.

Take it in turns for three or four children to play the role of the wolf, moving in and out of the class group, prowling and making their way back to their own places.
He Huffed and He Puffed
Take on or assign the role of the wolf. The wolf stands in the centre of the room. Everyone joins in with the puffing and blowing actions as the wolf says ‘I’ll huff and I’ll puff and I will blow your house in’. Then everyone collapses to the floor as their house is blown down. The house of straw and the house of sticks are blown down in turn before everyone joins with the house of bricks group and is safe.

Performance – Final Lesson
Divide the class into three groups: straw, sticks and bricks. They travel on their journey to build their houses and then freeze in a house shape. The wolf (you or a child) then prowls around the children’s frozen house shape, trying to find a way in and repeating, ‘I’ll huff and I’ll puff and I’ll blow your house in!’ The group of children from the house of straw can run to join the group in the house of sticks. Then this large group can run to join the house of bricks. In the end, all these children are in one large circle forming a strong, safe wall around the house of bricks.

Happy-Ever-After Dance
Invite the children to work in threes to make up their own happy dance to lively music, using skipping, clapping, bouncing and galloping steps, etc.
Activity Eleven
Dramatisation of The Three Little Pigs in the Target Language *(Link to Languages)*

**Suggested Learning Intentions**

Children will:
- begin to develop dramatic skills by engaging in role-play using simple props;
- develop further the habits of collaborative learning, including turn-taking, sharing ideas and co-operating;
- take personal responsibility for work with others and evaluate their own contribution to the group; and
- begin to respect the views and opinions of others and reach agreements using negotiation and compromise (TSPC).

**Suggested Learning and Teaching Activities**

Explain to the children that they are going to plan and perform the story of *The Three Little Pigs*. Use a planning board, and ask the children what questions they need to ask about the task. Incorporate open-ended questions, such as:
- How will we begin?
- What do we have?
- What can we do?
- What can we make?
- What do we need?
- What can we bring?
- Who are we going to perform to?
- How are we going to arrange our classroom?

Allocate a scene of the story to each group, or allow two or three groups to merge to perform the whole story. Involve the children in the decision-making process. *The Five Questions* activity may be useful to structure the process.

In groups, give the children time to draw up a list of characters and props they will need for each scene. You could use the *Hot Air Balloon* exercise, both as a planning tool, to focus the children’s thoughts and ideas, and to give you the opportunity to observe the skills they have learned throughout the unit of work: group decision-making, co-operation, sharing ideas, taking turns, making decisions and conflict resolution.

Have the children display their decisions on *Graffiti Boards* (one per group), which can be added to as the task progresses and new ideas are suggested and agreed.
Selecting Materials

Gather resources, using the children’s ideas from the previous activity plus some extra materials. Ensure that they have a free choice of materials. Relate the task to the knowledge about materials they developed in previous lessons, including vocabulary they learned in the target language. Observe and encourage the children to agree and take responsibility for their part in the project. Allow them to plan the size of the props and to apply their knowledge of measuring, using non-standard or standard units of measure where appropriate. Once the props are made, give time for each group to discuss how and what they have done. Use a Stick Debate* to ensure feedback from all members of each group.

Rehearsal

Preparation activities for the drama could include Hot Seating*, Freeze Frame*, Forum Theatre and Tableau*. Set scenarios for particular groups while the other groups observe and give feedback. Practise key language through whole class story-telling and activities from the Primary Languages microsite.

Decide upon roles for each member, taking into account narrators, characters, audience participation, sound effects, etc.

Allow plenty of time for the groups to rehearse scenes and the whole story. Be sensitive to children requiring some guidance. Know when to step in to move things along and when to step out again and leave them to it. Use egg timers to help the children pace their enactments and rehearsal time.
Section 03  How Can We Show What We Have Learned?

Advertising the Performance(s)
Prepare invitations or posters to invite the audience through shared writing activities. Posters can provide a persuasive writing context, for example the children may choose to list the reasons why someone should come to the performance, such as ‘It will make you giggle’ and ‘You will see the big bad wolf blow down some houses’. Invitations can involve developing skills in postcard or letter-writing and using addresses.

Optional problem-solving activities can include:
- Who is going to sit where? [For example, groups may want to make a seating plan and issue tickets.]
- How will the classroom be arranged? [For example, groups could draw up a plan for changing the classroom. Children who may not wish to act can be assigned roles for props and moving furniture.]

After the Performance(s)
Discuss and reflect on the project during Circle Time, for example what the children did and how they did it, what really made them think, their contribution to the group and ideas for future projects. Refer back to the planning board and success criteria for the activity.

Use the self-evaluation form in Resource E, which is based on helping the children to reflect on their individual and group contributions throughout the unit of work. This may also be an opportunity to compare their attitudes now with their answers in the initial questionnaire in Activity One and the Learning Intentions drawn up in Activity Three. Your own evaluations should be based on the From–To Progress Map for Working With Others [see Appendix 2 of Thinking Skills and Personal Capabilities for Key Stages 1&2, pages 35-36 (CCEA Publication)].

* See Active Learning and Teaching Methods for Key Stages 1&2.
Resources
Resource A
Questionnaire: Something to Think About...

Circle the face that shows how you feel.
This is what I feel about:

<table>
<thead>
<tr>
<th>Activity</th>
<th>😊</th>
<th>😎</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming to school</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Sitting with my friends</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Working on my own</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Working with my partner</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Working in a group</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Working with everyone at my table</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Talking about things in groups</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Asking others for help</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>Helping others to learn</td>
<td>😊</td>
<td>😎</td>
<td>😞</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>German</td>
<td>Irish</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Bed</td>
<td>le lit</td>
<td>das Bett</td>
<td>an leaba</td>
</tr>
<tr>
<td>Wardrobe</td>
<td>l’armoire</td>
<td>der Schrank</td>
<td>an vardrús</td>
</tr>
<tr>
<td>Desk</td>
<td>le bureau</td>
<td>der Schreibtisch</td>
<td>an deasc</td>
</tr>
<tr>
<td>Chest of drawers</td>
<td>la commode</td>
<td>die Friesierkommode</td>
<td>an tábla maisíucháin</td>
</tr>
<tr>
<td>Lamp</td>
<td>la lampe</td>
<td>die Lampe</td>
<td>an lampa</td>
</tr>
<tr>
<td>Table</td>
<td>la table</td>
<td>der Tisch</td>
<td>an tábla</td>
</tr>
<tr>
<td>Chair</td>
<td>la chaise</td>
<td>der Stuhl</td>
<td>an chathaoir</td>
</tr>
<tr>
<td>Fridge</td>
<td>le frigo</td>
<td>der Kühlschrank</td>
<td>an cuisneoir</td>
</tr>
<tr>
<td>Microwave</td>
<td>le micro onde</td>
<td>die Mikrowelle</td>
<td>an micreathonn</td>
</tr>
<tr>
<td>Cooker</td>
<td>la gazinière</td>
<td>der Herd</td>
<td>an sorn</td>
</tr>
<tr>
<td>Dishwasher</td>
<td>le lave-vaiselle</td>
<td>der Geschirrspüler</td>
<td>mias niteoir</td>
</tr>
<tr>
<td>Washing machine</td>
<td>la machine à laver</td>
<td>die Waschmachine</td>
<td>measisín niocháin</td>
</tr>
<tr>
<td>TV</td>
<td>la télé</td>
<td>der Fernseher</td>
<td>an teifís</td>
</tr>
<tr>
<td>Sofa</td>
<td>le canapé</td>
<td>das Sofa</td>
<td>an tolg</td>
</tr>
<tr>
<td>Armchair</td>
<td>le fauteuil</td>
<td>der Sessel</td>
<td>an chathaoir uillich</td>
</tr>
<tr>
<td>House</td>
<td>la maison</td>
<td>das Haus</td>
<td>an teach</td>
</tr>
<tr>
<td>Bathroom</td>
<td>la salle de bains</td>
<td>das Badezimmer</td>
<td>an seomra folchta</td>
</tr>
<tr>
<td>Living room</td>
<td>le salon</td>
<td>das Wohnzimmer</td>
<td>an seomra suite</td>
</tr>
<tr>
<td>Dining room</td>
<td>la salle à manger</td>
<td>das Esszimmer</td>
<td>an seomra bia</td>
</tr>
<tr>
<td>Kitchen</td>
<td>la cuisine</td>
<td>die Küche</td>
<td>an chistin</td>
</tr>
<tr>
<td>Garden</td>
<td>le jardin</td>
<td>der Garten</td>
<td>an gairdín</td>
</tr>
<tr>
<td>Bedroom</td>
<td>la chambre</td>
<td>das Schlafzimmer</td>
<td>an seomra bia</td>
</tr>
<tr>
<td>English</td>
<td>French</td>
<td>German</td>
<td>Irish</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Red</td>
<td>rouge</td>
<td>rot</td>
<td>dearg</td>
</tr>
<tr>
<td>Yellow</td>
<td>jaune</td>
<td>gelb</td>
<td>bui</td>
</tr>
<tr>
<td>Blue</td>
<td>bleu</td>
<td>blau</td>
<td>gorm</td>
</tr>
<tr>
<td>Green</td>
<td>vert</td>
<td>grün</td>
<td>glas</td>
</tr>
<tr>
<td>Black</td>
<td>noir</td>
<td>schwarz</td>
<td>dibh</td>
</tr>
<tr>
<td>White</td>
<td>blanc</td>
<td>weiß</td>
<td>geal</td>
</tr>
<tr>
<td>a dog</td>
<td>un chien</td>
<td>ein Hund</td>
<td>an madadh</td>
</tr>
<tr>
<td>a snake</td>
<td>un serpent</td>
<td>eine Schlange</td>
<td>an nathair</td>
</tr>
<tr>
<td>a rabbit</td>
<td>un lapin</td>
<td>ein Kaninchen</td>
<td>an coinín</td>
</tr>
<tr>
<td>a fish</td>
<td>un poisson</td>
<td>ein Fisch</td>
<td>an t-íasc</td>
</tr>
<tr>
<td>a hamster</td>
<td>un hamster</td>
<td>ein Hamster</td>
<td>an hamstar</td>
</tr>
<tr>
<td>a cat</td>
<td>un chat</td>
<td>eine Katze</td>
<td>an cat</td>
</tr>
<tr>
<td>a tortoise</td>
<td>une tortue</td>
<td>eine Schildkröte</td>
<td>an toirtís</td>
</tr>
<tr>
<td>a horse</td>
<td>un cheval</td>
<td>ein Pferd</td>
<td>an capall</td>
</tr>
<tr>
<td>a bird</td>
<td>un oiseau</td>
<td>ein Vogel</td>
<td>an t-éan</td>
</tr>
</tbody>
</table>
# Resource C

## Home, Sweet Home: Some Sayings in French, German, Irish and Spanish

Choose one or more sayings in your chosen target language to enable the children to decorate their class house.

### French

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bienvenue!</td>
<td>Welcome!</td>
</tr>
<tr>
<td>On est bien chez le roi, mais on est mieux chez soi.</td>
<td>It’s great at the palace, but you feel more comfortable in your own home. (There’s no place like home.)</td>
</tr>
<tr>
<td>Ma maison est mon château.</td>
<td>My house is my castle.</td>
</tr>
<tr>
<td>Faites comme chez vous.</td>
<td>Make yourself at home.</td>
</tr>
</tbody>
</table>

### German

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willkommen!</td>
<td>Welcome!</td>
</tr>
<tr>
<td>Trautes Heim Glück allein.</td>
<td>A cosy home means happiness. (Best place to be is at home/Home sweet home)</td>
</tr>
<tr>
<td>Heim und Herd sind Goldes Wert!</td>
<td>Home and hearth are as good as gold.</td>
</tr>
</tbody>
</table>

### Irish

<table>
<thead>
<tr>
<th>Irish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failte!</td>
<td>Welcome!</td>
</tr>
<tr>
<td>Nil aon tinteán mar do thinteán féin.</td>
<td>There’s no fireplace like your own fireplace. (There’s no place like home.)</td>
</tr>
<tr>
<td>Bí ar do shuaimhneas anseo.</td>
<td>Feel at home here.</td>
</tr>
<tr>
<td>Déan do chuid féin den teach.</td>
<td>Make yourself at home.</td>
</tr>
</tbody>
</table>

### Spanish

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>¡Bienvenidos!</td>
<td>Welcome!</td>
</tr>
<tr>
<td>Hogar dulce hogar</td>
<td>Home sweet home</td>
</tr>
<tr>
<td>Mi casa es su casa.</td>
<td>My house is your house. (Make yourself at home.)</td>
</tr>
<tr>
<td>Como en casa no se está en ningún sitio.</td>
<td>There’s no place like home.</td>
</tr>
</tbody>
</table>
Resource D
Animal Homes

Cut out the cards and match the animals to their homes. Discuss together what the animals and homes are called.
Resource E
Individual and Group Evaluations

<table>
<thead>
<tr>
<th>Individual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I liked most about the group was ...</td>
</tr>
<tr>
<td>What I liked least about the group was ...</td>
</tr>
<tr>
<td>Next time I think we should ...</td>
</tr>
<tr>
<td>Next time I think I should ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Evaluation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each person had a chance to speak.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We were able to use the Stuck Board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each person had a job they were happy with.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One person tried to be the boss.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We knew what we had to do for each activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We asked questions if we were unsure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We listened to each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We took turns at different jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We would do things differently next time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Additional Resources

Books

Active Learning and Teaching Methods for Key Stages 1&2
Publisher: CCEA Publication

Living.Learning.Together Year 3
Publisher: CCEA Publication

Not on Your Own
by Liz Weir
Publisher: CCEA Publication

Some Well Known Tales
by Dee Reid
Publisher: Philip & Tracey Ltd (1992)
ISBN: 0 85370215 2

Mrs Plug the Plumber
by Allan Ahlberg
ISBN: 978-0140312386
(A fun story of a lady plumber who is always in demand)

Winning Back Dad
by Ian Bone
Publisher: Walker Books Ltd
ISBN: 978-0744572919
(How one child’s great idea helps his dad overcome losing his job)

The Jolly Postman
by Allan Ahlberg
Publisher: Puffin Publications
ISBN: 978-0141382609

Partners in Rights
Publisher: Save the Children
ISBN: 1 84187027 7

Primary Values
Publisher: CCEA Publication

Article 27 of The Convention on the Rights of the Child
Suggested Additional Resources

**Audio/Visual**

4Learning Videos: Eureka!
‘Houses and Homes’ order code: 217975
(see website)

Just Like Series
Granada Learning Ltd.
ISBN: 1 84235329 2

BBC I Do This Series
(Houses and Homes, 10 programmes from N.I.)
Available from AV Recordings, SELB
Information and post-programme activities available from www.bbc.co.uk/northernireland/schools/4_11/idothis/pr01.shtml#

**Websites**

CCEA Primary Languages Microsite
www.nicurriculum.org.uk

Online instant text translation
http://babelfish.yahoo.com/

British Council e-twinning project
www.britishcouncil.org/etwinning

Refugee Council
www.refugeecouncil.org.uk

Coleraine artist Tom McGoldrick’s online gallery
www.lanesidegallery.com/category.asp?CatID=139

The Lift Off Initiative
www.liftoffschools.com

Housemate for Primary Schools, Shelter
Suggested Additional Resources

Contacts

Simon Community
Central Office
57 Fitzroy Avenue
BELFAST
Tel: (028) 9023 2882

Save the Children Headquarters
15 Richmond Park
BELFAST
Tel: (028) 9062 0000

Factfinders

Oxford Press
Pack B: Families  9780199166428
Pack C: Houses and Homes  9780199166503

Umansky, Kaye, The Three Singing Pigs
A & C Black Publishers Ltd
ISBN: 0 71363804 4
CCEA accepts no responsibility or liability for any material supplied by or contained in any of the linked websites and does not necessarily endorse the views expressed within them. We cannot guarantee that these links will work all of the time and we have no control over accountability of the linked pages.