Pilgrim Federation

EYFS & KS1

Learning Theme:



Homes & Houses

Links to Other Learning Themes:
This Learning Theme links to:
Animals Including Pets
The Great Fire of London
Oh, We Do Like to be Beside the Seaside!
Our Planet
Transport
Journeys
Where We Live
The British Isles

NURSERY PHONICS

Little Wandle Rhyme Time units:

Homes & Houses



Communication and Language

- Imaginative play involving building a house.
- Talk about their own house including the inside.
- Play different household sounds. Can the children identify these?
- Name some household items. Talk about what they are used for.

Understanding of the World

- Talk about the role of a builder and how they build a house.
- Explore the materials needed to build a house. Name them and talk about their properties.
- Talk about who lives in their home and create a family tree using photographs.
- Name different types of homes such as

Literacy

- Set-up a small world version of 'The Three Little Pigs'. Let the children retell the story using stick puppets.
- Look at some different fairy tale homes. Talk about the stories involving these.
- Attach a large sheet of plain paper or backing paper to the fence or wall. In the centre, draw a large house. The children can add to the paper with their own marks and

Mathematics

- Name the shapes seen on a house.
- Make a 2D shape house picture.
- Go on a walk in the local area and look at the numbers on the house doors. Can they identify them?
- Look at different types of wallpaper and highlight the patterns.
- Explore, sort and count sets of objects to 3.

Expressive Arts & Design

- Make houses using junk modelling materials.
- Draw a family portrait using lines and shapes.
- Make a house from playdough.
- Create a kitchen music station using pots and pans.
- Provide the children with natural materials and fairies to make fairy houses.

Physical Development

- Build a house using building blocks.
- Create a construction role-play area in the sandpit using pretend diggers.
- Provide the children with resources to make the 'Three Little Pigs' houses by snipping paper.
- Explore the mud kitchen and engage in sensory play.
- Make some play cement by mixing sand with child-safe foam. Add some wooden bricks and diggers for children to build walls and houses.

Personal, Social and Emotional Development

- Small world play involving a doll's house.
- Go on a walk in the local area and talk about how the houses look different.
- Name their favourite place in their house. Explain why this is special to them.
- Talk about who lives in their house.

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: Homes & Houses

Big Question: What are our homes like?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within this learning theme, the children will explore their home and who lives within it. They will learn about the different types of houses and use the correct vocabulary to name these. The children will be able to compare the houses they have in their locality with houses that are in cities and in other parts of the world.</td><td colspan="2" rowspan="2">Prior Learning/Links to Learning Themes:
Links to the learning theme ‘Our Planet’ where children explored their local area and other areas within the world.
Children will have experience of the different types of houses within their local area and surrounding areas.
Some children may have visited a city like Norwich or London and may have recognised how houses/buildings look different.
Children will look at who lives within their home, including pets, which links to the learning theme ‘Animals Including Pets’.
The children will explore how houses are built and what materials are used to build houses which links to the learning theme of ‘People Who Help Us’.</td></tr>
<tr><td colspan="2">Key Questions for Teaching:
What are our homes like?
Who lives in our home?
What are the houses like in our locality?
What are houses like in cities?
What are houses like in other parts of the world?
How are houses built?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>In the House on Every Street
Me, in the Middle by Angela Mayers & Annette Demetriou
What We’ll Build
The Town Mouse and the Country Mouse
Inside the Igloo
The Three Little Pigs</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>Houses and Homes by Ann Morris
Iggy Peck, Architect
A House That Once Was
Homes Around the World
The Way Back Home
A Home Can Be…
Amazing Animal Homes
Where is the Green Sheep?
A Place Called Home: Look Inside Houses Around the World by Kate Baker and Rebecca Green</td></tr>
<tr><td>Role-Play Opportunities</td><td colspan="3">Cottage
Igloo</td></tr>
</table>

	• Castle • Builder's Workshop • Estate Agents
Nursery Rhymes & Songs	The House That Jack Built; One Man Went to Mow; Wind the Bobbin Up; Here is the Beehive; Mary, Mary Quite Contrary; This is the Way We Lay Bricks; Wiggly Woo.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 Text – In the House on Every Street **What are our homes like?**	N/R – Talk about your favourite room in your house and why. N/R – Place different non-fiction and fiction books based on homes in the book corner for children to access.	N/R – Bring in an item from their home to share with the class. N – Play pairs/snap with different photographs of houses.	N/R – Provide the children with different pre-cut shapes or 2D shapes to create houses. Provide the children with building blocks. How can they make a home/tower? How can they make sure it is sturdy?	**Autumn Term** N/R – Read the text and discuss what our houses are like. How are these different to one another? N – Look at pictures of their houses. Describe their house to an adult. What is it like? Use key vocabulary. N – Make their house using different craft materials or painting. N – Use different construction resources to make houses within the street (map). Take part in imaginative play with their peers visiting the different houses.	Following White Rose Maths	N – Provide the children with junk modelling materials to create their houses from. R – Children to draw their houses using lines and shapes. Can they add labels?	N – Bring in photographs of their houses from home. Discuss how their houses are similar/different. R – Introduce the children to different types of houses. What is their home like? Children to paint their home. You could create a 'class street'. Can they add their home to a map?
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 1 (cont.)				N – Use different marks and media to create a picture of their garden. Orally describe their gardens and what they are like. N – Use different dressing-up costumes and props to model what they like to do in each room of their home. R – Draw their house. Orally describe what their house is like. Model writing a /h/ for house.			

	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (cont.)				R – Think about what they like to do in their house like in the story. Draw pictures of what			

				they like to do in different rooms. Add labels (marks and single sounds). R – Draw their garden. Use marks for labels of the different parts of the garden. R – Look at the pictures of the different houses. Talk about how the houses are similar/different. Write a speech bubble (scribed) to say how they house is different e.g. My house has stairs, but their house does not.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 (cont.)				**Spring Term** N/R – Read the text and discuss what our houses are like. How are these different to one another? N – Look at photographs of their house. Draw			

				their house and add single sound labels e.g. h for house, d for door, w for window. N – Use different construction resources to make houses within the street (map). Use positional language to describe the different objects within the map.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				N – Draw/make their garden in a shoebox. Add labels to their garden using marks/single sounds. N – Draw a picture of what they like to do in their house e.g. baking a cake. Add labels to their drawings. R – Draw their house and add labels. Write a sentence(s) to describe what their house is like. R – List some of the things that they do in their houses. R – What do the children do in their bedrooms? How is it decorated? List ideas. In my bedroom I have pink walls.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 (cont.)				R – Draw their house and write what it is like on the outside. 'My garden has…' R – Look at the rhyming words within the story. Focus on the spelling patterns. Find other words that rhyme (linked to houses and homes).			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 Text - Me, in the Middle Angela Mayers & Annette Demetriou **Who lives in our home?**	N/R – Learn the nursery rhyme 'The House That Jack Built'. N – Use positional language to discuss the different objects within the home.	N/R – Talk about the roles within the home. How can we keep our homes clean and tidy? R – Write a thank you card to mummy or daddy for looking after their home.	N/R – Provide children with outlines of family trees so they can draw their families. N/R – Consider animal homes and provide the children with natural materials to make homes for a pet. Provide the children with pretend play brushes, wheelbarrows, iron, washing machine etc. to carry out roles within the home.	**Autumn Term** N/R – Read the story and discuss the meaning of the word difference. What makes us unique? N – Look at photographs of themselves and their friends. Talk about their features and make comparisons. N – Use a mix of media to create a family portrait. Talk about the children's work and add meaning to their marks. N – Create pet portraits. Make a name tag for their pet adding marks.		N – Use the home corner to carry out pretend play based on the family home. R – Create a family portrait in the style of Paul Klee's 'Family Walk'. Discuss the different shapes and lines used.	N – Who lives in your house? Ask the children to draw and name the people that live in their house. R – Draw the people that live in their home, including their pets. Write labels for each person. (Some children might have two homes if they are from blended families, so allow them the opportunity to choose which home or to do both).

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Give the children an inside the home template and some magazines. Allow them to cut out different items that belong in certain rooms in their home. R - Draw a picture of themselves and write the initial sound of their name or write their full name. R - Draw a picture of their family and write an initial letter for each person e.g. m for mum. R - Draw a picture of their pet and verbally describe.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Draw their favourite room in the house. Add labels to show the different parts using marks/initial sounds. **Spring Term** N/R - Read the story and discuss the meaning of the word difference. What makes us unique? N – Draw a picture of themselves and write some letters to form their name. N – Draw a picture of their family and write some recognisable letters for initial sounds e.g. m for mummy.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Create their pets using mixed media. Can they describe what their pets are like? Write the initial sound of their pets name using recognisable marks? N – Provide the children with an inside of the home template. Add drawings to identify what is within their home. R – Draw a picture of themselves and write 'I am…'. I like to '…'			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				Draw a picture of their family and write a sentence to explain who they live with 'I live with my…' Draw a picture of their pet. Add descriptive labels and write a phrase about their pet e.g. Max is brown. Think about the inside of their house (their bedroom). Draw their bedroom and describe this using adjectives. Write 'My bedroom is…'.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 Text – What We'll Build by Oliver Jeffers **What are the houses like in our locality?**	N/R – Look at a map of the local area and focus on the different houses/buildings. Discuss these. R – Discuss the different types of houses within the locality and create a pictogram of the different types of houses. Which house type is most common/least common?	N/R – Talk about how to stay safe within the home. What dangers can be found within the home? How we can be protected from these dangers?	N/R – Provide children with maps and magnifying glasses for them to explore. N/R – Provide different soaps/washing detergents and allow the children to wash different items.	**Autumn Term** N/R – Look at the front cover of the story. Talk about what is on the cover and the people. Who are they? R – Record their predictions by giving them the sentence stem (written already) 'I think the story is about'. Record their predictions through scribing/mark making. N – Explore the different tools from the story. Have these readily available for children to use (fine motor development). Take part in pretend play using the tools.		N/R – Use cereal boxes to create houses in the locality. Create a 3D map of the village/local area. R – Create printing blocks and use these to add to the outside of the boxes.	N/R – Go on a walk around the village and look at the different types of houses. R – Discuss the different types of houses in the locality using the correct vocabulary e.g. detached, semi-detached, terraced. Create a map of the local area identifying the different types of houses/buildings.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Provide the children with different cardboard boxes or large-scale open-ended resources. Allow them to build an object of their choice. N – In the book it says 'Let's build a tunnel to anywhere'. Use the train track to build a tunnel. Discuss where it is going to. Draw pictures of what is beyond the tunnel. R – Look at the page with all of the different tools. Write initial sound labels for these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Think about the things that they built. Draw the different things and add labels. R – Choose their favourite build and explain why. Record their answers e.g. I liked the tower beset because they could see the planets. R - Think of something they would like to build. Draw themselves and add a speech bubble 'I would build a…'. Children to record what they would build using marks/single sounds e.g. boat.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				**Spring Term** N/R - Look at the front cover of the story. Talk about what is on the cover and the people. Who are they? N – Think of something they would like to build. Draw themselves and add a speech bubble 'I would build a…'. Children to record what they would build using marks/single sounds e.g. boat. N – Make/draw/paint something of their choice linked to the story. Ask the children to recall how they have made this step-by-step.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				N – Add labels to their creations using marks/single sounds. R – Record a prediction based on the front cover. R – Look at the page with all of the different tools. Write labels for these. R – Think about what the children would like to build. Draw this and add labels. R – Write a sentence(s) to explain what they will build e.g. I would build a… R – Describe how they would build the object of their choice e.g. I would use… to build my…			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Describe their creation using adjectives e.g. My tunnel would be underground and long. It would take you to a faraway land.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 Text – The Town Mouse and Country Mouse **What are houses like in cities?**	N/R – Read the focus text and look at the different types of houses. How are the homes and localities similar/different? R – Using photographs of towns/cities/villages describe how they are similar/different.	N/R – Talk about animal homes in cities. How are these different to animal homes we have in Norfolk? Why?	N/R – Create a tuff tray that focuses on a particular city (e.g. London). Add in enhancements such as famous landmarks and vehicles. N/R – Provide the children with different blocks and images of cityscapes. Can they build them? N/R – Place postcards of different cities in the environment for children to write/mark make (N).	**Autumn Term** N/R - Share the story and discuss what a town is vs the country. What differences might occur within the story? N – Provide the children with mice masks and recall key refrains from the text. N – Make a mouse collage (brown mouse). Orally describe the mouse using key words e.g. brown.		N/R – Think about what you would see from a London bus and learn the song 'Sitting on the Bus' from Oak Academy. R – Create a cityscape in the style of Paul Klee.	N – Can the children build a London bus? How are London buses different to buses we have in Norfolk? R – Provide children with photographs of houses/buildings that are rural vs those in the city. Can they sort them and explain the difference? R – Create a city map.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (cont.)				N – The mice go on a big, red train! Make a large-scale train or take part in imaginative play. Can the children move around the room chugging along? R – Draw a mouse and add labels. R – Make a mouse sock puppet. R – Sequence instructions on how they made the mouse puppet. R – Orally recall how they made their sock puppet to an adult.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				**Spring Term** N/R – Share the story and discuss what a town is vs the country. What differences might occur within the story? N – Make a mouse collage and add an /m/ label for mouse. Can the children use marks or recognisable letters to add describing words? N – Create a picture of the countryside like where Pippin lives. Describe what you see.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				N - The mice go on a big, red train! Make a large-scale train or take part in imaginative play. Can the children move around the room chugging along? Take photographs of what you see and add labels to form a display. R – Draw Pippin and Toby and write sentences to compare them. How are they similar/different? R – Draw the train from the story and write a descriptive sentence including an adjective or two.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (cont.)				R – Draw the two houses and label them. Add a sentence to state that one is in the countryside and one is in a town! How are these different? R – Record a sentence to identify which location is their favourite. I liked the town/country house best…			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 Text – Inside the Igloo **What are houses like in other parts of the world?**	N/R – Look at photographs of different types of houses from around the world. Discuss how these are similar/different to our homes.	N/R – Talk about how some people do not have homes. Why is this? How can we help them? N/R – Take part in a charity event for a homeless charity.	N/R – Provide malleable materials such as clay. Can the children make a mud hut? R – Place a post box in the setting and allow the children to write letters to send to people across the world. N – Mark making on postcards. N/R – Create a largescale igloo using milk bottles.	**Autumn Term** **Inside the Igloo** N/R – Introduce the children to the word **igloo** and explain the meaning of this. Look at pictures of an igloo. Collate a set of questions that the children want to find out about igloos e.g. How are they made? Who lives in them? How do you stay warm? What are they made from? R – Focus on the key questions and spend time researching with the children to find out information about igloos. Record this through drawing/labels and writing.		N – Create an igloo using Lego blocks and white paint. R – Make a collage igloo. N/R – Make mud huts from clay/straw.	N – Create a tuff tray with an igloo and different animals. R – Plan building an igloo by drawing a design. Build an igloo using marshmallows, sugar cubes and icing (STEM experiment). Evaluate how the build went and explain why.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Create a class information leaflet called 'All About Igloos'. R – Explore the Arctic regions and how they are cold. Think about the animals that live here. Add these to the information leaflet. R - Use different resources to make igloos (e.g. white Lego blocks or marshmallows) Add descriptive labels for these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				**Spring Term** N/R – Introduce the children to the word igloo and explain the meaning of this. Look at pictures of an igloo. Collate a set of questions that the children want to find out about igloos e.g. How are they made? Who lives in them? How do you stay warm? What are they made from? N – Spend time looking at non-fiction books to record facts all about igloos. Do this as a group and record the information on a mind-map.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				N – Create igloos from paper plates. Add an /i/ for igloo. Discuss what igloos are like e.g. icy, cold, white, snowy. N – Think about the animals that live in the Arctic regions. Name the animals and talk about their characteristics. Save them from the ice (freeze them in ice). R – Focus on how igloos are made. Draw an igloo/create an igloo. Add labels to the igloo. Write a sentence e.g. An igloo is made from ice.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Watch a video stimulus or read a non-fiction text based on who lives inside of an igloo (Inuit). Think about what they wear/do/eat and how this differs to us. Record a fact(s) about Inuit's lives. R – Learn about Arctic animals. Draw the animal s and label. Record facts about these.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Create an information leaflet 'All About Igloos' independently by adding drawing and key phrases. *Example* *Page 1 -* *Drawing of an igloo* *An igloo is made from ice.* *Page 2 –* *Drawing of an Inuit* *An Inuit is somebody that lives in an igloo.* *Page 3 –* *Drawing of Arctic animals* *Animals that live near igloos are…*			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 Text - The Three Little Pigs **How are houses built?**	N/R – Retell the story of The Three Little Pigs through pretend play. Provide the children with sticks, straw and 'bricks' to re-enact the story. N/R – Guest speaker from a builder/construction worker to speak to the children about how houses are built. N/R – Convert the home corner into a builder's merchants to enable the children to take part in pretend play as builders.	N/R - Discuss the character of the Big Bad Wolf from the 'Three Little Pigs' story. What was he doing in the story and how do the children think he might be feeling? Ask the children if there might be any other reasons why he might be trying to blow the Little Pigs' houses down.	N/R – Provide the children with different construction materials so that they can build structures. N/R - Provide playdough and dried spaghetti and invite children to work together to build constructions or towers using the materials.	N – Look at different versions of the story throughout the week. Which version do they prefer and why? Retell the story using props. Explore the rhyming words big and bad. As a group, write speech bubbles based on what the characters say. Write a group letter to the wolf, asking why he blew the houses down and asking if he is feeling sorry.		N – Use percussion instruments to create the sound of the different houses collapsing in the story of The Three Little Pigs. R – Build a straw house, stick house, brick house. Explore the suitability of materials to build different houses. Which material is best and why?	N – Create a construction tuff tray for children to explore. Add in machinery/different materials to enable children to recognise how houses are built. R – Introduce the children to a construction site. Talk about the parts of the site and what is involved. Look at the machinery and materials used to build a house. Draw the different materials/machinery used to build houses and add labels. More able pupils could write a sentence to explain how houses are made.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 6 (cont.)				R – Explore the text. Retell using props. Sequence the story. Draw and label the characters. Label with initial sound or full word if sounds have been taught e.g. pig. Create their own 'books' using pictures and adding meaning through marks.			R – Think about the wise man that built his house upon the rock and the foolish man that built his hand upon the sand. Complete a comparative test – why was the man foolish vs the man who was wise?

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				R - Read the story and retell using props. Sequence the story (as a group) and then re-write the story using a beginning/middle and end. Collate facts based on wolves. Create a simple wolf fact file.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 Christmas Autumn Term Only	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas. Add winter scented playdough for children to create with.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas.		N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 (cont.)				Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots. Describe Father Christmas using adjectives.			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning children will be able to answer the following questions that demonstrates their understanding of key geographical, historical, and design & technology concepts:

1. **What are some of the different types of homes you can see in Blakeney, Hindringham, Kelling, or Walsingham?**
   - **Why it's important:** This encourages observation of their local environment and introduces the concept of variety in housing. They might identify cottages, bungalows, houses with gardens, or perhaps even more unique local features.
   - **Possible answers:** "I see brick houses in Blakeney," "There are some houses with pointy roofs in Walsingham," "In Hindringham, some houses have big gardens."

2. **What are some of the things that make a house in Blakeney, Hindringham, Kelling, or Walsingham a home for the people who live there?**
   - **Why it's important:** This moves beyond the physical structure to the human element and the purpose of a home. It encourages understanding of personal connections and needs.
   - **Possible answers:** "It has my family inside," "We eat and sleep there," "It's where we keep our things," "It feels safe and cosy."

3. **Can you name one thing that might be the same or different about homes in Blakeney compared to homes in Walsingham (or another pair of the named villages)?**
   - **Why it's important:** This encourages basic comparison skills and awareness of potential local variations. It could relate to building materials, age of buildings, or surrounding environment.
   - **Possible answers:** "Maybe houses in Blakeney are closer to the sea," "Perhaps some of the older houses in Walsingham are made of stone," "The gardens in Hindringham might be bigger."

4. **Why do you think people need homes in Blakeney, Hindringham, Kelling, or Walsingham?**
   - **Why it's important:** This focuses on the fundamental purpose of shelter and connects it to basic human needs.
   - **Possible answers:** "To keep us safe from the weather," "To have somewhere to sleep," "To be warm in the winter," "It's where we can be together as a family."

5. **Can you point to a building in a picture of Blakeney, Hindringham, Kelling, or Walsingham and tell me if you think it is a house or another kind of building (like a shop, church, or school)? How do you know?**
   - **Why it's important:** This reinforces the ability to differentiate between different types of buildings within their local area and to justify their reasoning based on observable features.
   - **Possible answers:** "That one is a house because it has windows and a door and looks like people live there," "That tall building with the tower in Walsingham is a church," "The one with the sign outside in Blakeney is probably a shop."

6. **If you were designing a new home in Kelling (or one of the other villages), what is one important thing you would make sure it had? Why?**

- **Why it's important:** This encourages creative thinking and allows them to apply their understanding of homes to a design context, considering their own needs and preferences.
- **Possible answers:** "I would have a big window to see the garden," "It would need a warm bedroom to sleep well," "A strong door to keep us safe," "A kitchen to cook yummy food."

Other questions to consider…

What is your home like? Can you tell me about some of the rooms in it? (This encourages descriptive language, recall of familiar spaces, and understanding of the purpose of different rooms.)
Why do we need a home? What does it keep us safe from? (This explores the fundamental purpose of a home, focusing on shelter and safety from the elements and potential dangers.)
Can you name some of the things that make your house feel like a home? (This delves into the emotional aspect of "home," encouraging them to think about comfort, belonging, and possibly family or special objects.)
What are some of the different types of houses people might live in? (This broadens their understanding beyond their own experience and introduces the concept of variety in housing, like flats, bungalows, terraced houses, etc.)
Who lives in your home with you? (This focuses on the social aspect of home and family structures.)
Can you think of one way you help to look after your home? (This introduces the idea of responsibility and contributing to the upkeep of their living space, no matter how small the task.)

What materials can homes be made from? Brick, wood, ice, mud, straw, material.
What properties does a home need? Stability, water and weather proof, strength, insulating
What rooms might you find in a home?
What rooms do you have in your house?
How have houses changed from the past?
What houses can you find near you?
What type of home do you live in?
Who do you live with?
How does water get in and out of your house?
What is near your home?

Blakeney
Hindringham
Kelling
Walsingham

Our Local Homes

Let's explore, compare and design!

1 What are some of the different types of homes you can see in Blakeney, Hindringham, Kelling, or Walsingham?



You might see cottages, houses, or bungalows.

2 What are some of the things that make a house in Blakeney, Hindringham, Kelling, or Walsingham a home for the people who live there?



A home is a place to feel safe, eat, sleep and be together.

3 Can you name one thing that might be the same or different about homes in Blakeney compared to homes in Walsingham?



Blakeney Walsingham

Maybe the roofs, materials or size are different.

4 Why do you think people need homes in Blakeney, Hindringham, Kelling, or Walsingham?



Homes keep us safe, warm and sheltered.

5 Can you point to a building in a picture of Blakeney, Hindringham, Kelling, or Walsingham and tell me if it is a house or another kind of building? How do you know?



House Shop Church

6 If you were designing a new home, what is the most important thing it would have and why?



Maybe a big garden, a warm bedroom, or a strong door.

Homes are an important part of our local villages!

Key Vocabulary

Pupils should be able to use the following words:

For Key Stage 1 pupils learning about **'Homes and Houses'**, a rich vocabulary is essential. Here's a breakdown of key terms, categorised for clarity:

I. Types of Homes:
House: A general term for a building where people live.
Home: The place where someone lives, often with a focus on family and belonging.
Detached house: A house that stands alone and is not joined to any other house.
Semi-detached house: Two houses joined together by a shared wall.
Terraced house: Houses joined together in a row, sharing walls with neighbours on both sides (unless at the end of the row).
Flat/Apartment: A set of rooms on one floor, part of a larger building with other flats.
Bungalow: A house with only one floor.
Cottage: A small, often old-fashioned house, typically in the countryside.
Castle: A very large, strong building, usually old, where kings, queens, or important people used to live.
Caravan: A vehicle fitted out for living in, typically towed by a car and used for holidays.

II. Parts of a House (Exterior & Interior):
Roof: The top covering of a house.
Walls: The upright sides of a room or building.
Window: An opening in a wall, usually glazed, to let in light and air.
Door: A movable barrier for opening and closing an entrance to a building or room.
Chimney: A structure through which smoke or steam is carried away from a fire.
Garden: An area of ground next to a house, used for growing flowers, vegetables, or for recreation.
Room: A section or area within a building, separated by walls.
Living room: A room for relaxing and spending time with family.
Bedroom: A room for sleeping.
Kitchen: A room for cooking.
Bathroom: A room with a toilet, sink, and bath/shower.
Dining room: A room for eating meals.
Hallway/Hall: A passage in a building.
Stairs: A set of steps leading from one floor to another.
Floor: The lower surface of a room.
Ceiling: The upper interior surface of a room.

III. Household Items/Furniture:
Bed: For sleeping.
Sofa/Couch: For sitting.
Chair: For sitting.
Table: A flat surface, usually with legs, for putting things on.
Wardrobe: A tall cupboard for clothes.
Drawer: A box-like storage compartment, without a lid, that slides horizontally in and out of a chest or cabinet.
Curtain: A piece of material suspended at a window or door.
Pillow: A soft support for the head, typically used in bed.

Lamp: An electric light.
TV: For watching programmes.
Fridge: For keeping food cold.
Oven: For cooking food.
Kettle: For boiling water.
Toaster: For making toast.
Tap: A device for controlling the flow of liquid from a pipe.
Sink: A fixed basin, typically with a water supply and drain, for washing.
Toilet: A pan or bowl for urinating and defecating.
Soap: For washing.
Towel: A piece of absorbent fabric for drying.

IV. Materials and Features:
Brick: A block of hard material used for building walls.
Wood: The hard, fibrous material that forms the main substance of the trunk or branches of a tree.
Stone: Hard solid non-metallic mineral matter.
Glass: A hard, brittle substance, typically transparent or translucent, made by fusing sand with soda and lime.
Roof tiles/Slate: Materials used to cover a roof.
Doorbell: A bell on a door that a visitor rings.

V. Location and Environment:
Street: A public road in a city or town.
Road: A wide way leading from one place to another.
Urban: A busy place with lots of buildings, people, and things to do (a town or city).
Suburban: A place where people live in smaller towns just outside or surrounding a bigger town or city.
Countryside: A place[1] with lots of fields, farms, and animals.
Village: A group of houses and other buildings, smaller than a town.
Town: A built-up area with a name, larger than a village but smaller than a city.
City: A large and important town.
Local area: The area around where you live.
Neighbour: A person living next door or very near.

VI. Actions and Concepts:
Live: To have one's home in a particular place.
Belong: To be a part of.
Comfortable: Providing physical ease and relaxation.
Safe: Protected from danger.
Old: Having lived or existed for a long time.
New: Recently made or acquired.
Similar: Alike but not identical.
Different: Not the same.
Share: To have or use something with others.

When teaching these words, it's beneficial to use visual aids, real-life examples, and interactive activities. Encouraging children to describe their own homes and compare them with others will help embed the vocabulary.

Art & Design
Substantive Knowledge
In Key Stage 1 Art & Design, **substantive knowledge** represents the foundational facts, vocabulary, basic rules, and specific technical skills that children must explicitly learn and retain. It provides the core artistic "alphabet"—such as knowing the names of materials, understanding what happens when two colours mix, or identifying formal elements like *line, shape, texture,* and *colour*. When contextualised within the learning theme **'Homes and Houses'**, substantive knowledge covers the specific vocabulary and technical execution rules needed to represent physical structures accurately using various media. **1. The Formal Elements of Art (The Vocabulary of Architecture)** To create art about buildings, children must first memorise and identify the basic visual building blocks that make up a structure. **Substantive Requirements for 'Homes and Houses':** **Line:** Learning that lines can be straight, curved, thick, thin, horizontal, vertical, or diagonal. Children identify *thick* lines in the wooden beams of a Tudor house and *thin* lines in window panes. **Shape:** Identifying geometric 2-D shapes (squares, rectangles, triangles, circles) hidden within local buildings. **Texture:** Knowing terms to describe surfaces (e.g., *rough, smooth, bumpy, jagged, soft*). They match "rough" to brick or thatch, and "smooth" to modern glass window panes. **Why it matters:** Without this specific terminology, children lack the descriptive framework needed to plan their art. Memorising these elements gives young learners an analytical vocabulary to describe the physical world around them before they try to replicate it. **2. Media, Materials, and Technical Skills (The Physical Tools)** **Substantive knowledge** dictates the physical mechanics of manipulating artistic mediums safely and effectively. **Drawing and Mark-Making:** Learning how to change the physical pressure on a graphite pencil or charcoal stick to create light or dark values (e.g., shading a dark shadow under a roof overhang). **Painting and Colour Theory:** Memorising the **primary colours** (Red, Yellow, Blue) and the definitive rules of mixing them to form **secondary colours** (Orange, Green, Purple). *Application:* Children mix yellow and red to paint the warm orange of a brick wall, or mix blue and yellow to capture the specific green moss growing on a stone cottage.



Using color theory to paint architectural forms. Source: sbelov / Getty Images

Sculpture and Clay Mechanics: Learning the basic material facts of clay or playdough. This includes specific manipulation techniques: *rolling a coil, flattening a slab, pinching a pot,* and knowing that pieces of clay must be joined securely using water or scratch marks so they don't snap apart when drying.
Application: Flattening a clay slab to form the sturdy base walls of a miniature house structure.

3. Knowledge of Significant Artists and Designers (The Historical Baseline)
Children must acquire factual knowledge about real-world artists, architects, and craftspeople who focused heavily on the built environment.

Substantive Requirements for 'Homes and Houses':
Knowing that the artist **Paul Klee** used simple geometric shapes and blocks of colour to build abstract representations of buildings (such as in his artwork *Castle and Sun*).
Knowing that architect and artist **Friedens Reich Hundertwasser** designed bright, wavy buildings and believed that straight lines did not exist in nature.
Why it matters: Studying these figures teaches children that "real" art doesn't have to look like a perfect photograph. It provides historical facts showing that artists look at the concept of a "home" through completely different creative lenses.

Substantive vs. Disciplinary: The Art & Design Paradigm

Substantive Art Knowledge (The Material Facts)	**Disciplinary Art Knowledge (Thinking Like an Artist)**
Knowing that mixing blue and yellow paint creates **green**.	Choosing to deliberately mix a dull, muddy green to match the damp moss growing on an old cottage roof.
Knowing that a piece of clay will dry hard, and that it requires a flat base to stand upright without falling.	Sculpting a 3-D model of a house, actively selecting a flat clay slab to support a heavy, textured roof.

Stating that **Paul Klee** used circles, triangles, and rectangles to compose his famous building landscapes.	Analysing a local terraced street layout and deciding to use Klee's geometric style to design a personal abstract collage.

Why Substantive Art Knowledge Matters

Without explicit substantive knowledge, Key Stage 1 art often degrades into unstructured "free play" or passive craft template completion. If children are not taught the mechanical fact that pressing harder on a crayon creates a denser line, or that red and yellow make orange, they become frustrated when the image in their mind does not appear on the paper.

Substantive knowledge provides the structural toolkit for self-expression. By learning the definitive properties of materials through the learning theme of **'Homes and Houses',** children gain mastery over their tools. When a child knows exactly *how* to handle a paint brush to create a smooth surface, or *how* to scratch clay to attach a roof chimney securely, they transition from accidental mark-making to deliberate, confident artistic execution.



Applying material knowledge to sculpt physical structural features. Source: shaunl / Getty Images

Disciplinary Knowledge

In Key Stage 1 Art & Design, **substantive knowledge** teaches children the raw components of art—the names of primary colours, how to hold a paintbrush, or identifying a tool like a clay rolling pin. **Disciplinary Knowledge**, however, is about *how to think, act, and evaluate like an artist.* It moves a child away from simply copying a picture or completing a neat craft template. Instead, it focuses on how they choose a specific medium, experiment with mark-making, look at the built environment with an analytical eye, and reflect on their own creative journey. When exploring the learning theme of **'Homes and Houses'** (which often spans modern homes, local architecture, and historical structures like Tudor buildings), **disciplinary knowledge** is what transforms a standard "draw your house" activity into deep, artistic exploration.

The 4 Pillars of Disciplinary Art Knowledge in KS1

1. Visual Literacy and Observing Close Detail (The Artist's Eye)
Most young children draw homes using a universal symbol: a square base, a triangle roof, a central door, and a chimney. Disciplinary art knowledge trains them to break past these symbolic shortcuts and look at real structural details, shadows, and textures.

In the 'Homes and Houses' Learning Theme: Children look closely at different facades (brick, stone, thatch, timber).
The Disciplinary Action: Instead of just colouring a wall brown or red, children analyse the *patterns* and *lines*. They observe that bricks stack in alternating rows, or that Tudor timber houses have dense, intersecting geometric beams. They interpret these physical structures into artistic choices regarding line thickness and spacing.



Observing complex line structures and architectural beams. Source: clu / Getty Images

2. Experimental Mark-Making and Material Exploration (The Maker's Innovation)
An artist does not just use a medium in one standard way. They test boundaries, manipulate pressure, change tools, and layer textures to mimic the sensory qualities of the physical world.

In the 'Homes and Houses' Learning Theme: Translating structural textures onto paper.
The Disciplinary Action: Children explore how different mediums represent architectural materials. They experiment with using the side of a charcoal stick to recreate a rough stone wall, using sharp, fine-liner ink pens to create the crisp panes of a window, or pressing textured wallpapers into paint to print a tiled roof

pattern. They make active decisions about *why* charcoal works better than a felt-tip pen to capture an ancient, weathered roof.



3. Exploring the Work of Diverse Artists and Architects (The Cultural Critic)
Disciplinary knowledge involves looking at how other professionals have solved visual problems. Children use the work of notable artists as a launchpad for their own artistic voice, rather than just duplicating them.

In the 'Homes and Houses' Theme: Analysing artists who captured buildings uniquely, such as the vibrant, fluid architectural lines of **Hundertwasser**, the geometric blocks of **Paul Klee** (e.g., *Castle and Sun*), or local historical blueprints.
The Disciplinary Action: Children critique a piece of art. They discuss how Hundertwasser rejected straight lines because he felt they weren't natural, and they apply that philosophy to their own "dream home" artwork—deliberately drawing spiralling windows and undulating walls.

4. Evaluative Reflection and Refinement (The Iterative Process)
In disciplinary art, mistakes are treated as data. Children learn that art is a process of drafting, checking, and altering their direction when a material behaves unexpectedly.

In the 'Homes and Houses' Learning Theme: Modifying a building project mid-way through.
The Disciplinary Action: A child might try to glue heavy cardboard house flaps down, but find they keep falling over. Instead of waiting for a teacher to fix it, they evaluate the problem: *"The PVA glue is too wet*

and heavy. I need to use dry masking tape first to hold the structure, or change the angle of my tabs so they brace the house better."

Substantive vs. Disciplinary: The Art Paradigm

Substantive Art Knowledge (The Material Facts)	**Disciplinary Art Knowledge (Thinking Like an Artist)**
Knowing that mixing blue and yellow paint creates **green**.	Choosing to deliberately mix a dull, muddy green to match the damp moss growing on an old cottage roof.
Knowing that a piece of charcoal leaves a dark black mark on paper.	Varying the hand pressure on a piece of charcoal to shade light, hazy smoke rising out of a chimney.
Learning how to cut a straight line using scissors.	Evaluating which paper textures (corrugated card, tissue, matte paper) should be cut up to create an architectural collage.

Why Disciplinary Art & Design Matters Most

If art is taught purely as *substantive* instructions (e.g., *"Step 1: Glue the pre-cut roof onto the pre-cut square"*), every child's artwork looks identical at the end of the lesson. This robs them of creative autonomy and leaves them with the false impression that art is just about following rules or having natural "drawing talent." **Disciplinary knowledge democratises art.** It teaches young children that being an artist is about *decision-making, intentional looking, and tactile problem-solving.* When a Key Stage 1 child looks at a row of houses and figures out how to use a frayed paintbrush to mimic a thatched roof, they aren't just completing an arts-and-crafts task. They are developing visual literacy, manual dexterity, and spatial analysis—skills that train them to think deeply about the design, texture, and form of the physical world they live in.

Learning Objectives

Overall Aims for the Unit:

To explore and represent different types of homes and the features they contain.
To develop an understanding of line, shape, colour, texture, and form in relation to houses.
To experiment with a range of art materials and techniques.
To foster imagination and self-expression through art.
To discuss and appreciate their own artwork and the work of others.

Specific Learning Objectives (by area):

1. Generating Ideas & Making:

Pupils can:

Observe and discuss: Look closely at different types of homes (e.g., terraced, detached, flats, bungalows, houses from different cultures/times) and identify their key features (windows, doors, roofs, chimneys).

Respond to stimuli: Create their own ideas for a house based on stories, pictures, or real-life observations.

Plan and design: Think about what they want to create before they start, perhaps through simple sketches or verbal descriptions.

Select and use materials: Choose appropriate materials and tools for their chosen art form (e.g., pencils for drawing, paint for adding colour, cardboard for construction).

Construct and assemble: Build simple 3D models of houses using various materials (e.g., cardboard boxes, recycled materials, clay).

Draw and paint: Draw and paint representations of houses, focusing on key features and using a range of colours.

Create collages: Use different textures and materials to create collages of houses or rooms within a house.

2. Developing Skills & Techniques:
Pupils can:
Use line: Experiment with different types of lines (straight, curved, zig-zag) to represent features of a house.

Use shape: Recognise and use basic 2D and 3D shapes to create their artwork (e.g., squares for windows, triangles for roofs, cuboids for building blocks).

Mix and use colour: Explore primary and secondary colours, and experiment with mixing colours to create different shades for their houses.

Explore texture: Experiment with creating different textures using various materials (e.g., rough brick texture, smooth glass windows).
Develop cutting and joining skills: Safely use scissors to cut out shapes and experiment with different ways to join materials (e.g., glue, tape, tabs).

Experiment with printing: Create simple prints of house-related patterns (e.g., bricks, windows) using found objects or prepared printing blocks.

3. Knowledge & Understanding:
Pupils can:
Identify features of homes: Name and point out common features of houses (e.g., roof, wall, window, door).
Discuss different types of homes: Talk about how different homes look and why they might be different (e.g., size, materials).

Understand simple art vocabulary: Use words like 'line', 'shape', 'colour', 'texture', 'pattern', 'sculpture', 'collage'.

Talk about their own work: Describe what they have made and explain some of their choices.

Talk about the work of others: Look at and discuss the artwork of their peers and perhaps some examples of artists who depict houses.

4. Evaluating & Appreciating:

Pupils can:
Talk about their artistic choices: Explain why they used certain colours, shapes, or materials.
Say what they like about their own work and others' work: Offer positive comments and constructive feedback.
Identify improvements: Think about what they might do differently next time.
Handle tools and materials safely and responsibly.

Differentiation:
Scaffolding: Provide more scaffolding, pre-cut shapes, direct modelling, and simpler tasks. Focus on a limited range of materials.
Year 2: Encourage more independent planning, greater detail, experimentation with more complex techniques, and the use of a wider range of materials. Ask more open-ended questions to stimulate deeper thinking.
These objectives provide a comprehensive framework for teaching **'Homes and Houses'** within Key Stage 1.

Lesson Ideas

This 6-week Key Stage 1 medium-term plan guides children through a structured journey from 2-D observation to 3-D construction. Using the learning theme of **'Homes and Houses'**, pupils will build the foundational manual skills (**substantive knowledge)** and critical thinking patterns (**disciplinary knowledge)** required to work like true artists and architects.

Overview: Architectural Textures & Forms
Week 1: The Lines of the Street — Technical Line Drawing
Substantive Knowledge:
Concepts: Lines can be horizontal, vertical, diagonal, thick, thin, or broken.
Vocabulary: Vertical, horizontal, diagonal, architectural line, detail.
Disciplinary Knowledge:
Skill: Observing the local built environment closely to identify hidden lines, and translating real-world structural elements into distinct hand-pressure marks.

Activity:
Observation: Look at photographs of local terraced houses, skyscrapers, and cottages. Identify where the vertical walls meet horizontal roofs.
Mark-Making Practice: On practice paper, children experiment with soft graphite pencils and fine-liner pens to draw crisp, vertical window frames and thick, heavy diagonal roof lines.
The Street Scene: Children draw a simple line silhouette of a row of houses, focusing on varying line thickness to distinguish the sturdy outlines of the buildings from the fine window panes inside.
Assessment Indicator: Can the child intentionally change their line style to show different architectural parts?

Week 2: Mixing Brick & Thatch — Applied Colour Theory
Substantive Knowledge:
Concepts: Red, yellow, and blue are primary colours. Mixing two primary colours creates a secondary colour (Orange, Green, Purple). White can be added to lighten a hue.
Vocabulary: Primary, secondary, mix, shade, tint.
Disciplinary Knowledge:

Skill: Deliberately selecting and mixing specific colour combinations to match real physical housing materials (e.g., weathered orange brick or green mossy tiles) rather than using colours straight from the paint pot.

Activity:
Colour Mixing Audit: Give children only the three primary colours plus white. Challenge them to mix the perfect "brick orange" (Red + Yellow) and "slate grey-blue" (Blue + a tiny drop of Red + White).
The Swatch Palette: Create a "materials swatch sheet" where children paint sample blocks of their mixed colours, labelling them (e.g., *"Tudor timber brown"* or *"Cottage thatch yellow"*).
Assessment Indicator: Can the child independently mix a secondary colour to represent a building material?

Week 3: Tactile Facades — Rubbings & Surface Textures
Substantive Knowledge:
Concepts: Texture describes how a surface feels. Texture can be visual (simulated on flat paper) or tactile (physically rough or smooth).
Vocabulary: Visual texture, rubbing, friction, rough, smooth, pattern.
Disciplinary Knowledge:
Skill: Using the technique of *frottage* (texture rubbing) to capture real-world surfaces, and analysing how physical textures can be imported into flat artwork.

Activity:
Texture Hunt: Take the children on a short walk around the school building with wax crayons and lightweight paper.
Capturing Surfaces: Children place their paper over brickwork, concrete pavements, wooden fences, and textured glass window panes, rubbing firmly over the top to capture the underlying patterns.
Categorisation: Back in the classroom, annotate the rubbings using descriptive vocabulary: *"This is the **rough** texture of a stone wall."*
Assessment Indicator: Did the child secure a clean, high-contrast visual texture by varying their hand pressure on the crayon?

Week 4: Abstract Neighbourhoods — The Shapes of Paul Klee
Substantive Knowledge:
Concepts: Artists can use abstract 2-D geometric shapes (squares, triangles, rectangles, semi-circles) to represent real-world objects. Paul Klee was a famous artist who built geometric cityscapes.
Vocabulary: Abstract, geometric, collage, Paul Klee, arrangement.
Disciplinary Knowledge:
Skill: Evaluating how to break a complex house down into its simplest geometric components, and composing an balanced abstract architectural collage.

Activity:
Artist Focus: Look closely at Paul Klee's *Castle and Sun*. Identify the hidden triangles making up roofs and rectangles making up tower walls.
Component Cutting: Children cut geometric shapes out of paper they painted during Week 2 or texture-rubbed during Week 3.

Composition: Arrange the shapes onto dark sugar paper to form a vibrant, abstract neighbourhood block, pasting them down only when the spatial balance feels correct.
Assessment Indicator: Can the child identify and name the geometric shapes they used to represent building structures?

Week 5: Clay Foundations — Sculpting Mini-Homes
Substantive Knowledge:
Concepts: Clay is a natural material that changes state when dried or fired. To join two pieces of clay securely so they do not snap apart, you must use the "scratch and spit" (slip and score) method.
Vocabulary: Slab, score, slip, secure, join, 3-Dimensional.
Disciplinary Knowledge:
Skill: Manipulating a 2-D raw slab of clay into a free-standing 3-D form, problem-solving structural balance so the clay model does not collapse under its own weight.

Activity:
Slab Construction: Children roll out a thick, flat slab of air-drying clay to act as the main front wall of a house.
Adding Details: To add a chimney or a door frame, children explicitly use a clay tool to score hash marks into both joining surfaces, apply a drop of water (or slip), and press them firmly together.
Surface Incising: Use wooden tools to score texture lines directly into the damp clay wall, mimicking rows of bricks or roof tiles.
Assessment Indicator: Are the added clay components correctly joined using the score-and-slip method, or are they simply pressed on lightly?

Week 6: The Architectural Gallery — Evaluation & Curation
Substantive Knowledge:
Concepts: An art gallery is a space designed to present creative work clearly to an audience. Artists reflect on their own work to identify successes and planning future steps.
Vocabulary: Evaluate, refine, exhibit, success, improve.

Disciplinary Knowledge:
Skill: Critically evaluating their own finished artwork against their original design intentions, using descriptive vocabulary to give constructive feedback to peers.

Activity:
Exhibition Layout: Set up the classroom as an "Architectural Studio." Children arrange their line drawings, collages, and dried clay models side-by-side on desks.
The Gallery Walk: Children move around the room in silence, looking closely at how their peers solved structural problems (such as creating texture or joining clay).
Reflective Critique: Children complete a simple 2-part self-evaluation frame or record a verbal reflection:
"I successfully showed the rough texture of a roof by using..."
"Next time, I would make my clay structure stronger by..."
Assessment Indicator: Can the child use appropriate artistic vocabulary to describe what worked well in their project?

Medium-Term Learning Tracker

PROGRESSION OF SKILLS		
WEEKS 1-2	WEEKS 3-4	WEEKS 5-6
FOUNDATIONS	SURFACE & LAYER ANALYSIS	SPATIAL DIMENSION
Line weight, colour rules, and material swatch records.	Capturing physical textures and abstracting houses into pure geometric shape arrangements.	Translating ideas into free-standing, stable 3-D models.

Domain	Key Milestones (What the teacher tracks)
Substantive Milestones	Names and mixes secondary colours accurately without muddying the paint. Correctly identifies geometric shapes inside architectural designs. Demonstrates proper mechanical tool control (e.g., scoring and slipping clay).
Disciplinary Milestones	Breaks free from symbolic drawings (e.g., square-and-triangle tropes) to draw realistic line details. Explains *why* a certain material or texture was chosen to represent a real house feature. Reflects critically on failures (e.g., clay pieces snapping off) and adapts their methodology.

Other Information, Ideas and Resources

My Dream Home Collage:
Activity: Children can imagine their ideal home. Provide a variety of materials like coloured paper, fabric scraps, magazine cut-outs (of windows, doors, furniture, plants), yarn, and glitter. They can create a collage of their dream house, thinking about the shapes of the building, the colours, and the features it would have.
Local Link: Encourage them to think about houses they've seen in the local area– perhaps with colourful beach huts in mind, or traditional brick buildings.
Design Element: Focus on shape, colour, texture, and composition.

Pop-Up Houses:
Activity: Teach children simple techniques for creating pop-up cards or small 3D houses from folded cardstock. They can cut out shapes for the roof, walls, windows, and doors, and then use simple folds and tabs to make parts of the house "pop" out when the card is opened.
Local Link: They could design their pop-up house to look like a familiar building in Wells, such as the Lifeboat Station or a shop on Staithe Street.
Design Element: Explore form, structure, and how to create a 3D effect from 2D materials.

Painted Street Scene:
Activity: Provide long strips of paper and have children work together to create a painted street scene. They can draw and paint different types of houses, shops, and other buildings they might see in their local area. Encourage them to think about the different shapes and colours of the buildings.
Local Link: Encourage them to remember the variety of buildings along the quayside (Blakeney) or in the village centre.
Design Element: Focus on perspective (simple), colour mixing, and creating a sense of place.

House Shape Sorting and Building:

Activity: Cut out various 2D shapes (squares, rectangles, triangles) from coloured paper. Children can sort these shapes and then use them to build different types of houses on a larger piece of paper. They can glue the shapes down to create their designs.
Local Link: Discuss how different parts of houses are often made of these basic shapes (roofs as triangles, walls as rectangles).
Design Element: Explore shape recognition, spatial reasoning, and how basic shapes can be combined to create a larger form.

Textured Roof Tiles:
Activity: Provide cardboard or thick paper and a variety of textured materials like corrugated card, bubble wrap, string, or even dried leaves. Children can glue these materials onto the cardboard to create textured roof tiles for a house they are designing. They can then paint over the textures to highlight them.
Local Link: Encourage them to look at the different textures of roofs they see around Wells, from traditional tiles to slate.
Design Element: Focus on texture, pattern, and how different materials can create different visual and tactile effects.

Miniature Room Boxes:
Activity: Use small cardboard boxes (like shoe boxes or cereal boxes cut down). Children can design and decorate the inside of their box to represent a room in a house (e.g., a bedroom, a kitchen). They can use paper, fabric scraps, small toys, and drawings to create furniture and details within their miniature room.
Local Link: They could design a room inspired by a traditional seaside cottage or a modern home they know.
Design Element: Explore interior design, scale, and how to create a 3D space within a defined area.

Considerations for Implementation

Encourage creativity and let pupils explore different materials and techniques. Link the activities to their own experiences of homes and houses in the local area to make the learning more relevant.

Computing

Substantive Knowledge

In Key Stage 1 Computing, **substantive knowledge** consists of the concrete facts, foundational terminology, data rules, and explicit operational skills that children must remember and master. It gives them the technical vocabulary and basic mechanics required to operate digital systems safely and efficiently. The National Curriculum splits computing into three core strands: **Computer Science (CS), Information Technology (IT), and Digital Literacy (DL).** When anchored to the learning theme of **'Homes and Houses'**, substantive knowledge details exactly how technology functions within domestic spaces, how to input structural data, and how to operate appliances securely.

The 3 Strands of Substantive Computing Knowledge in KS1
1. Computer Science (The Logic of Code and Control)
Computer science at this stage requires learning the physical rules of instruction-following and device input.

Substantive Requirements for 'Homes and Houses':
The Algorithm Rule: Knowing that an *algorithm* is a precise, step-by-step set of rules or instructions designed to solve a problem.

The Program Rule: Knowing that a *program* is an algorithm that has been converted into code so a digital device can execute it.
The Input Mechanics: Memorising the operational inputs of a programmable floor robot (like a Bee-Bot)—specifically that pressing the Forward arrow moves it precisely one unit length forward, and Turn rotates it 90 degrees on the spot.
Application to the Learning Theme: Children program a floor robot to navigate a printed street grid. They learn that to move the robot from the *Tudor House* space to the *Modern Apartment* space, they must enter an exact input sequence (e.g., Forward, Forward, Right, Forward) and clear the memory between runs.

PROGRAMMING A WAY THROUGH THE STREETS	
Tudor House (START)	Terrace Row
Empty Plot	Modern Flat (FINISH)

ALGORITHM STEPS:	BEE-BOT BUTTON INPUTS:
1. Move Forward 1 square	[▲]
2. Turn Right	[►]
3. Move Forward 1 square	[▲]
4. Run the code	[GO]

2. Information Technology (Creating & Organising Media)
Information technology focuses on using software tools purposefully to create, store, manipulate, and retrieve digital content.

Substantive Requirements for 'Homes and Houses':
The Digital Toolset: Identifying and naming standard software features (e.g., the *fill bucket* tool floods a sealed area with colour; the *undo button* erases the last action; the *text tool* opens a keyboard entry box).
Data Organisation: Knowing that items can be grouped, classified, or sorted based on shared attributes, and that a digital label describes an asset.

Application to the Learning Theme: *Digital Media:* Children use a digital painting application to construct a house silhouette. They learn the mechanical rule that lines must touch perfectly to form a closed shape; otherwise, using the *fill bucket* tool to colour the roof blue will leak across the whole screen.
Data: Children use an educational database to group pictures of household materials (e.g., dragging bricks, thatch, and glass into separate labelled digital columns).

3. Digital Literacy (Smart Technology & Online Safety)
Digital literacy covers understanding the role of technology in wider society, protecting privacy, and identifying where to get help.

Substantive Requirements for 'Homes and Houses':
Domestic Technology Facts: Recognising that many household appliances contain mini-computers (embedded systems) that execute fixed programs (e.g., a microwave timer, a smart thermostat, a washing machine dial).
The Privacy Fact: Memorising the absolute rule that personal data (such as your home address, real name, or school name) must be kept strictly private and never entered into public online games or websites.

Application to the Learning Theme: Children identify "smart" items inside a modern home and compare them to historic homes. They explicitly learn the rule: *Never type your real house address into an unverified online window.*

Substantive vs. Disciplinary: The Computing Paradigm

Substantive Computing Knowledge (The Technical Facts)	Disciplinary Computing Knowledge (Thinking Like a Computer Scientist)
Knowing that pressing the Clear button erases the Bee-Bot's memory, and Go runs the current inputs.	Predicting where the robot will land on a house map *before* pressing Go by mentally tracing the arrows.
Knowing that clicking the Save icon stores an architectural drawing in a specific folder with a typed file name.	Evaluating whether a digital painting program or a physical crayon is the best tool to construct a house texture.
Stating that a home internet router connects devices together, and knowing that your password must be hidden.	Reasoning through why it is dangerous to share a webcam photo of the front of your house with a stranger online.

Why Substantive Computing Knowledge Matters

If Key Stage 1 computing lessons dive straight into open exploration without establishing substantive facts, children struggle to build basic operational fluency. A child who does not explicitly know that a computer requires *unambiguous, precise instructions* will become deeply frustrated when their floor robot misses a destination, often assuming the device is simply "broken." **Substantive knowledge removes the mystery from technology.** By mapping these facts directly to the familiar setting of 'Homes and Houses', children come to realise that software and hardware are completely logical, human-designed tools.

When a Year 2 child understands the mechanical difference between an algorithm and a program, or knows exactly how to label and save a file to a school server, they gain full agency over their digital environment. This lays the structural foundation needed to tackle complex programming, data analysis, and network structures later in Key Stage 2.

Disciplinary Knowledge

In Key Stage 1 Computing, **substantive knowledge** provides children with the technical instructions—knowing that an algorithm is a step-by-step instruction, that a mouse clicks an icon, or that a password should be kept private. **Disciplinary Knowledge**, by contrast, is about **learning how to think and problem-solve like a computer scientist, digital creator, or systems analyst.** It is the critical application of those technical facts. Instead of just pressing buttons on demand, a child uses logical reasoning, structural decomposition, predictive debugging, and critical digital literacy to navigate their world.

When mapped to the learning theme of **'Homes and Houses'**, disciplinary knowledge transforms digital tasks from mechanical button-mashing into deep computational thinking.

The 4 Pillars of Disciplinary Computing Knowledge in KS1

1. Logical Reasoning & Predictive Debugging (The Computer Scientist)

Computer scientists do not write code blindly and hope it works; they mentally simulate sequences, predict outcomes, and look for structural flaws ("bugs") when a system behaves unexpectedly.

In the 'Homes and Houses' Learning Theme: Navigating architectural grids using floor robots (like Bee-Bots).
The Disciplinary Action: Before touching a single button to steer a robot from the "Cottage" to the "Terraced House" on a map, children look at the layout and **predict** the path. If they enter their code and the robot accidentally crashes into a "River" block instead, disciplinary knowledge kicks in. Rather than getting frustrated, they systematically track the moves step-by-step to **debug** the program: *"Ah, it turned right instead of left at the castle wall. I need to change step three."*

2. Information Modelling & Evaluation (The Data Architect)
Technology allows us to create digital models of the real world. Disciplinary knowledge teaches children to evaluate whether a digital asset successfully conveys information and to decide which software tool is right for the job.
In the 'Homes and Houses' Learning Theme: Creating structural blueprints or classifying household data.
The Disciplinary Action: When designing a digital house blueprint, children don't just pick digital painting tools at random. They evaluate their choices: *"I want to draw a clean, straight roof, so I will select the geometric line tool rather than using the freehand brush tool because the computer can draw perfectly flat lines."* Similarly, when sorting homes into databases (e.g., separating ancient huts from modern flats), they deduce which categories are useful for organising information logically.

EVALUATING THE INTERACTIVE TOOLSET		
THE REAL-WORLD TASK:		THE COMPUTATIONAL TOOL CHOICE:
“I need to draw a perfectly straight, watertight roof for my digital house."	✗	Freehand Spray-Can Tool (Too messy and uncontrolled)
	✓	Geometric Line Tool (Creates perfect vectors

3. Systems Analysis in the Environment (The Technology Auditor)
The modern world is full of automated loops and networks. Disciplinary knowledge prompts children to look at their everyday surroundings with a curious eye, recognising that digital systems exist all around them—including right inside their own walls.

In the 'Homes and Houses' Learning Theme: analysing automated appliances in the home.
The Disciplinary Action: Children look at household appliances and deduce how they work based on the input-process-output loop. Instead of viewing a toaster or a smart heating thermostat as "magic," they analyse it like an engineer: *"If I turn the temperature dial up (Input), the mini-computer inside tells the heater to turn on (Process) so the living room gets warm (Output)."*

4. Critical Privacy Assessment (The Digital Citizen)
True digital literacy means moving past the rule of "don't share secrets" and understanding *why* privacy boundaries matter in the digital age, helping children evaluate risk in real time.
In the 'Homes and Houses' Learning Theme: Safe mapping and handling addresses online.
The Disciplinary Action: When engaging with mapping software or digital publishing tools to show where they live, children exercise caution. They evaluate situations critically: *"If this software asks me to type my real door number and street name onto a public webpage, I must say no, because that digital data footprint allows strangers to know exactly where my family sleeps at night."*

Substantive vs. Disciplinary: The Computing Paradigm

Substantive Computing Knowledge (The Technical Facts)	Disciplinary Computing Knowledge (Thinking Like a Scientist)
Knowing that the Go button on a robot executes a saved sequence of direction keys.	**Predicting** the exact tile a robot will land on by reading a sequence of arrows before hitting Go.
Knowing that a smart home thermometer contains a digital sensor chip.	**Reasoning** out how an automated home system detects cold air and makes a decision to turn the boiler on.
Knowing that clicking a file name on the school server opens up a saved document.	**Organising** files into labelled folders so that an architectural team can find their drawings easily.

Why Disciplinary Computing Knowledge Matters Most

If computing is taught purely as a series of substantive steps (e.g., *"Click here, drag this box there, copy this code"*), children become entirely dependent on recipes. The moment the software updates or the buttons move to a different side of the screen, their learning stalls because they only memorised a pattern of clicks. **Disciplinary knowledge makes children highly adaptable, resilient problem solvers.** By applying these concepts to the concrete, learning theme of **'Homes and Houses'**, children learn to view technology as an ordered, logical tool that they control. When a Key Stage 1 child learns how to debug a broken piece of code on a street map or logically deduces how a household machine processes data, they are developing critical debugging and reasoning patterns. These patterns will support them not just in future coding units, but across mathematics, science, and the wider digital world.

Learning Objectives

Overall Aim: To enable pupils to use digital tools to explore, represent, and share their understanding of homes and houses, fostering early computational thinking skills.

Objectives:

1. Exploring Digital Representations of Homes:

Objective: Pupils can identify and explore different types of homes shown in digital images and videos.

Activities:

Viewing slideshows of various homes (e.g., detached, semi-detached, flats, bungalows, traditional homes from different cultures).

Watching short videos or animations about house construction or different living spaces.

Using interactive maps (e.g., simplified Google Maps/Street View if appropriate and supervised) to "visit" different types of houses in their local area or beyond.

Objective: Pupils can use a simple paint or drawing program to create digital pictures of homes.

Activities:

Drawing their own house or a dream house using basic shapes and colours in a program like Tux Paint or simplified online drawing tools.

Using stamps or pre-made elements (e.g., windows, doors, roofs) to build a house picture.

2. Understanding and Creating Simple Digital Models:

Objective: Pupils can use a simple block-coding interface to create a sequence of instructions to build or move a digital house.
Activities:
Using programs like ScratchJr to sequence blocks to make a character move into or out of a house, or to "build" a simple house by drawing lines or placing sprites.
Following instructions to create a simple house shape using geometric blocks in a virtual environment (e.g., very basic 3D building games).

Objective: Pupils can recognise that digital objects are made of parts and can be arranged.
Activities:
Dragging and dropping different house parts (walls, roof, windows, door) to assemble a complete house on a screen.
Using an interactive "dress up" style game but for houses, selecting different features.

3. Digital Storytelling and Communication about Homes:
Objective: Pupils can use a simple recording device (e.g., tablet, computer microphone) to record a short description of their home or a picture of a house.
Activities:
Recording themselves saying "This is my house" and describing a feature.
Adding a voiceover to a digital drawing of a house they have created.

Objective: Pupils can use basic text input (with support) to label parts of a house or write simple sentences about homes.
Activities:
Typing labels for windows, doors, roof on a digital drawing of a house.
Writing "My house is..." or "I live in a..." using a word processor with large font and support.

Objective: Pupils can share their digital creations about homes with others.
Activities:
Presenting their digital drawing or animation of a house to the class.
Displaying their work on an interactive whiteboard for others to see.

4. Digital Citizenship and Safety (in context of homes):
Objective: Pupils understand the importance of not sharing personal information about their home online without permission.
Activities:
Discussing what information is safe to share online (e.g., drawings of generic houses) and what is not (e.g., their address, photos of the inside of their house with personal details).
Understanding that they should always ask a trusted adult before sharing anything online.

Objective: Pupils can identify safe and unsafe online content related to homes (e.g., appropriate images vs. inappropriate advertisements).
Activities:
Guided exploration of child-friendly websites featuring homes, discussing why they are safe.
Identifying pop-ups or confusing links and understanding not to click them.
Assessment:
Observation of pupils' engagement and problem-solving.

Review of digital artefacts created (drawings, simple programs, recordings).
Informal questioning to check understanding of concepts.

Lesson Ideas

This 6-week Key Stage 1 medium-term plan bridges the three statutory strands of the National Curriculum for Computing: **Computer Science (CS)**, **Information Technology (IT)**, and **Digital Literacy (DL)**. Using the learning theme of **'Homes and Houses'**, children will transition from system consumers to logical data designers and programmers.

Block 1: Computational Thinking & Automation (Weeks 1-2)
Week 1: Smart Houses — Technology Around Us
Strand Placement: Digital Literacy (DL) / Computer Science (CS)
Substantive Knowledge:
Concepts: An **embedded system** is a computer chip fixed inside a machine to perform a single job. A smart home device uses automatic inputs to control real-world outputs.
Vocabulary: Technology, device, computer, automatic, input, output.
Disciplinary Knowledge:
Skill: Observing the home environment like a systems analyst; identifying hidden technology in household appliances and deducing how they work through an **input →process →output** loop.

Activity:
The Modern Home Tour: Look at an interactive map of a modern house. Pinpoint hidden computers (e.g., microwave timers, washing machine dials, smart thermostats).
Deconstructing the Loop: Take a household device like an automatic nightlight. Children map its loop on whiteboards:
Input: Sensor detects the dark room.
Process: The internal chip checks the rule.
Output: The bulb turns on.
Historical Contrast: Discuss how people heated or lit houses in 1666 without automated feedback systems.
Assessment Indicator: Can the child identify at least three everyday appliances that contain internal computers and explain their basic inputs?

Week 2: Navigating the Neighbourhood — Building Algorithms
Strand Placement: Computer Science (CS)
Substantive Knowledge:
Concepts: An **algorithm** is a precise, unambiguous set of step-by-step instructions designed to solve a problem or complete a task.
Vocabulary: Algorithm, precise, instruction, sequence, direction.
Disciplinary Knowledge:
Skill: Formulating an error-free sequential plan to navigate a spatial environment; understanding that computers require exact, ordered language to work.

Activity:
Human Robot Maze: Lay out a simple grid of "houses" on the classroom floor using masking tape.

Writing the Sequence: One child acts as the "Architect Robot," and another acts as the "Programmer." The programmer writes down a precise directional algorithm using arrows (↑, ↓, ←, →) to steer the robot from a *Cottage* to a *Castle*, avoiding *River* blocks.
Testing Clarity: Execute the instructions literally. If an instruction is vague (e.g., just saying "turn" without a direction), discuss why the robot fails.
Assessment Indicator: Can the child create a 3-step or 4-step algorithm using clear symbols to navigate a map?

Block 2: Robotics & Programming (Weeks 3-4)
Week 3: Programming a Path — Bee-Bots on the Street
Strand Placement: Computer Science (CS)
Substantive Knowledge:
Concepts: A **program** is an algorithm that has been coded into a machine. Pressing directional command keys on a floor robot inputs instructions into its digital memory bank.
Vocabulary: Program, code, command, memory, clear.
Disciplinary Knowledge:
Skill: **Predicting** the destination of a program by mentally tracing commands before pressing execute, and understanding the necessity of resetting a system memory loop.

DIGITAL STREET NAVIGATION LAB			
GRID MAT INTERACTION:		COMMAND BUTTON INPUTS:	
Cottage	Town House	▲	⟶ Step Forward
Tree Plot	Sky Flat	▶	⟶ Turn 90° Right

Activity:
The Grid Challenge: Provide small groups with a thematic "Homes and Houses" floor mat.
The Programming Rule: Teach the physical buttons on the Bee-Bot. Children must explicitly code a program to match an algorithm. They learn the hard fact: *You must press* X *(Clear) before entering new code, or the device will add your new steps to the old ones.*
The Prediction Routine: Children write down their buttons on a sheet, verbally state where they *think* the robot will stop, and then press GO to verify their theory.
Assessment Indicator: Does the child remember to clear the memory bank before compiling a new programmatic route?

Week 4: The Construction Bug — Debugging Broken Code
Strand Placement: Computer Science (CS)
Substantive Knowledge:
Concepts: A **bug** is an error or mistake hidden within an algorithm or computer program that causes it to behave incorrectly. **Debugging** is locating and fixing that error.
Vocabulary: Bug, error, fix, debug, test.
Disciplinary Knowledge:
Skill: Applying analytical **debugging** to broken code; systematically retracing a sequence step-by-step rather than wiping the workspace to start again out of frustration.

Activity:
The Broken Blueprints: The teacher presents a pre-coded program meant to send the robot to the *Windmill*, but it tracking-errors into a *Swamp* instead.

Forensic Code Analysis: Children replicate the exact broken program on their tables. They run it slowly, tracing its path grid-by-grid using a plastic finger tracker.
The Fix: Find the exact step where the error happened (e.g., *"Step 3 told it to turn right instead of left"*), swap the broken card, and execute the clean code.
Assessment Indicator: Can the child isolate a single erroneous command button in a sequence and correct it?

Block 3: Data Architecture & Digital Citizenship (Weeks 5-6)
Week 5: Blueprints and Bricks — Digital Content Design
Strand Placement: Information Technology (IT)
Substantive Knowledge:
Concepts: Digital publishing programs use specific tools to create shapes. A closed vector path can be flooded with colour; an open path will leak across the canvas.
Vocabulary: Digital painting, tool, fill bucket, line vector, select, file.
Disciplinary Knowledge:
Skill: Evaluating which digital design tool fits an architectural purpose (e.g., selecting the geometric line tool over the spray-can tool to form flat walls) and saving content systematically.

Activity:
Digital CAD Studio: Open a basic creative paint software (e.g., Paint or Paint 3D).
Technical Construction: Instruct children to build a blueprint of their house. They must choose geometric vector tools to form roofs (triangles) and doors (rectangles).
The Fill Bucket Test: Teach the logic of pixel boundary filling. Children intentionally fix any gaps in their lines so the *fill bucket* tool doesn't paint the background accidentally.
The Storage Rule: Teach the absolute routine: File →Save As →Type a structured file name: My_House_Name.
Assessment Indicator: Can the child independently use the shape tools and save their digital drawing using an identifying name?

Week 6: Home Sweet Secure Home — Personal Privacy Data
Strand Placement: Digital Literacy (DL)
Substantive Knowledge:
Concepts: Digital data trails track locations online. Personal details—such as full names, phone numbers, and physical home addresses—form sensitive data profiles that must remain private.
Vocabulary: Personal data, private, internet, password, security.
Disciplinary Knowledge:
Skill: Evaluating systemic risk in digital interfaces; recognising *why* sharing a physical house address or picture of a front door online threatens security, and determining when to seek an adult's help.

Activity:
The Sorting Safeguard: Show children a digital dashboard with various data labels (*My Favourite Colour, My Door Number, My Street Name, My Favourite Animal, My School Title*).
The Lockbox Classification: Children sort the items into two groups: *Safe Data for Games* vs. *Locked Private Data*.
The Pop-Up Simulator: Present fictional online prompts on the class board: *"Type your address here to win a toy house!"* Guide children to implement the critical rule: **Stop, Lock, and Ask** a trusted adult before ever interacting with data-input boxes.

Assessment Indicator: Can the child classify their physical home address as "private information" that must never be typed online without a teacher/parent present?

Progress Trackers: Substantive vs. Disciplinary

Dimension	Key Stage 1 Computing Milestones (What they will know and do)
Substantive (Technical Rules)	State that an **algorithm** is a precise sequence of instructions. Input a clear command program into a robotic floor device using direction arrows. Know that a **bug** is a code mistake and describe how a fill bucket tool treats pixel lines. Identify computer components inside standard household electronics. Memorise the absolute rule that physical home addresses must be kept private online.
Disciplinary (Computational Execution)	Deduce how automation loops process data loops inside everyday machinery. Predict accurately where a robot will land before running a programmed chain. Isolate, debug, and fix step-errors in an existing broken sequence. Select the correct digital drawing tool based on architectural design goals. Evaluate real-time internet safety scenarios to protect private data profiles.

Other Information, Ideas and Resources

Drawing Homes with Digital Tools:
Activity: Use simple drawing software (like Paint on Windows, or free online tools designed for kids). Children can use the mouse or a touchscreen to draw their own house, a dream house, or different types of homes they know (e.g., flat, bungalow).
Computing Skills: Using a mouse/touchscreen, basic drawing tools (lines, shapes, colours), saving their work.
Link to Learning Theme: Directly relates to the visual representation of homes.

Creating a Digital Street:
Activity: Children can each draw a picture of a house using digital tools. These individual house pictures can then be copied and pasted or arranged in a simple presentation software (like PowerPoint or Google Slides) to create a digital street. They can then talk about their street and the different homes on it.
Computing Skills: Copying and pasting images, basic presentation skills, arranging objects on a screen.
Link to Learning Theme: Builds on the drawing activity and introduces the concept of arranging digital elements to create a larger scene.

Coding Simple Instructions for a Character in a House:
Activity: Use a visual programming language like ScratchJr or Code.org Hour of Code (Jr). Children can program a simple character (like a person or a pet) to move around a pre-drawn house background or one they create themselves. They can use block-based coding to make the character go forward, turn, or say simple phrases related to being at home (e.g., "I am in the kitchen").

Computing Skills: Introduction to basic programming concepts (sequences of instructions), using visual blocks, debugging simple code.
Link to Learning Theme: Connects the idea of movement and actions within the context of a house.

Interactive "What's in the House?" Game:
Activity: In a simple presentation software, create slides showing different rooms in a house (bedroom, kitchen, living room). On each slide, have hidden or partially visible pictures of objects found in that room. Children can click on areas of the screen to reveal the objects and guess what they are.
Computing Skills: Basic presentation skills (creating slides, adding images, using hyperlinks or simple animations), interacting with digital content.
Link to Learning Theme: Reinforces vocabulary related to different rooms and objects found in a home.

Using Digital Resources to Explore Different Types of Homes:
Activity: Use child-friendly search engines or pre-selected websites to look at pictures and information about different types of houses around the world (e.g., igloo, tent, houseboat). Children can then discuss the similarities and differences they observe.
Computing Skills: Basic internet navigation, using search terms, evaluating simple digital information.
Link to Learning Theme: Broadens their understanding of what constitutes a "home" in different contexts.

Creating a Simple Digital Story about a House:
Activity: Children can use a simple digital storytelling app or presentation software to create a short story about a house. This could involve drawing pictures of the house and its inhabitants, recording their voices to narrate the story, and arranging the elements in a sequence.
Computing Skills: Using digital storytelling tools (recording audio, arranging images, sequencing), basic multimedia creation.
Link to Learning Theme: Encourages creative expression and narrative skills within the **'Homes and Houses'** learning theme.

Considerations for Implementation

Remember to keep the activities aligned with the developmental abilities of Key Stage 1 pupils. Provide clear instructions and support as needed.

Design & Technology

Substantive Knowledge

In Key Stage 1 DT, **substantive knowledge** encompasses the concrete technical facts, material properties, safety rules, and physical vocabulary that children must systematically learn and retain. Unlike art, which can be purely expressive, DT is strictly rooted in **functionality, purpose, and user needs.** When contextualised within the learning theme **'Homes and Houses'**, substantive knowledge focuses primarily on two core statutory pillars of the National Curriculum: **Structures** (how buildings stand up) and **Mechanisms** (how moving parts like doors and windows operate).

1. Structures (How Houses Stand and Stay Strong)
To build a functional model house, children must move past structural guesswork and master foundational physics and engineering facts.

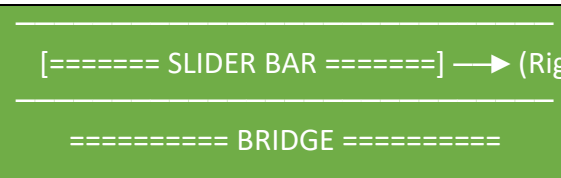
Substantive Requirements for 'Homes and Houses':
The Stability Principle: Knowing that a structure is *stable* if it does not easily topple over. Children must learn the physical rule that a **wide, flat, or heavy base** lowers the centre of gravity and prevents a building from falling.
Stiffening and Strengthening: Learning that the structural properties of materials can be deliberately changed. For example, a flat sheet of thin paper or card is flexible and weak, but **folding, creasing, or rolling it into a cylinder (triangulation/tubular forms)** makes it stiff and strong enough to support weight.
Joining Mechanics: Memorising which bonding materials work best for specific structural joins (e.g., using PVA glue for long-term hold, masking tape for rapid prototyping, or paper tabs to attach a 3-D roof wall to a ceiling flat).
Application to the Learning Theme: When building a model cottage or a skyscraper, children learn that a tall cardboard structure will collapse unless they attach internal "support columns" (rolled card tubes) or secure the base to a wider foundation board using folded paper tabs.

2. Mechanisms (Moving Parts Within the Home)
A house is not a solid block; it contains moving components that solve user accessibility problems. Key Stage 1 requires explicit knowledge of basic mechanical movements.

Substantive Requirements for 'Homes and Houses':
The Slider Mechanism: Knowing that a *slider* is a rigid bar that moves back and forth in a straight line. Children must memorise its anatomy: it requires **slots** (cuts in the page) or **bridges/guides** (paper strips) to restrict its path and keep it from falling out.
The Wheel and Axle: Learning that a *wheel* is a circular object that rotates around a central rod called an *axle*. They must know that the axle requires an *axle holder* (like a drinking straw taped to a chassis) to allow the axle to spin freely while staying attached to the main frame.

INTERNAL SLIDER MECHANISM

========== BRIDGE ========== (Paper guide strip)



The substantive rule: The bridge must be tight enough to guide the movement line, but loose enough to limit friction.

Application to the Learning Theme: Children use these facts to animate their houses. They build a sliding mechanism to make a garage door slide open horizontally, or apply a simple lever/pivot to make a cottage front door swing open on a hinge.

3. Materials, Tools, and Safety (The Constructor's Toolkit)
Substantive knowledge also dictates the operational rules of the workshop—knowing the names of tools and the physical characteristics of materials before manipulating them.
Substantive Requirements for 'Homes and Houses':
Tool Mechanics: Learning that scissors must cut away from the body, and that a hole punch or paper pricker requires a protective foam mat underneath to avoid damaging workspace surfaces.
Material Selection: Memorising the functional traits of everyday materials. Corrugated cardboard is *stiff and thick* (ideal for structural walls); tissue paper is *flexible and translucent* (ideal for stained-glass house windows); foil is *water-resistant* (ideal for testing roof insulation sheets).

Substantive vs. Disciplinary: The DT Paradigm

Substantive DT Knowledge (The Technical Facts)	**Disciplinary DT Knowledge (Thinking Like a Designer)**
Knowing that folding a piece of card into an "L-shape" or a cylinder makes it **stiffer** and less likely to bend.	**Designing** a freestanding wall for a model house and actively choosing to fold the edges so it withstands mock wind.
Knowing that a slider mechanism requires a **guide bridge** to keep the moving bar traveling in a straight line.	**Evaluating** a broken sliding window on a model home and realising the guide is too loose, causing the window to jam.
Naming a hacksaw, scissors, or a glue gun and identifying their exact safety rules.	**Selecting** the best cutting tool to slice through a thick wooden dowel axle safely without snapping the wood.

Why Substantive DT Knowledge Matters
Without explicit **substantive knowledge**, DT in early primary education quickly turns into an aimless "junk-modelling" exercise. If a child is simply handed a pile of recycling boxes and tape without being taught the functional rules of stability, tabs, or mechanical movement, they rely purely on trial-and-error. When their model chimney collapses or the door fails to open, they do not possess the diagnostic toolkit to understand *why*. **Substantive knowledge transforms craft into deliberate engineering.** Linking these concepts to 'Homes and Houses' grounds abstract science and mathematics (like forces and 3-D shapes) into a tangible reality they see every day. When a child explicitly understands the mechanical relationship

between a wheel and an axle, or masters the physical logic of strengthening materials, they transition from passive consumers of buildings to active, resourceful structural designers. This foundational understanding sets the stage for them to tackle advanced spatial modelling, electrical systems, and architectural programming in Key Stage 2.

Disciplinary Knowledge

In Key Stage 1 DT, **substantive knowledge** gives children the technical facts—knowing that an L-shaped fold stiffens card, that a slider needs a paper guide, or that corrugated cardboard resists bending. **Disciplinary Knowledge**, by contrast, is the **user-focused design thinking and procedural problem-solving** that turns those raw facts into purposeful action. It is the process of thinking like an architect, an engineer, or an interior designer. Instead of just assembling materials at random, children learn how to **Design, Make, and Evaluate** products for specific users, while developing functional **Technical Knowledge**.
When framed within the learning theme of **'Homes and Houses'**, **disciplinary knowledge** ensures that building a model home becomes a deliberate, rigorous engineering challenge rather than an aimless junk-modelling craft project.

The 4 Pillars of Disciplinary DT Knowledge in KS1
1. Designing with Purpose (The Problem Solver)
Disciplinary knowledge teaches children that design is a deliberate act that must answer a specific brief, meet user needs, and account for constraints. It moves them away from just drawing what *they* want, toward planning what a *user* needs.

In the 'Homes and Houses' Learning Theme: Planning an accessible home or a structural blueprint.
The Disciplinary Action: Given a brief to design a house for an elderly client or a pet animal, the child shifts their thinking. They generate ideas by talking, drawing, and using mock-up templates. Instead of just adding decorative features, they ask: *"Who will live here? What do they need?"* They translate these thoughts into annotated design ideas: *"I will draw a wide entrance door with a slider mechanism so a wheelchair or an animal can enter easily."*

2. Purposeful Making & Material Selection (The Structural Engineer)
When making, disciplinary thinking requires children to select tools and materials deliberately based on their functional characteristics, rather than simply grabbing whatever is closest in the craft bin.

In the 'Homes and Houses' Learning Theme: Constructing stable structures and working mechanisms.
The Disciplinary Action: When constructing a model house frame, the child actively selects materials based on performance. They reason: *"I need to build the structural walls out of thick corrugated card because it is stiff and won't wobble, but I will use thin, flexible paper for the internal curtains because it folds easily."* As they build, they continuously refine their technique—adjusting hand pressure on scissors or positioning paper tabs to improve structural stability.

DISCIPLINARY MATERIAL AUDIT		
THE DESIGN TASK:		THE FUNCTIONAL REASONING:
"I need a material for the outer support walls."	✗	Thin Copy Paper (fails under pressure; bends)
	✓	Corrugated Cardboard (Internal ridges add stiffness.

3. Critical Evaluation & Diagnostics (The Product Critic)
Designers constant inspect, test, and analyse their prototypes against their original design criteria. Disciplinary knowledge turns mistakes into diagnostic data, helping children see that structural failures are simply steps in the optimisation process.

In the 'Homes and Houses' Learning Theme: Testing model homes against environmental or mechanical standards.
The Disciplinary Action: Once their model house is complete, children run performance tests. They might use a desk fan to simulate a wind storm, or repeatedly operate a sliding garage door mechanism. If the roof blows off or the slider jams, disciplinary thinking guides their diagnosis: *"The sliding mechanism failed because the paper guide bridge was taped too tightly, creating too much friction. I need to make the bridge wider to let the slider move smoothly."* They evaluate their work against the original user brief rather than just saying, *"I like it because it's pretty."*

4. Application of Technical Innovation (The Architectural Innovator)
This involves taking abstract technical concepts—such as structural strength or mechanical movement—and applying them to solve physical problems in real space.

In the 'Homes and Houses' Learning Theme: Using mechanisms to animate structural spaces.
The Disciplinary Action: Instead of leaving a model house static, children look for opportunities to add movement that improves functionality. They execute structural choices to solve everyday problems: *"How can I show that a window opens on the second floor?"* They determine that a slider or a pivot mechanism can be integrated behind the wall facade to simulate an open window, directly applying their technical knowledge to innovate within their design.

Substantive vs. Disciplinary: The DT Paradigm

Substantive DT Knowledge (The Technical Facts)	**Disciplinary DT Knowledge (Thinking Like an Engineer)**
Knowing that cutting a slot or adding a paper guide controls the straight-line movement of a **slider**.	**Designing** a functioning trapdoor or a sliding window that meets a specific user requirement in a model home.
Knowing that a structure needs a wide, flat foundation base to lower its centre of gravity and stay **stable**.	**Diagnosing** why a tall model tower house keeps tipping over, and actively fixing it by widening its foundational base.
Knowing that scissors cut thin card and hacksaws cut through thick wood components.	**Selecting and testing** the safest, most efficient tool to trim a window frame component down to size accurately.

Why Disciplinary DT Knowledge Matters
Without disciplinary knowledge, primary school design lessons risk turning into simple assembly exercises where every child follows a rigid template to make identical houses out of milk cartons. This approach leaves little room for actual design choice, critical problem-solving, or engineering innovation. **Disciplinary knowledge encourages children to become resilient, independent innovators.** By anchoring these

problem-solving frameworks to the clear, real-world theme of **'Homes and Houses'**, children come to realise that everything in our built environment is intentionally designed to solve a specific human need. When a Key Stage 1 child learns how to look critically at a collapsing cardboard structure, diagnose the point of failure, and apply a structural fold or score to fix it, they are building vital analytical skills. This user-centred, problem-solving mindset prepares them to approach more complex engineering, spatial computing, and structural systems later in life.

Learning Objectives

Overall Aim: To enable pupils to explore, design, make, and evaluate simple models of homes, understanding some basic principles of structures and materials.

Objectives:

1. Design:

1.1 User & Purpose: Pupils can identify who lives in a house and what a house is used for (e.g., sleeping, eating, playing, keeping warm and safe).

1.2 Ideas & Inspiration: Pupils can generate ideas for a house by looking at different types of homes (e.g., terraced, detached, flats, bungalows, traditional, unusual).

1.3 Communicating Ideas: Pupils can communicate their design ideas through simple drawings, models, or by talking about what they want to make. They can explain some features they want their house to have (e.g., windows, doors, roof).

1.4 Simple Design Criteria: Pupils can suggest some simple features their model house will need to be successful (e.g., stand up, have a roof, have an opening).

2. Make:

2.1 Selecting & Using Materials: Pupils can select and use a range of materials (e.g., cardboard, paper, fabric, plastic bottles, natural materials) appropriate for building a simple house model.

2.2 Tools & Techniques: Pupils can safely use a range of simple tools and equipment (e.g., scissors, glue, tape, stapler) to cut, join, and shape materials.

2.3 Joining Techniques: Pupils can use different methods to join materials together (e.g., sticking, folding, slotting, taping) to create a stable structure.

2.4 Construction: Pupils can assemble parts to make a simple 3D structure that represents a house.

2.5 Finishing: Pupils can add simple decorative or functional details to their house model (e.g., drawing windows, adding a door, painting).

3. Evaluate:

3.1 Self-Evaluation: Pupils can talk about what they like and dislike about their own house model, and what they would do differently next time.

3.2 Peer Evaluation: Pupils can respectfully comment on others' house models, identifying simple strengths (e.g., "I like your colourful roof!").

3.3 Meeting Design Criteria: Pupils can consider if their house model meets the simple criteria they set at the beginning (e.g., "Does it stand up?").

3.4 Functionality: Pupils can explain whether their house model would be suitable for its purpose (e.g., "Would it keep a small toy safe inside?").

4. Technical Knowledge:

4.1 Structures: Pupils can understand that a house is a type of structure and that it needs to be strong and stable to stand up.

4.2 Materials: Pupils can identify a range of common materials used in real houses (e.g., bricks, wood, glass, tiles) and discuss simple properties (e.g., strong, waterproof).
4.3 Mechanisms (Optional/Extension): Pupils can explore simple opening and closing mechanisms for doors and windows in their models (e.g., a simple hinge, a slot).

Vocabulary:
Design: house, home, plan, idea, draw, model, features, purpose, safe, warm
Make: build, construct, materials, cardboard, paper, fabric, wood, plastic, glue, tape, scissors, join, cut, fold, stick, stable, strong, roof, wall, door, window
Evaluate: good, bad, better, different, strong, weak, stand up, safe, neat, tidy
Technical Knowledge: structure, stable, strong, waterproof, brick, tile, glass, wood

Lesson Ideas

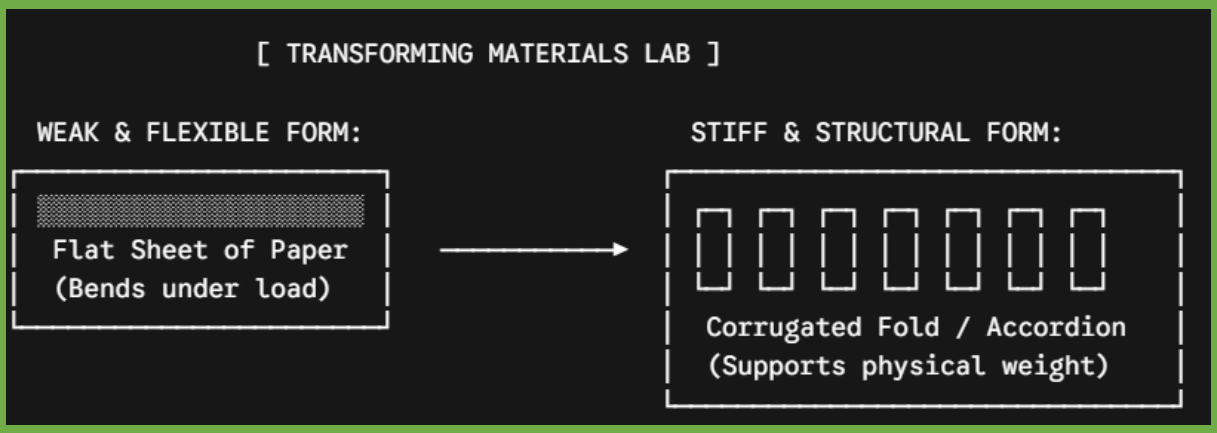
This 6-week Key Stage 1 medium-term plan bridges the statutory requirements for Design & Technology (DT) within the National Curriculum, focusing primarily on **Structures** and **Mechanisms**. Using the learning theme of **'Homes and Houses'**, children will design, make, and evaluate a functional model home with moving parts for a specific user profile.

Block 1: Exploring Structures & Stability (Weeks 1-2)
Week 1: House Sleuths — Exploring Existing Buildings
Strand Placement: Design / Technical Knowledge (Structures)
Substantive Knowledge:
Concepts: A **structure** is something that has been built or put together. A structure is **stable** if it stands firm and does not easily topple over. A house requires a wide, flat base to lower its centre of gravity.
Vocabulary: Structure, stable, base, foundation, wall, roof, features.
Disciplinary Knowledge:
Skill: Exploring and evaluating existing real-world products (houses) to understand how they work; identifying structural patterns and user-focused features.

Activity:
Architectural Treasure Hunt: Look at images of distinct houses (e.g., a thatched cottage, a terraced townhouse, a stilt house). Identify core structural elements: walls, roofs, foundations.
The Wobble Test: Experiment with basic building blocks. Discover the physical rule through handling: building a tall, narrow tower makes it unstable, while widening the bottom blocks makes it stable.
The User Profile: Introduce the design brief: *Design and make a stable model house for a chosen client (e.g., Barnaby Bear, a pet mouse, or an eco-explorer).* Brainstorm what features the house needs to keep that specific user safe and happy.
Assessment Indicator: Can the child identify the base of a house and explain why making the base wider helps a structure stay upright?

Week 2: Strong Bricks — Stiffening and Joining Materials
Strand Placement: Make / Technical Knowledge (Structures)
Substantive Knowledge:

Concepts: Materials have different properties. Cardboard is **stiff** and resists bending, while copy paper is **flexible**. Materials can be made stiffer by **folding, creasing, or rolling** them. A **paper tab** is a folded flap used to attach two separate surfaces together securely.
Vocabulary: Stiff, flexible, fold, score, tab, join, PVA glue, tape.
Disciplinary Knowledge:
Skill: Selecting materials based on their functional stiffness; testing techniques to transform weak, flexible materials into strong components.



Activity:
The Structural Challenge: Hand children a sheet of thin paper. Challenge them to make it stand vertically on its edge. It will fold and collapse.
The Engineering Fix: Teach children how to fold the paper into an L-shape, a U-shape, or roll it tightly into a cylinder. Test it again—it now stands upright and can support weight.
Tab Mechanics: Practice cutting and folding paper tabs. Glue a vertical paper wall down onto a flat wooden base using tabs to master the joining method.
Assessment Indicator: Can the child demonstrate how to fold an L-shape tab to attach a wall to a base board?

Block 2: Developing Moving Mechanisms (Weeks 3-4)
Week 3: Interactive Openings — Sliders and Slots
Strand Placement: Design / Technical Knowledge (Mechanisms)
Substantive Knowledge:
Concepts: A **mechanism** is a system of moving parts that changes an input action into a desired output movement. A **slider** moves back and forth along a straight path. A slider requires a **slot** (a cut-out line) or a **guide bridge** to keep it moving in the correct direction.
Vocabulary: Mechanism, movement, slider, slot, guide bridge, linear.
Disciplinary Knowledge:
Skill: Generating functional design ideas through speech, templates, and annotated mock-ups; planning a mechanism that solves an accessibility problem for a user.

Activity:

Mechanism Dissection: Interact with teacher-made slider examples (e.g., a garage door that slides open horizontally, a window that slides up and down). Locate the hidden parts: the moving bar, the guide bridge, and the path stop.
The Blueprint Sketch: Children sketch a full-scale design plan for the facade of their model house. They draw annotations showing where a slider mechanism will go (e.g., *"This bar slides right to open the dog flap"*).
Prototyping: Practice cutting a straight slot into card using a safety ruler and safe-cutting techniques, then threading a slider strip through it.
Assessment Indicator: Can the child identify the slot and the guide bar on a slider mechanism and explain what their purpose is?

Week 4: Hinging & Pivoting — Adding Moving Windows and Doors
Strand Placement: Make / Technical Knowledge (Mechanisms)
Substantive Knowledge:
Concepts: A **pivot** is a fixed central point around which a mechanism swings or rotates. A **hinge** allows a door or gate to swing open and closed. A paper fastener (split pin) can act as a physical pivot axis.
Vocabulary: Pivot, hinge, rotate, swing, split pin, card strip.
Disciplinary Knowledge:
Skill: Selecting appropriate cutting and joining tools to execute a mechanical movement safely; resolving functional errors when parts fail to move.

Activity:
The Hinge Lesson: Explore the classroom door hinge. Replicate this movement on card by scoring a line down a flaps edge to create an integrated paper door hinge.
The Pivot Challenge: Create a peek-a-boo window that rotates out of the way. Children punch a single hole through a decorative window shutter and a house wall, inserting a split pin to form a functional pivot point.
Tool Safety Matrix: Explicitly model how to use a hole puncher or paper pricker safely by keeping fingers away from the point of impact and placing a protective foam mat underneath.
Assessment Indicator: Does the child safely use a hole punch or split pin to create a moving pivot part?

Block 3: Assembling & Evaluating the Prototype (Weeks 5-6)
Week 5: Master Builders — Constructing the Model House
Strand Placement: Make (Structures and Mechanisms)
Substantive Knowledge:
Concepts: A complex multi-part product requires a sequenced assembly plan. Heavy materials must form the external structural shell, while lightweight materials decorate the interior finishes.
Vocabulary: Assemble, assemble sequence, join, fix, reinforce, shell.
Disciplinary Knowledge:
Skill: Assembling a functional model systematically by choosing materials based on their properties (e.g., thick corrugated card for load-bearing load walls; translucent tissue paper for window panels).

STEP-BY-STEP ASSEMBLY PATH		
STEP 1: MECHANISMS	STEP 2: WALL STRUCTURE	STEP 3: FINISHING

Cut the slots and fix sliders/hinges onto flat wall panels	Attach walls to the base board using strong paper tab bonds.	Secure the roof flat using tabs; add the interior decorations.

Activity:
Assembly Alignment: Children assemble their components following a logical sequence. They learn that they must cut and fix their sliding windows onto the flat walls *before* gluing the whole house frame together, as it is too difficult to cut slots on an assembled 3D box.
The Construction Phase: Children build their designed homes:
Secure the walls down to a corrugated base board using folded tabs and PVA glue.
Integrate their sliders and pivot windows.
Add a folded, triangular roof panel across the top of the wall framework.
Structural Support: If a wall buckles or leans, children add internal structural columns (rolled card tubes) to reinforce the weak area.
Assessment Indicator: Does the child build their house following a logical sequence, ensuring the sliding parts are operational before sealing the structure?

Week 6: The Architect's Audit — Testing and Evaluating
Strand Placement: Evaluate
Substantive Knowledge:
Concepts: Design criteria are a set of rules that a finished product must follow to be successful. Evaluation is checking a product against these original rules to see what works and what can be improved.
Vocabulary: Evaluate, design criteria, test, user need, design brief, improve.
Disciplinary Knowledge:
Skill: Testing a product against clear design criteria; evaluating whether it matches the initial user brief, and diagnosing structural or mechanical issues objectively.

Activity:
The Environmental Stress Test: Children set up safety tests for their structures. They can use a desk fan or hand hairdryer on a low setting to mimic a wind storm. Does the house stand firm (stable) or tip over?
Mechanical Endurance Run: Children operate their sliding doors and pivot windows five times in a row. Does the mechanism travel smoothly, or does it catch and jam?
The User Verification: Group children into peer pairs. They place their user character (e.g., Barnaby Bear) inside the house to check if the product functions properly. They write down a short diagnostic summary:
What works well: "The base is wide, so the house did not fall over in the wind."
What needs improving: "The slider window jams because the paper bridge is taped too tightly down. Next time, I will leave more room for the bar to slide."
Assessment Indicator: Can the child explain how well their product met the user's needs, pointing out one working success and one diagnostic area for improvement?

Progress Trackers: Substantive vs. Disciplinary

Dimension	**Key Stage 1 DT Milestones (What they will know and do)**
Substantive (Technical Facts)	State that a structure needs a **wide, flat base** to lower its centre of gravity and be stable. Identify that folding or rolling a flexible sheet of paper makes it **stiffer**.

	Explain that a slider moves in a linear path and requires a **slot or guide bridge**. Identify a **pivot** as a turning point that uses a split pin or hinge axis. Recall workshop safety rules for scissors, paper prickers, and adhesives.
Disciplinary (Design Thinking)	Analyse existing architectural structures to deduce how they stay upright. Design a purposeful product with annotated sketches tailored to a **specific client brief**. Select tools and materials intentionally based on their functional properties. **Diagnose structural failures** (like jamming sliders or leaning walls) and implement corrections. Critically evaluate a completed physical prototype against the initial **design criteria**.

Other Information, Ideas and Resources

Building a Model House:
Design Brief: Design and build a model of a simple house.
Activity: Children can use a variety of materials like cardboard boxes, cereal boxes, plastic containers, straws, lolly sticks, and paper to construct their houses. They can plan their design beforehand, thinking about walls, a roof, doors, and windows.
DT Skills: Joining materials (glue, tape), cutting, shaping, problem-solving (how to make a stable structure, how to attach the roof), following a simple plan.

Designing and Making a Door or Window:
Design Brief: Design and make a working door or window for a model house.
Activity: Children can focus on the mechanisms of a door (hinges) or a window (sliding or opening). They can use card, split pins (for hinges), and paper fasteners. They need to consider how it will fit into their model house and how it will open and close.
DT Skills: Understanding simple mechanisms, joining materials, measuring (basic), problem-solving (how to make it move).

Creating Furniture for a Model Room:
Design Brief: Design and make at least three pieces of furniture for a specific room in a house (e.g., a bed, table, and chair for a bedroom).
Activity: Children can use small cardboard boxes, blocks, pipe cleaners, fabric scraps, and other craft materials to create miniature furniture. They need to think about the function of each piece and its size in relation to their model house.
DT Skills: Shaping materials, joining small parts, considering scale and function.

Designing and Making a System to Lift Something in a House (Simple Pulley):
Design Brief: Design and create a simple system to lift a small object from one floor to another in a model house.

Activity: Using string, a small container (like a yogurt pot), and a support structure (could be part of their model house or a separate frame), children can create a basic pulley system. They need to figure out how to thread the string and make it work.
DT Skills: Understanding simple mechanisms (pulleys), problem-solving, using different materials for a purpose.

Designing and Making a Weatherproof Roof:
Design Brief: Design and create a roof for a model house that will be waterproof.
Activity: Children can experiment with different materials like plastic bags, waxed paper, overlapping card, or even leaves to create a roof. They can test its waterproofness by gently pouring a small amount of water over it.
DT Skills: Understanding the properties of materials (waterproof), problem-solving, testing and evaluating.

Designing and Making a Safe Pathway to a House (e.g., using stepping stones):
Design Brief: Design and create a safe pathway leading to a model house.
Activity: Children can use different materials like flat stones (painted cardboard), wooden blocks, or even draw a pathway and consider how to make it safe (e.g., not too slippery, wide enough). They can arrange their materials to create a functional path.
DT Skills: Planning a layout, considering safety, using different materials for a specific purpose.

Considerations for Implementation

For all these activities, encourage children to:
Talk about their ideas and draw simple plans.
Choose appropriate materials for the task.
Make and test their designs, identifying any problems and making improvements.
Evaluate their finished product against the design brief.
Remember to emphasise the design process as much as the final product.

Geography

Substantive Knowledge

In Key Stage 1 Geography, **substantive knowledge** consists of the established geographical facts, location details, and core subject-specific vocabulary that children must systematically learn and remember. When applied to the learning theme **'Homes and Houses'**, **substantive knowledge** uses the immediate, tangible reality of where children live to anchor the statutory requirements of the National Curriculum. It focuses heavily on distinguishing **human features** (built by people) from **physical features** (naturally occurring), establishing basic **locational scale**, and identifying environmental patterns.

1. Human Geography: The Vocabulary of Settlement
Children must move beyond simply recognising their own front door to understanding houses as functional human features that form patterns of settlement.

Substantive Requirements for 'Homes and Houses':
The House Typology: Knowing and naming different types of residential dwellings: *detached, semi-detached, terraced, flats/apartments, and bungalows*.
Scale of Settlement: Learning how single houses cluster together to form different sizes of human communities. Children must master the hierarchical fact that a **village** is smaller than a **town**, and a **town** is smaller than a **city**.

Land Use Context: Memorising standard human features that support a residential area, including *shops, factories, offices, farms, and roads*, and identifying how they sit alongside homes.
Application to the Learning Theme: Children learn the factual difference between a terraced house in a busy city and a farmhouse in a rural village. They observe that houses look different based on the density and purpose of the human settlement around them.

2. Physical Geography: How Environment Shapes the Home
Houses do not float in space; they are built on and shaped by the physical features of the Earth.
Substantive Requirements for 'Homes and Houses':
Physical Vocabulary: Correctly naming the natural landscape features surrounding settlements, such as *hills, valleys, rivers, forests, soil, and vegetation*.
Weather and Shelter: Knowing that houses are human features specifically constructed to shield people from local *seasonal and daily weather patterns* (rain, wind, snow, sun).
Global Macro-Climate: Learning the foundational fact that the Earth has a hot middle (**the Equator**) and cold extremities (**the North and South Poles**).

WEATHER VS. ARCHITECTURE	
HOT PLACES (Near Equator):	COLD PLACES (Near Poles):
Flat roofs, light walls to reflect intense sun and trap cooler air.	Steep sloped roofs to shed heavy snow; thick insulation.

Application to the Learning Theme: Children discover that houses are adapted to their physical geography. A house built near a *river* or *coast* might sit on stilts to avoid flooding; a house built in a hot climate near the Equator looks entirely different from a house built near a freezing Pole.
3. Locational Knowledge & Basic Map Skills
To think like a geographer, a child must know where their home is in relation to the wider world.

Substantive Requirements for 'Homes and Houses':
The Four Nations: Knowing that their home is located within one of the four countries of the United Kingdom (*England, Scotland, Wales, or Northern Ireland*), and naming its capital city.
Directional Labels: Memorising the four cardinal points of a compass: **North, South, East, and West**.
The Plan Perspective: Knowing that a map is a bird's-eye view (aerial perspective) of an area looked at from directly above, and that real-world homes are represented on maps by abstract geometric **symbols** recorded in a **key**.

Why Substantive Geography Knowledge Matters
Without a firm foundation of substantive knowledge, a local geography walk or map-drawing activity risks turning into an aimless stroll. If a child doesn't explicitly know the vocabulary of human and physical features, they cannot accurately describe or categorise what they are looking at. They might see a building, but they won't recognise it as a *terraced house* within a *town settlement*.

Linking **substantive geography** to 'Homes and Houses' is critical for several reasons:
It Makes the Abstract Tangible: Telling a Key Stage 1 pupil about the United Kingdom or the Equator can feel incredibly abstract. Grounding the lesson by asking, *"What is your house address?"* or *"What keeps your bedroom warm in the winter?"* creates an immediate cognitive bridge from their personal safe space to the wider planet.

It Builds Comparative Empathy: By explicitly teaching that homes change based on physical geography (climate, proximity to oceans, terrain), children learn that human diversity in architecture is a logical, resourceful response to nature. Comparing a small local street in the UK to a village in a non-European country teaches them that different does not mean deficient.
It Prepares Them for Scale in KS2: Children cannot master complex secondary themes like urbanisation, global trade, rivers, or tectonic biomes in Key Stage 2 if they leave Key Stage 1 without a rock-solid vocabulary of basic human features (houses, cities) and physical features (weather, hills). It gives them the foundational lexicon of the world.

Disciplinary Knowledge

In Key Stage 1 Geography, **substantive knowledge** provides children with the factual vocabulary of the world—knowing that their home is in the UK, naming house types like *terraced* or *detached*, and identifying physical features like *hills* or *weather*. **Disciplinary Knowledge**, by contrast, teaches children **how to think and act like a geographer**. It is the practical toolset of methods, field skills, and analytical frameworks used to investigate the world. Instead of simply memorising names of places, children learn how to **observe, measure, map, and interrogate** geographic data. When framed around **'Homes and Houses'**, **disciplinary knowledge** uses the child's immediate neighbourhood as a living laboratory to build core investigative skills.

The 3 Pillars of Disciplinary Geography Knowledge in KS1
1. Fieldwork and Observation (The Local Explorer)
Fieldwork is the signature discipline of geography. Disciplinary knowledge dictates *how* to look at an environment systematically, gather data, and look for patterns, rather than just taking a casual walk outside.

In the 'Homes and Houses' Learning Theme: Conducting a local street survey.
The Disciplinary Action: Children step outside the school gates with clipboards to investigate their immediate human environment. They do not just spot houses; they gather primary data. They use tally charts to systematically count house types (*"Let's count how many detached vs. terraced houses are on this road"*). They use their senses to observe spatial interactions: *"The homes on this street are close to a physical feature (a hill) and a human feature (a busy main road)."*

2. Cartography and Map Skills (The Spatial Planner)
Geographers use maps to represent spatial relationships and scale. Disciplinary knowledge teaches children how to translate three-dimensional, real-world spaces into two-dimensional visual models.

In the 'Homes and Houses' Learning Theme: Mapping the home, classroom, or local street.
The Disciplinary Action: Children move from a standard front-on drawing of a house to adopting a **plan perspective** (a bird's-eye view looking directly down). They create simple maps of their own bedrooms or the school's immediate street layout. They learn how to use abstract thinking to create a **map key**—representing a house with a simple red square, or a garden tree with a green circle, understanding that a map is a functional data tool rather than an artistic illustration.

THE GEOGRAPHER'S PERSPECTIVE

ARTISTIC EYE-LEVEL VIEW:



PLAN VIEW (Cartography):



Sees decorative details.

Sees spatial distribution, boundaries, and scale.

3. Spatial Awareness and Comparative Analysis (The Data Analyst)
This involves recognising patterns, noting anomalies, and asking geographical questions about *why* things are located where they are and how places compare to one another.

In the 'Homes and Houses' Learning Theme: Comparing local homes to homes in contrasting global environments.
The Disciplinary Action: Children compare their local housing data with a contrasting locality (e.g., a rural village in Kenya or an island settlement in Scotland). Instead of just noticing that the houses look different, disciplinary thinking prompts them to ask *why*: *"Why do these houses have flat roofs while ours are slanted?"* They connect the architectural design back to physical geography data: *"The flat roofs are a response to a hot, dry climate near the Equator where snow stability is not an issue."*

Substantive vs. Disciplinary: The Geography Paradigm

Substantive Geography Knowledge (The Facts)	**Disciplinary Geography Knowledge (The Field Methods)**
Knowing that the four cardinal directions on a compass are **North, South, East, and West**.	**Using a compass** in the schoolyard to find which direction the front doors of the local houses face.
Knowing the definitions of a *detached house*, a *terraced house*, and an *apartment block*.	**Categorising and tallying** housing types on a local walk to discover the dominant settlement style.
Knowing that a map requires **symbols** and a **key** to represent real-world objects.	**Creating an original map** of a bedroom or local street using scaled geometric symbols to represent furniture or homes.

Why Disciplinary Geography Knowledge Matters
Without disciplinary knowledge, primary geography can easily dissolve into passive colouring-in or listening to stories about distant places. If children are not taught *how* to investigate, they remain passive consumers of facts rather than active explorers of their world.
Linking disciplinary skills to **'Homes and Houses'** matters because:

It Demystifies the Built Environment: It gives children agency over their surroundings. When they walk home, they stop seeing an undifferentiated blur of buildings and start recognising deliberate human choices, settlement density, and land-use patterns.

It Builds Early Data Literacy: Long before they encounter complex charts or spreadsheets in high school, counting houses on a street and organising that information into a simple bar chart teaches children that the physical world can be measured, recorded, and analysed.

It Prepares Them for Independent Inquiry in KS2: In Key Stage 2, geography requires children to look at complex global issues like climate change, urbanisation, and migration. They cannot execute those advanced inquiries if they haven't mastered the basic disciplinary muscles in Key Stage 1—knowing how to observe closely, read a map, collect simple data, and ask the fundamental geographical question: *"Why is this here, and what is it like?"*

Learning Objectives

Locational Knowledge:
To identify and describe the location of their own home within their local area (e.g., "My house is on High Street," "My house is near the park").
To learn their own address, including the postcode.
To locate their home on a simple map of their locality (e.g., a hand-drawn map or a simple Google Earth image).

Human and Physical Geography:
To distinguish between human features (like houses, shops, roads, schools) and physical features (like trees, fields, rivers) in their local environment.
To identify and name different types of homes (e.g., detached, semi-detached, terraced houses, flats, bungalows, cottages).
To describe simple characteristics of different homes (e.g., size, materials used - brick, wood, stone).
To understand that homes are built by people and serve a purpose (providing shelter, a place to live).
To compare and contrast different types of homes found in their local area.
To explore how homes in their local area might be similar to or different from homes in other parts of the United Kingdom or a contrasting non-European country (e.g., looking at homes in different climates or cultures).

Geographical Skills and Fieldwork:
To use simple fieldwork and observational skills to study the human features of their local environment, specifically focusing on homes and houses. This could involve walks around the school or immediate neighbourhood.
To use basic geographical vocabulary to describe features of homes and houses (e.g., "roof," "walls," "windows," "door").
To use simple locational and directional language (e.g., "near," "far," "left," "right," "behind," "in front of") to describe the position of their home and other houses in relation to landmarks.
To interpret aerial photographs and plan perspectives to recognise houses and other basic human features.
To devise a simple map of their immediate locality, including basic representations of houses and other landmarks.
To use and construct basic symbols in a map key (e.g., a square for a house).

Developing a Sense of Place:
To express what they like and dislike about their own home and its surrounding area.
To understand that people live in different types of homes and that homes can be found in various environments (e.g., busy towns, quiet villages, rural areas).

Lesson Ideas

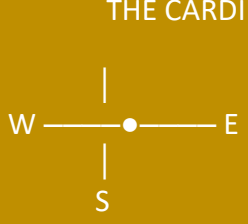
This 6-week Key Stage 1 medium-term plan fulfils the statutory requirements of the National Curriculum for Geography. Moving from the immediate interior of their own rooms out to local streets, and finally to a global comparative study, children build core spatial skills (**Map Skills**), conduct primary data collection (**Fieldwork**), and differentiate between natural and built environments (**Physical and Human Geography**).

Block 1: From Bedroom to Bird's-Eye View (Weeks 1-2)
Week 1: Looking Down — The Plan Perspective
Focus Strand: Geographical Skills and Fieldwork (Map Skills)
Substantive Knowledge:
Concepts: A **map** is a representation of a space viewed from directly above, known as a **bird's-eye view** or **plan perspective**. A **symbol** is a simple shape or picture that stands for a real object on a map.
Vocabulary: Map, bird's-eye view, plan perspective, symbol, position, record.

Disciplinary Knowledge:
Skill: Abstracting three-dimensional, eye-level reality into a flat, two-dimensional spatial model; creating functional symbols to represent physical objects.

Activity:
The Toy House Test: Place a model dollhouse or a cluster of building blocks on the floor. Have children stand directly over it and look straight down. What shapes do they see? (e.g., roofs look like simple squares or rectangles, chimneys look like small squares).
Drafting a Room Blueprint: Children draw a bird's-eye map of a familiar space, such as their bedroom or the classroom.
Inventing the Key: Children construct a simple legend next to their map. They learn the cartographic rule: *Instead of drawing a detailed bed with pillows, I will use a simple blue rectangle and label it 'Bed' in my key.*
Assessment Indicator: Can the child accurately draw a specified piece of furniture from a top-down plan perspective rather than a front-on view?

Week 2: Finding Our Way — Compass Points and Addresses
Focus Strand: Locational Knowledge / Map Skills
Substantive Knowledge:
Concepts: The four cardinal directions on a compass are **North, South, East, and West**. A postal **address** is a unique data code that narrows scale from a house number, to a street, to a town, and finally to a country within the United Kingdom.
Vocabulary: Compass, North, South, East, West, directional language, address, country.
Disciplinary Knowledge:
Skill: Navigating spatial layouts using precise directional terminology rather than vague pointers like "over there"; organising local locational data hierarchically.



CHALLENGE: "The school is North of the park. Which way must you walk to get home?"

Activity:
Compass Playground Drill: Introduce the four compass points. Label the classroom or playground walls N, S, E, W. Play a navigational game where children must jump or turn to face the correct wall on command.
The Address Ladder: Children fill in a "nested scale" diagram (concentric circles) to map their own home address:
My House Number/Name →My Street → My Town/City →My Country (e.g., England) →My Nation State (The United Kingdom).
Grid Navigation: Using a simple grid map of a fictional neighbourhood, children use compass directions to dictate paths: *"To get from the post office to the terraced house, walk two squares North and one square East."*
Assessment Indicator: Can the child state the four main compass directions in order and write down their home country?
Block 2: Investigating the Neighbourhood (Weeks 3-4)
Week 3: Street Detectives — Identifying House Typologies
Focus Strand: Human and Physical Geography
Substantive Knowledge:
Concepts: A **human feature** is something built or altered by people. Residential houses are classified into specific architectural types based on their structural layout: **detached, semi-detached, terraced, bungalows, or flats/apartments**.
Vocabulary: Human feature, detached, semi-detached, terraced, bungalow, flat, apartment.
Disciplinary Knowledge:
Skill: Observing the built environment systematically to categorise and sort human data, moving past a generalised view of "buildings" to precise typological identification.

Activity:
The Flashcard Sort: Explicitly teach the structural definitions: *detached* (stands alone), *semi-detached* (joined to one other house), *terraced* (joined in a long row), *flat* (stacked on top of each other), *bungalow* (single story).
The Local Facade Scan: Analyse photographs of the streets immediately surrounding the school gates. Children work in pairs to trace the shared walls between properties to determine their exact types.
Settlement Scale Discussion: Introduce how these house types combine to form different scales of human communities. A **village** has fewer, more scattered homes; a **city** features dense rows of terraces and tall blocks of flats to accommodate more people.
Assessment Indicator: Can the child identify and name at least three distinct house types from visual prompts?

Week 4: Clipboard Cartography — Local Fieldwork Survey
Focus Strand: Geographical Skills and Fieldwork
Substantive Knowledge:
Concepts: **Fieldwork** is the method geographers use to collect live info about a place. A **tally chart** is a systematic way of counting data in real time using tick groups of five.
Vocabulary: Fieldwork, survey, tally chart, data, collect, observation, pattern.
Disciplinary Knowledge:
Skill: Gathering primary geographical data through direct outdoor tracking; organising unmapped observations into structured quantitative records to spot localised patterns.

Activity:
Pre-Fieldwork Briefing: Prepare clipboards, maps of the immediate school road, and structured data collection sheets. Model how to draw a clean tally mark (||||) and close it on the fifth count (||||).
The Neighbourhood Walk: Conduct a supervised local walk. As children walk down the street, they carefully audit the houses they pass, recording a tally mark for every detached, semi-detached, or terraced house they see.
Data Synthesis: Back in the classroom, combine the tallies to find the total counts. Children construct a simple, physical block graph on the floor using linking cubes (1 cube = 1 house) to display which house type is the most common near their school.
Assessment Indicator: Does the child correctly record housing observations on their tally sheet during the fieldwork exercise?
Block 3: Global Homes & Climate Adaptations (Weeks 5-6)
Week 5: Weather and Walls — How Environment Shapes the Home
Focus Strand: Human and Physical Geography
Substantive Knowledge:
Concepts: A **physical feature** is a naturally occurring element of the landscape (e.g., *hills, valleys, rivers, coasts, vegetation*). **Weather** is the daily state of the atmosphere (rain, wind, heat, snow). Homes are human shelters carefully designed to withstand local physical conditions and weather hazards.
Vocabulary: Physical feature, weather, climate, environment, shelter, flood, insulation.
Disciplinary Knowledge:
Skill: Differentiating built human elements from surrounding natural features; deducing the functional engineering reasons behind architectural designs based on physical geography constraints.

Activity:
Human vs. Physical Sorting Blitz: Present a mixed tray of items/images (e.g., a brick, a handful of soil, a model house, a leaf, a roof tile, a river photograph). Children sort them into two tables: *Human Features* vs. *Physical Features*.
The Environmental Adaptation Audit: Investigate how local physical hazards alter houses. Look at homes built on low-lying *coasts* or near *rivers* that sit on high wooden stilts to elevate them above seasonal floodwaters. Look at mountain homes built in heavy snow paths with steep, angled roofs designed to make snow slide off before crushing the ceiling.
Assessment Indicator: Can the child categorise elements into human or physical groups and explain why a stilt house is built near a river?

Week 6: Global Comparison — From the UK to the Equator
Focus Strand: Locational Knowledge / Human and Physical Geography
Substantive Knowledge:
Concepts: The **Equator** is an imaginary line around the hot middle of the Earth. The **Poles** are the freezing points at the top and bottom. Houses in different parts of the world are constructed from local materials to suit regional temperatures.
Vocabulary: Equator, North Pole, South Pole, climate, comparison, local materials.
Disciplinary Knowledge:
Skill: Conducting comparative analysis between a familiar local area and a contrasting non-European locality; asking analytical questions about *why* homes look different across the globe.

Activity:

The Globe Spin: Locate the UK on a world map or digital globe. Trace down to find the Equator, focusing on a contrasting country like Kenya or a tropical island nation.
The Architectural Contrast Study: Compare a local brick terraced house in the UK with a traditional home in a hot, dry climate (e.g., a mud-walled, thatched-roof roundhouse or a flat-roofed desert dwelling).
The Comparative Matrix: Complete a visual Venn diagram or table detailing the differences and similarities in materials and climate:
UK: Cool, rainy climate →Slanted slate roofs to shed rain, thick brick walls to keep heat inside.
Equator Locality: Hot, dry climate →Thick mud walls to stay cool inside, thatched or flat roofs because heavy snow is not an option.
Assessment Indicator: Can the child identify one core architectural difference between a local home and a home near the Equator, linking it directly to the weather?

PROGRESSION OF SKILLS		
WEEKS 1-2	WEEKS 3-4	WEEKS 5-6
SPATIAL SCALE	FIELDWORK & TAXONOMY	GLOBAL SYNTHESIS
Top-down maps, cardinal keys, and address systems.	Clipboards, primary data tracking, and tallying regional house typologies on local roads.	Linking human houses with physical world climates and scales.

Medium-Term Learning Tracker

Domain	Key Milestones (What the teacher tracks)
Substantive Milestones	Draws and reads simple symbols inside a standardised map key layout. Names the four countries of the United Kingdom and identifies their cardinal directions. Correctly categorises local homes into detached, semi-detached, or terraced groups. Definitively identifies the differences between human features and physical features.
Disciplinary Milestones	Transforms a 3-D personal viewpoint into a 2-D bird's-eye plan perspective. Executes basic fieldwork data gathering safely and systematically with a tally sheet. Examines global structures to deduce how physical weather shapes human design choices.

Other Information, Ideas and Resources

My Home and My Street:
Activity: Children draw a picture of their own house and talk about its key features (e.g., roof, windows, door). They can then draw a simple map of their street, showing where their house is in relation to other houses and landmarks (e.g., a shop, a park).
Geography Focus: Understanding their immediate surroundings, basic map skills (representing places visually), identifying features of buildings.

Different Types of Homes in Our Locality (Blakeney, Hindringham, Kelling or Walsingham):

Activity: Take a walk around the local area and observe the different types of houses (e.g., terraced, semi-detached, bungalows, perhaps even some older coastal cottages). Discuss the materials they are made from (brick, stone, painted render) and any unique features.
Geography Focus: Observing and comparing human-made features in their local environment, understanding that houses can look different.
Homes Around the World (Introduction):
Activity: Look at pictures or read simple books about different types of homes in other parts of the world (e.g., igloos, tents, stilt houses, apartments in cities). Discuss why these homes might be different (e.g., climate, available materials).
Geography Focus: Recognising that homes vary globally, understanding that environmental and cultural factors influence housing.

Mapping Our Classroom and School:
Activity: As a stepping stone to understanding larger areas, children can create a simple plan of their classroom, showing the location of key furniture. Some Key Stage 1 children could try mapping the school grounds, identifying key buildings and features.
Geography Focus: Developing basic map skills (representing objects from an aerial view), understanding scale (in a simplified way), identifying key features of a familiar building.

Where Do Animals Live? (Animal Homes):
Activity: Discuss where different animals live and the types of "homes" they create or use (e.g., nests, burrows, dens, webs). This links to habitats and understanding that living things have specific needs for shelter.
Geography Focus: Understanding the concept of habitats and how living things interact with their environment, recognising different types of natural "homes."

Designing an Ideal Home for a Specific Climate:
Activity: Discuss different climates (e.g., hot and sunny, cold and snowy, rainy). In small groups, children can design and draw a home that would be suitable for a chosen climate, thinking about materials, roof shape, and other features.
Geography Focus: Understanding how climate influences human adaptation and the design of buildings, applying knowledge of different weather conditions.

Considerations for Implementation

History

Substantive Knowledge

In Key Stage 1 History, **substantive knowledge** consists of the concrete historical facts, specific vocabulary, and chronological markers that children must learn and remember. Under the National Curriculum, Key Stage 1 history requires children to develop an awareness of the past, using words and phrases relating to the passing of time, and to identify similarities and differences between ways of life in different periods. When focused on the learning theme **'Homes and Houses'**, **substantive knowledge** explores **changes within living memory** (comparing their homes to those of their parents and grandparents) and **changes beyond living memory** (such as looking at Victorian or Tudor houses).

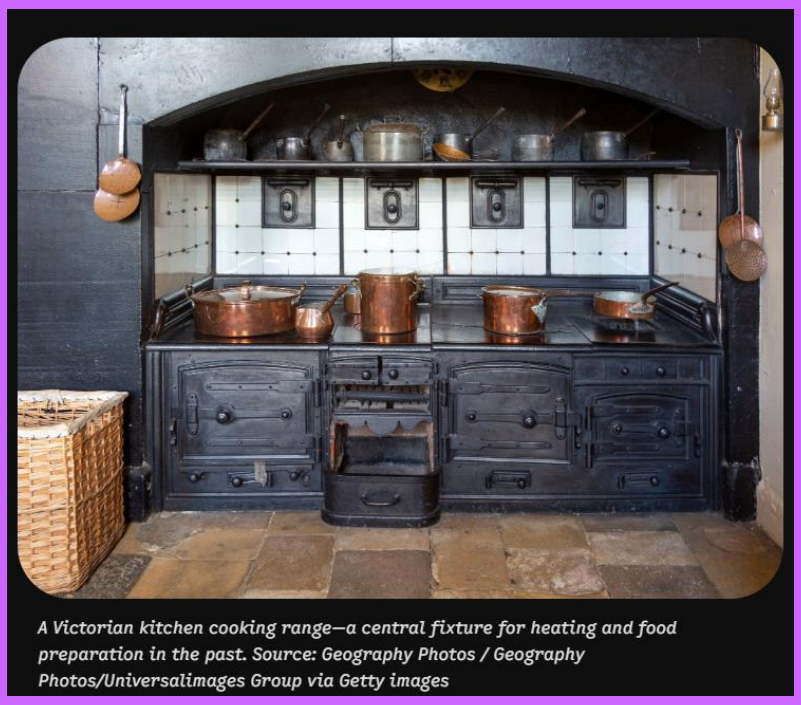
1. Chronology and the Vocabulary of Time

Children must learn to place different styles of homes on a basic mental timeline, moving from the present day backward into the past.

Substantive Core Requirements:
Time Terms: Consistently using abstract temporal language like *past, present, old, new, modern, decade, century, before I was born,* and *long ago*.
Broad Historical Eras: Identifying specific periods beyond living memory that feature distinct housing styles, primarily the **Victorian era** (roughly 150 years ago) or the **Tudor era** (roughly 500 years ago), recognising that these existed long before their grandparents were alive.

2. Technological Evolution: Domestic Life & Household Objects
Substantive history knowledge requires children to learn how daily human life inside the home was revolutionised by technological changes in lighting, heating, cooking, and sanitation.

Substantive Core Requirements:
Lighting: Knowing that modern homes use electric lightbulbs, whereas homes in the past relied on *gas lamps, oil lamps,* or *wax candles*.
Heating and Cooking: Memorising the fact that old homes did not have radiators or electric hobs. Instead, they used *open coal fires* for warmth and heavy iron *cooking ranges* to prepare food.
Water and Sanitation: Learning that historical homes often lacked indoor toilets and running water. Children must learn the factual use of objects like the *chamber pot* (for the toilet) and the *tin bath* (which had to be filled manually with water heated over a fire).



A Victorian kitchen cooking range—a central fixture for heating and food preparation in the past. Source: Geography Photos / Geography Photos/Universalimages Group via Getty images

3. Materials and Structural Change
Children learn that what a house is made of depends entirely on the technology and manufacturing methods available during that period in history.

Substantive Core Requirements:
Modern Homes: Built with cavity brick walls, large glass windows, concrete foundations, and synthetic insulation.
Victorian Homes: Built in long rows (terraces) with red bricks, slate roofs, and sash windows, heated by multiple chimneys.
Tudor Homes: Built using a timber frame (wooden beams) filled with *wattle and daub* (a mixture of twigs, clay, and animal dung), featuring thatched roofs made of straw and very small glass window panes held in lead grids.

Substantive Geography vs. Substantive History
It is vital to keep the subject boundaries distinct. Here is how substantive knowledge differs between the two disciplines at KS1:

Substantive Geography Knowledge	Substantive History Knowledge
Naming a building as a **terraced house** and recognising it as a human feature in a town settlement today.	Explaining that a Victorian terraced house was built **over 100 years ago** and was originally heated by coal fires rather than radiators.
Knowing that a map key uses a geometric symbol to show the **current location** of a house.	Placing illustrations of a Tudor house, a Victorian house, and a modern house in correct **chronological order** along a timeline.
Identifying that a house near the Equator has a flat roof because the **weather and climate** are hot and dry.	Identifying that an old kitchen used a **tin bath and chamber pot** because indoor plumbing had not been invented yet.

Why Substantive History Knowledge Matters
Without explicit substantive facts, history lessons on this learning theme easily degrade into vague nostalgia or a simple game of "spot the difference" without any real historical context.
Linking substantive history to 'Homes and Houses' matters because:

It Makes Chronology Concrete: Young children struggle with the vastness of time; terms like "a hundred years ago" are entirely meaningless to a six-year-old. By anchoring time to concrete everyday objects—comparing an iPad to a clockwork toy, or an electric oven to a cast-iron cooking range—time becomes a tangible, measurable concept.

It Illustrates the Concept of Progress: By learning about the daily routines of the past (such as the immense physical labour required just to heat water for a weekly bath), children realise that the comforts of modern life are the result of steady technological innovation over centuries.

It Prevents Misconceptions About the Past: Without explicit factual instruction, children frequently assume that people in the past lived exactly like they do now, just with older clothes. Substantive knowledge gives them the factual framework to understand that the structural fabric of life was entirely different, laying the groundwork for complex causal analysis in Key Stage 2.

Disciplinary Knowledge

In Key Stage 1 History, **substantive knowledge** provides children with the factual landmarks of the past—knowing that Victorian homes were built over 100 years ago, that Tudor houses used wattle and daub, or that old kitchens featured cast-iron cooking ranges instead of microwaves. **Disciplinary Knowledge**, by contrast, is about **learning how to think, question, and investigate like a historian.** It focuses on the historical process itself. Instead of just accepting facts passively, children learn how to **interrogate historical evidence, recognise change over time, and construct a narrative about the past.** When framed around the learning theme of **'Homes and Houses'**, disciplinary knowledge transforms old domestic objects and buildings into clues, allowing children to solve historical mysteries about everyday life.

The 4 Pillars of Disciplinary History Knowledge in KS1

1. Historical Inquiry and Source Analysis (The Detective)

Historians do not guess about the past; they extract clues from historical sources (artefacts, photographs, diaries, buildings). Disciplinary knowledge teaches children how to look closely at an object to deduce what it tells us about life long ago.

In the 'Homes and Houses' Learning Theme: Interrogating historical household artefacts.

The Disciplinary Action: Handed a mysterious object from the past, such as a heavy copper bed-warmer or a flat iron, a child doesn't just guess its name. They observe and deduce: *"It is made of heavy metal, not plastic, so it was made a long time ago. It has a scorch mark on the bottom, which means it must have been heated near a fire. Someone would use this to press wrinkles out of clothes before electricity was invented."* They move from describing an object to using it as evidence.

INTERROGATING AN ARTIFACT	
THE PHYSICAL SOURCE:	THE HISTORIAN'S DEDUCTION:
A heavy, black cast-iron iron with a thick metal handle.	"It has no plug or wire..." "It is completely solid metal." "Therefore, it must have been heated directly on a fire."

2. Continuity and Change Over Time (The Chronologist)

History is the study of how things alter or stay the same over time. Disciplinary thinking means comparing eras to see how human routines have progressed, rather than viewing the past as one single block called "the olden days."

In the 'Homes and Houses' Learning Theme: Interrogating Tracking the evolution of domestic tasks like washing clothes or cooking.

The Disciplinary Action: Children examine a modern washing machine, a Victorian washboard/dolly, and an even older river stone. They analyse the **change** (washing clothes has become much faster and takes less physical muscle) but they also identify the **continuity** (humans have always needed clean clothes and used water and friction to get them clean).

3. Structural Chronology (The Time Mapper)
A crucial part of historical discipline is building a mental framework of time—understanding that certain periods happened before others and organising events sequentially.

In the 'Homes and Houses' Learning Theme: Interrogating Sorting architectural styles chronologically.
The Disciplinary Action: When presented with pictures of a Tudor timber-framed cottage, a Victorian terraced street, and a modern eco-home, children don't just sort them by what they like. They apply structural reasoning to map them on a timeline: *"The Tudor house goes first because it has a straw roof and tiny window panes from a time when making large glass sheets was impossible. The Victorian house comes next because it uses mass-produced bricks from factories, and the modern house is last."*

4. Historical Interpretations and Perspectives (The Empathy Builder)
This involves understanding that life in the past was experienced differently depending on who you were, and that we can discover different perspectives based on the evidence we look at.

In the 'Homes and Houses' Learning Theme: Interrogating Comparing the interior spaces of a grand manor house with a poor worker's cottage.
The Disciplinary Action: Children look at the kitchen of a wealthy Victorian mansion versus a cramped cellar dwelling from the same decade. They deduce that "Victorian home life" was not the same for everyone. They recognise that a wealthy child had nursery rooms and servants, while a working-class child might have shared a single bed with three siblings, building a historical perspective of social structure.

Substantive vs. Disciplinary: The History Paradigm

Substantive History Knowledge (The Facts)	**Disciplinary History Knowledge (The Investigative Process)**
Knowing that a **chamber pot** was a ceramic pot kept under the bed for the toilet in the past.	**Deducing** that people used chamber pots because a house layout lacked indoor plumbing and pipes.
Stating that **The Great Fire of London (1666)** destroyed thousands of timber-framed homes.	**Comparing** pre-fire timber houses with post-fire brick regulations to explain *why* the city architecture changed.
Memorising that **Queen Victoria** lived in grand palaces over 100 years ago.	**Examining** a photograph of a Victorian schoolchild's home to analyse how ordinary families lived compared to royalty.

Why Disciplinary History Knowledge Matters
If history is taught purely as a series of substantive facts to memorise, it turns into a static list of dead people and old dates. Children miss out on the analytical skills that make the subject useful.
Linking disciplinary skills to 'Homes and Houses' matters because:
It Develops Critical Thinkers: Teaching children to look at an old iron or a photograph and ask, *"Who made this? How do we know this is real?"* lays the foundation for critical source evaluation. They learn to hunt for evidence rather than accepting information blindly.

It Breaks Down the Concept of "The Olden Days": Young children naturally lump everything before their birth into one giant category where cavemen, knights, and Victorians co-exist. Using the physical, changing structure of houses helps them build distinct chronological shelves in their minds.

It Prepares Them for Key Stage 2 Inquiry: In Key Stage 2, history requires deep analysis of primary sources, evaluating conflicting accounts of battles, and identifying the root causes of empires falling. They cannot do this without the foundational disciplinary muscles built in Key Stage 1—knowing how to handle an object, ask questions of a picture, and trace a clear line of change over time.

Learning Objectives

Overarching Historical Concepts:
Chronological Understanding: Pupils should be able to use common words and phrases relating to the passing of time (e.g., before, after, a long time ago, past, now, modern).

Change and Continuity: Pupils should identify similarities and differences between ways of life in different periods, specifically concerning homes.

Historical Enquiry: Pupils should begin to ask and answer questions about the past, using simple sources.

Specific Objectives for 'Homes and Houses':
By the end of the Learning Theme, pupils should be able to:
Identify different types of homes:
Recognise and name common types of homes in their local area (e.g., detached, semi-detached, terraced, flats, bungalows).
Understand that people live in a variety of homes.

Understand 'changes within living memory' related to homes:
Discuss how homes have changed over the past few decades (e.g., within their grandparents' or parents' living memory).
Identify changes in the exterior features of homes (e.g., materials, windows).
Identify changes in the interior features of homes and household objects (e.g., kitchens, living rooms, appliances like washing machines, fridges, televisions).
Explain simple reasons why homes and household items have changed (e.g., due to new technologies, changing lifestyles).

Explore homes 'beyond living memory' (where appropriate):
Gain a basic understanding of what homes might have been like further in the past (e.g., Victorian homes, or even earlier, depending on the school's curriculum depth for this Learning Theme).
Identify some key features of homes from a specific historical period beyond living memory.
Make simple comparisons between homes from a distant past and homes today.
Use historical sources to find out about homes:
Understand that we can find out about the past through different sources (e.g., old photographs, testimonies from older relatives, historical objects, stories).
Use simple sources to compare and contrast homes from different periods.

Use appropriate historical vocabulary:
Employ terms such as 'old', 'new', 'past', 'present', 'before', 'after', 'then', 'now', 'similar', 'different', 'appliance', 'technology', and names of specific historical periods (e.g., 'Victorian' if taught).

Activities to support these objectives could include:
Interviewing family members about their childhood homes.
Comparing old and new photographs of local houses or interiors.
Handling or observing historical artefacts related to homes.
Creating timelines of homes or household objects.
Drawing or building models of homes from different periods.
Visiting a local museum or historical site that showcases past homes.

Lesson Ideas

This 6-week Key Stage 1 medium-term plan fulfils the statutory requirements of the National Curriculum for History. Focused on **'Homes and Houses'**, it guides children from changes within living memory (their own homes vs. their grandparents' generation) to changes well beyond living memory (**Victorian** and **Tudor** eras).
Children will build a mental timeline (**Chronology**), discover how technology changed everyday chores (**Domestic Life**), and interrogate physical objects and photographs (**Historical Sources**).

Block 1: Living Memory & The Victorian Home (Weeks 1-3)
Week 1: Toyboxes & Tech — Inside My Grandparents' House
Focus Strand: Changes within Living Memory / Chronology
Substantive Knowledge:
Concepts: **Living memory** covers events witnessed by people who are alive today (roughly the last 70–80 years). The past is different from the present, but similarities still exist (**continuity**).
Vocabulary: Past, present, modern, living memory, generation, technology, continuation.
Disciplinary Knowledge:
Skill: Identifying simple similarities and differences between domestic life today and life in their grandparents' youth; using temporal language accurately.

Activity:
The Tech Timeline: Examine modern household objects (e.g., an iPad, a flat-screen TV, a modern vacuum). Compare them to images of mid-20th-century equivalents (a dial phone, a chunky black-and-white box television, a carpet sweeper).
Oral History Interview: Watch a video clip or invite a guest speaker (a grandparent or older staff member) to talk about their childhood bedroom. What did they use to play music? How did they heat their room?
Mapping Living Memory: Create a two-column sorting chart labelling objects as *"In My Home Today"* vs. *"In My Grandparent's Home Long Ago."*
Assessment Indicator: Can the child identify at least two household items that have changed within living memory and describe how they look different today?

Week 2: No Plugs or Wires — The Victorian Kitchen
Focus Strand: Changes beyond Living Memory / Historical Sources
Substantive Knowledge:
Concepts: The **Victorian era** was a period beyond living memory when Queen Victoria ruled (roughly 150 years ago). Before domestic electricity was invented, cooking and heating relied entirely on coal and human physical labour.

Vocabulary: Victorian, beyond living memory, cast iron, cooking range, flat iron, coal.
Disciplinary Knowledge:
Skill: Interrogating a historical household object as a primary source; making logical deductions about its purpose based on its material weight and features.

THE ARTIFACT DETECTIVE	
THE HISTORICAL SOURCE:	THE LOGICAL DEDUCTION:
A heavy, solid metal flat iron with a thick iron handle.	"It has no cord or plug, so it could not use electricity. It had to sit directly on a fire to heat up and press clothes."

Activity:
The Range Discovery: Look closely at an archival photograph of a Victorian kitchen. Locate the massive black cast-iron **cooking range**. Identify where the coal went and discuss how the cook had to tend the fire all day just to boil water.
Object Interrogation: Pass around a physical or replica Victorian flat iron. Guide children through an inquiry routine:
What does it feel like? (Heavy, cold, solid iron).
Does it have an electrical cord? (No).
How did it work? (Deduce it had to sit on top of a hot coal stove).
The Chore Comparison: Roleplay smoothing out a cloth wrinkle using the cold iron vs. a modern plastic steam iron.
Assessment Indicator: Can the child use clues on a Victorian domestic object to explain why it does not have a wire or plug?

Week 3: Splish, Splash, Scrub — Victorian Sanitation
Focus Strand: Changes beyond Living Memory / Domestic Life
Substantive Knowledge:
Concepts: Old houses lacked internal pipes, running tap water, and flushing indoor toilets. People used a **tin bath** in front of the fireplace for washing and a ceramic **chamber pot** under the bed for a toilet.
Vocabulary: Sanitation, running water, plumbing, tin bath, chamber pot, washboard.

Disciplinary Knowledge:
Skill: analysing the concept of historical progress; understanding how everyday personal hygiene routines have changed drastically over a century.

Activity:
The Weekly Bath Routine: Read an account of a Victorian child's bath routine. Explain the process: water fetched from an outdoor pump, heated in kettles over the fire, and poured into a tin tub in the kitchen. The oldest family members bathed first, and the youngest went last in the same dirty water.
Laundry Day Extravaganza: Explore a Victorian washboard and dolly peg. Children use a dry washboard to scrub a piece of fabric, experiencing the physical muscle required before automated washing machines existed.
The Sanitation Contrast: Draw a modern bathroom next to an illustration of a Victorian bedroom showing a chamber pot, labelling the differences in plumbing.
Assessment Indicator: Can the child explain why Victorian families used a chamber pot and a tin bath instead of a modern toilet and shower?

Block 2: The Tudor House & Structural Chronology (Weeks 4-6)
Week 4: Timber, Straw, and Dung — The Fabric of a Tudor Home
Focus Strand: Changes beyond Living Memory / Structural Materials
Substantive Knowledge:
Concepts: The **Tudor era** happened roughly 500 years ago (during the time of King Henry VIII). Houses in this era were built from local natural materials: a **timber frame** (oak beams) filled with **wattle and daub** (woven twigs, clay, mud, and animal dung) and covered with a **thatched roof** (straw).
Vocabulary: Tudor, timber frame, wattle and daub, thatch, material, fireplace.
Disciplinary Knowledge:
Skill: Distinguishing Tudor architectural structures from modern brick houses; explaining how material availability in the past shaped construction choices.

Activity:
The Tudor Facade Scan: Look at images of surviving Tudor buildings (like the one shown above). Identify the iconic "black and white" pattern. Explain that the black parts are heavy wood beams and the white parts are the mud-plaster mix.
Wattle and Daub Mock-Up: Mix up a clean, historical classroom replica of "daub" using clay, sand, and dried grass. Let children press it onto a miniature lattice woven from small twigs (wattle) to see how it forms a solid, draft-proof wall layer.
Thatched Roof Hazards: Touch a piece of dry straw. Discuss why a straw roof was excellent for keeping rain out, but incredibly dangerous if a spark flew out of the chimney.
Assessment Indicator: Can the child list the three main natural materials used to construct an ordinary Tudor house wall?

Week 5: Sparks in the Streets — The Great Fire of London (1666)
Focus Strand: Significant Historical Events / Cause and Effect
Substantive Knowledge:
Concepts: In **1666**, a massive fire broke out in a bakery on Pudding Lane. The fire spread rapidly because Tudor-style houses were built entirely of wood, had thatched straw roofs, and were packed tightly together along narrow lanes. After the fire, rules changed so houses had to be built further apart and made of **brick and stone**.
Vocabulary: 1666, Samuel Pepys, Pudding Lane, spark, spread, flammable, safety rules.
Disciplinary Knowledge:
Skill: Identifying cause-and-effect relationships in history; explaining *why* a specific architectural layout allowed an event like the Great Fire to happen.

Activity:
The Street Layout Analysis: Look at a historical map sketch of London streets in 1666. Notice how the upper stories of the wooden houses jutted out over the road (jettying), almost touching the houses opposite.
The Domino Fire Experiment: Set up cardboard mock-ups of tightly packed Tudor houses on a tray. Demonstrate visually how a spark in one kitchen could jump easily across the narrow street gap to torch the next roof line.
The Diary Entry Source: Listen to an extract from Samuel Pepys's diary describing the pigeons losing their wings to the heat. Discuss how a diary acts as a written source of evidence for historians.

Assessment Indicator: Can the child give two structural reasons (e.g., wood material, narrow streets) why the Great Fire spread so fast?

Week 6: The Master Timeline — Ordering the Eras
Focus Strand: Chronological Understanding / Synthesis
Substantive Knowledge:
Concepts: History follows a linear sequence. The Tudor era happened first (500 years ago), followed by the Victorian era (150 years ago), then their grandparents' era (50–70 years ago), leading up to modern day.
Vocabulary: Timeline, chronological order, century, sequence, comparison.
Disciplinary Knowledge:
Skill: Organising distinct eras into their correct structural chronology along a physical timeline matrix; using architectural features as chronological markers to date an unknown image.

Activity:
The Living Timeline Construction: Lay a long blue ribbon across the classroom floor to represent the passing of time. Mark the right end as "Today."
The Era Sort Challenge: Distribute mixed picture cards containing house exteriors and interior domestic objects from all four studied eras. Children work in table teams to sort their cards sequentially:
Tudor: Wooden frames, thatch, tiny leaded windows, open hearths.
Victorian: Red brick terraces, tall chimneys, cooking ranges, gas lamps.
Grandparents: Early electric televisions, wallpaper, dial phones.
Modern: Solar panels, smart screens, electric induction hobs.
The Placement Routine: Walk up the floor ribbon and place the sorted cards onto their accurate century markers on the timeline.
Assessment Indicator: Can the child independently arrange illustrations of a Tudor house, a Victorian house, and a modern house into correct chronological order along a timeline canvas?

Progress Trackers: Substantive vs. Disciplinary

Domain	Key Stage 1 History Milestones (What they will know and do)
Substantive (Historical Facts)	State that **living memory** spans roughly 70–80 years, while the Victorian and Tudor eras sit well beyond it. Identify that Victorian kitchens used a **cast-iron range** and a **tin bath** instead of modern plumbing and electricity. Name **timber, straw, and wattle and daub** as the key building fabrics of a Tudor home. Recall that **The Great Fire of London occurred in 1666** and led to wooden houses being banned in favour of brick.
Disciplinary (Historical Thinking)	Examine an old domestic artefact to **deduce its mechanical use** based on materials and wear patterns. Differentiate between things that have changed (**alteration**) and things that stayed the same (**continuity**) inside a home. Apply structural reasoning to arrange architectural styles into their correct **chronological sequence** on a timeline.

	Analyse historical photographs and diary accounts to extract **primary source evidence** about past lives.

Other Information, Ideas and Resources

"My Home Now and Then" Comparison:
Activity: Discuss the children's own homes – what they are made of (bricks, wood, etc.), how many rooms they have, and some of the things inside (like electricity, running water). Then, look at pictures or simple illustrations of homes from the past (e.g., a simple cottage, a Victorian house). Compare the materials, size, and features.
Historical Concept: Change over time, differences in living conditions.

"Materials Through Time" Sorting Activity:
Activity: Show children pictures or real examples (if possible) of different building materials used for homes throughout history (e.g., straw, wood, wattle and daub, stone, brick). Discuss when these materials might have been commonly used and why. Children can sort the materials into a simple timeline (e.g., "Long Ago" and "More Recently").
Historical Concept: Evolution of building materials, understanding chronology.

"Inside Old Homes" Exploration:
Activity: Look at pictures or watch short, age-appropriate video clips showing the interiors of homes from different periods (e.g., a Tudor house, a Victorian kitchen). Discuss what they notice about the furniture, lighting (candles vs. electricity), heating (fireplaces), and cooking methods.
Historical Concept: Changes in domestic life, technology in the home.

"Toy Homes Through History":
Activity: Explore different types of toy houses or dollhouses from different eras (if accessible through pictures or real examples). Discuss how they reflect the styles and features of real homes at the time they were made. Children could even try to build simple models of homes from different periods using construction materials.
Historical Concept: How objects reflect the time they were made, understanding different architectural styles.

"The Three Little Pigs" - A Look at Building Materials:
Activity: Re-read or tell the story of "The Three Little Pigs," focusing on the different materials used to build their houses (straw, sticks, bricks). Discuss why some materials were stronger than others and link this to real building materials used in the past and present.
Historical Concept: Understanding the importance of building materials for shelter and durability.

"Our Street Long Ago":
Activity: If possible, look at old maps or photographs of the local area (Wells-next-the-Sea) to see what the houses and streets looked like in the past. Discuss any changes they notice. If specific local history resources aren't readily available, focus on general examples of how streets and houses in towns and villages might have changed.
Historical Concept: Local history, change in the local environment over time.

Considerations for Implementation

Use lots of visual aids, keep the language simple, and encourage children to ask questions and make comparisons based on their own experiences. Hands-on activities like drawing, building, and sorting will also help to solidify their understanding.

Music

See also Charanga Schemes of work

Substantive Knowledge

In Key Stage 1 Music, **substantive knowledge** consists of the fundamental, factual structural blocks of music—specifically the **Inter-related Dimensions of Music** (often called the musical elements)—alongside explicit repertoire, lyrics, and basic mechanical controls for singing and playing instruments. When applied to the learning theme **'Homes and Houses'**, music shifts from being an abstract concept into something highly tangible. Children use the physical structures, domestic objects, and acoustic spaces of a house to learn concrete musical definitions and facts.

1. The Inter-related Dimensions of Music (Musical Elements)
The National Curriculum and the Model Music Curriculum (MMC) require Key Stage 1 children to know, define, and experiment with specific musical dimensions. Under the learning theme of **'Homes and Houses',** this factual framework is mapped directly to domestic concepts:

Timbre (The *type* of sound): Learning the fact that different materials produce distinct sound qualities.
Learning Theme Link: Identifying that striking a kitchen metal saucepan creates a *bright, metallic, ringing* timbre, while tapping a wooden table top creates a *hollow, warm, dull* timbre.

Dynamics (Volume): Memorising the musical terms **Forte** (loud) and **Piano** (quiet).
Learning Theme Link: Categorising household sounds by dynamic level. A slamming front door or a roaring vacuum cleaner is *forte*; a ticking grandfather clock or a dripping kitchen tap is *piano*.

Tempo (Speed): Knowing the difference between fast and slow speeds, and identifying how a steady beat (**pulse**) can change pace.
Learning Theme Link: Comparing the rapid, energetic tempo of a washing machine on a spin cycle to the slow, steady rhythmic pulse of a swinging pendulum clock.

Pitch (High and Low): Recognising and naming high-pitched notes versus low-pitched notes.
Learning Theme Link: Associating a smoke alarm or a small bird chirping on the roof with *high pitch*, and a heavy boiler rumbling in the basement or floorboards creaking underfoot with *low pitch*.

2. Vocal Repertoire, Chants, and Choral Control
Substantive musical knowledge requires children to learn a specific bank of shared songs, rhymes, and performance mechanisms by heart.

Substantive Core Requirements:
Vocal Delivery: Knowing how to use the voice expressively versus speaking, and understanding the physical concept of *unison* (everyone singing the exact same note at the same time).
Themed Rhymes and Songs: Memorising the words, structural rhythms, and melodies of traditional house-related chants. Examples include:
Traditional Rhymes: "London's Burning" (directly tying into the Great Fire of London and timber houses).

Action Chants: "This is the Way We Wash Our Clothes" (linking directly to historical domestic chores).

Substantive Geography/History vs. Substantive Music
When running a cross-curricular topic like 'Homes and Houses', it is easy for music to get diluted into merely "singing a song about a house." To maintain academic rigor, the musical learning must focus on the *sonic properties* rather than the historical or geographical facts.

Substantive History/Geography (The Theme)	Substantive Music Knowledge (The Music)
Learning that a Victorian house used a **tin bath** because it lacked modern indoor plumbing.	Recognising that striking a metal tin bath creates a **resonant, metallic timbre** with a long ring.
Identifying that a **terraced house** is a human feature built in a long, repeating row on a street.	Replicating a long, repeating rhythm pattern (**an ostinato**) to represent the visual pattern of the houses.
Knowing that the Great Fire of London started in a **bakery on Pudding Lane in 1666**.	Singing the melody of *"London's Burning"* collectively, matching the **pitch** of the teacher in unison.

Why Substantive Music Knowledge Matters
Without explicit, factual musical boundaries, music lessons in Key Stage 1 can easily devolved into noisy, unstructured play sessions or simple lyrical memorisation without any real development of musicianship. Linking substantive musical facts to **'Homes and Houses'** matters because:

It Trains the Ear Using Familiar Contexts: Young children live inside houses every day, making domestic sounds the perfect acoustic reference points. By teaching a child that a dripping tap is an example of a *steady, quiet pulse (piano)*, an abstract musical concept instantly connects to their real-world framework.

It Teaches Acoustic Discrimination: Explicitly teaching children vocabulary like *timbre*, *pitch*, and *dynamics* gives them the language to describe the world around them. Instead of just saying a sound is "weird" or "cool," they can state that it has a "sharp timbre" or a "rising pitch."

It Builds the Foundation for Composing in Key Stage 2: In Key Stage 2, children are expected to write structured music using formal notation, manage complex layered textures, and improvise melodies over chord progressions. They cannot execute those advanced creative tasks if they enter Year 3 without the foundational substantive building blocks—such as instinctively knowing how to control their vocal pitch, or understanding how to manipulate dynamics and tempo intentionally.

Disciplinary Knowledge

In Key Stage 1 Music, **substantive knowledge** teaches children the factual vocabulary and mechanics of sound—knowing the definitions of *pitch*, *timbre*, or *dynamics*, and memorising the words to a song. **Disciplinary Knowledge**, by contrast, is about **learning how to act, think, and perform like a musician**. It is the practical execution of music. Instead of just defining what a sound is, disciplinary knowledge is the active process of **listening critically, performing with control, improvising rhythmically, and composing structure.**

When framed around the learning theme of **'Homes and Houses'**, disciplinary knowledge uses the auditory landscape of a home—creaking doors, ticking clocks, and tapping pots—as a creative palette for children to practice real musicianship.

The 4 Pillars of Disciplinary Music Knowledge in KS1

1. Active Listening and Sonic Analysis (The Auditory Critic)

Musicians do not just hear sound; they listen analytically. Disciplinary knowledge at this stage means internalising an external sound, identifying its internal architecture, and reflecting on how it makes the listener feel.

In the 'Homes and Houses' Learning Theme: Auditory mapping of domestic spaces.
The Disciplinary Action: Children go on a "sound walk" through the school or listen to an audio soundscape of a busy kitchen. The disciplinary task isn't just naming the source (*"That's a microwave"*). It is analysing its musical dimensions: *"I hear a microwave beep. It has a very short duration, a bright electronic timbre, and a static high pitch."* Children learn to isolate overlapping layers of sound in an environment, just as an orchestral conductor isolates different instruments.

2. Vocal and Instrumental Performance Control (The Performer)

Performing requires a physical and cognitive discipline: maintaining a steady internal heartbeat (**pulse**), adjusting personal volume to blend with a group, and manipulating an instrument or voice to communicate expression.

In the 'Homes and Houses' Learning Theme: Performing a sound-story of a house during a storm.
The Disciplinary Action: Children sing a traditional song like *"London's Burning"* or perform a rhythmic chant about building a house. The disciplinary skill is keeping a perfectly steady rhythmic pulse on a woodblock (representing a builder's hammer) without speeding up or slowing down. It involves adjusting their playing dynamically: when the storm approaches the house, they perform *forte* (loudly); when the family falls asleep inside, they instantly drop their instruments to a controlled *piano* (quietly) without losing the underlying beat.

THE PERFORMANCE PULSE

UNTRAINED RHYTHM (Speeds up with emotion):
[Tap] ... [Tap] ... [Tap] .. [Tap].[Tap][Tap] ⟶ (Rushing / Out of control)

DISCIPLINARY PULSE (Maintains rock-steady control):
[Tap] ..... [Tap] ..... [Tap] ..... [Tap] ..... ⟶ (Internalised execution)

3. Composition and Structural Arrangement (The Composer)

Composing is the act of deliberately organising sounds into a structure that has a clear beginning, middle, and end. Disciplinary knowledge teaches children that music is designed, not random.

In the 'Homes and Houses' Learning Theme: Creating a soundscape sequence called "Morning Routines".
The Disciplinary Action: Children work in small ensembles to compose a short piece representing a house waking up. They choose specific kitchen objects or untuned percussion to represent specific actions. The discipline lies in organising these events chronologically into a musical structure:
Introduction: A ticking grandfather clock (a slow, steady pulse on a cowbell).
Section A: The sudden alarm clock (high-pitch, recurring metal triangle ring).

Section B: Heavy footsteps moving downstairs (low-pitch, alternating footsteps on a hand drum).

4. Notation and Graphic Representation (The Scribe)
Musicians need a way to preserve and communicate their musical ideas to others. At Key Stage 1, disciplinary knowledge introduces children to the concept of **graphic notation**—inventing and reading visual symbols that represent acoustic properties.

In the 'Homes and Houses' Learning Theme: Scoring a "House Blueprint" piece.
The Disciplinary Action: Instead of traditional 5-line stave notation, children draw a simple map or blueprint of a house where different rooms contain specific graphic symbols they have invented. A series of wavy blue lines in the bathroom indicates a fluid, sliding sound on a xylophone; a cluster of sharp black dots in the kitchen indicates short, sharp clicks using rhythm sticks. Children then practice reading their own graphic scores from left to right to perform the piece identically a second time.

GRAPHIC NOTATION BLUEPRINT		
BEDROOM	KITCHEN	FRONT DOOR
•••• ••••	~~~~~~~~	▮
(Clock Ticks)	(Running Tap)	(Door Slam)

Substantive vs. Disciplinary: The Music Paradigm

Substantive Music Knowledge (The Elements)	**Disciplinary Music Knowledge (The Musicianship)**
Knowing that **timbre** means the unique texture, quality, or material colour of a sound.	**Selecting and testing** a metal saucepan versus a wooden bowl to decide which timbre best communicates a window shattering.
Defining **tempo** as the speed of a piece of music, ranging from fast to slow.	**Concurrently adjusting** the tempo of a hand-drum pulse to match the accelerating spin-cycle of a washing machine.
Memorising the lyrics, melody, and rhythm of the historical song **"London's Burning"**.	**Singing the song in a two-part round**, listening carefully to ensure their voice coordinates cleanly against the opposing group.

Why Disciplinary Music Knowledge Matters
If music is treated only as substantive knowledge, children simply sing along passively to backing tracks or shake instruments dynamically without boundaries. It becomes an exercise in memory or recreation rather than creative intelligence.

Linking disciplinary skills to 'Homes and Houses' matters because:

It Trains Intentionality Over Noise: Giving a young child an instrument often results in instinctual, chaotic hitting. Disciplinary training teaches them restraint. When a child learns to wait four steady beats before

delivering *one single, precise strike* to simulate a door closing, they step away from making noise and step into making music.

It Connects Concrete Spaces to Abstract Concepts: Houses provide a highly structured physical framework. Mapping sounds to different rooms or structures helps young children ground abstract concepts like structure, notation, and arrangement into something they can visually comprehend.
It Prepares Them for Key Stage 2 Composition: In Key Stage 2, children are required to improvise complex melodies, write pieces using formal stave notation, and play parts within an orchestra or ensemble. They cannot achieve this level of instrumental control if they haven't spent their time in Key Stage 1 practicing the core disciplinary muscles: internalising a steady beat, controlling their physical dynamics, and understanding that visual symbols translate directly into intentional sounds.

Learning Objectives

Listening and Appraising:
Objective: Pupils can identify and describe sounds associated with different parts of a home (e.g., a creaky door, a ringing phone, water running, a dog barking).

Objective: Pupils can listen to and identify different moods or feelings evoked by music, relating them to experiences within a home (e.g., happy, calm, sleepy, excited).

Objective: Pupils can listen to and identify simple musical patterns and phrases, linking them to repetitive actions or sounds within a house (e.g., a knocking rhythm, a lullaby melody).

Objective: Pupils can recognise and respond to changes in tempo (speed) and dynamics (loud/quiet) in music, imagining these changes in relation to activities in a home (e.g., scurrying around, sleeping soundly).

Performing:
Objective: Pupils can use their voices expressively to sing simple songs about homes and houses, paying attention to clear words and following a melody.
Objective: Pupils can perform simple rhythms using body percussion (e.g., clapping, stamping) or un-tuned percussion instruments, creating sounds that represent different aspects of a home (e.g., building, cleaning, cooking).

Objective: Pupils can contribute to group performances of songs or musical pieces about homes, working together to maintain a steady pulse.

Objective: Pupils can use movement to respond to music, interpreting themes related to homes and houses (e.g., tiptoeing through a quiet house, dancing in a joyful home).

Composing:
Objective: Pupils can create simple soundscapes inspired by different rooms in a house, using vocal sounds, body percussion, and classroom instruments.

Objective: Pupils can experiment with different sounds to represent building materials or actions involved in constructing a house (e.g., tapping for wood, shaking for sand).
Objective: Pupils can create short musical phrases or motifs to represent specific characters or objects within a home (e.g., a squeaky mouse, a grand clock).

Objective: Pupils can sequence a series of sounds or rhythms to tell a simple musical story about a journey through a house.

Interrelated Arts (Cross-Curricular Links):
Objective: Pupils can express their understanding of different types of homes through music (e.g., a tall house, a cosy cottage).

Objective: Pupils can use musical elements to describe and represent the feelings of safety, comfort, or excitement associated with being at home.

Lesson Ideas

This 6-week Key Stage 1 medium-term plan integrates the statutory requirements of the National Curriculum for Music and the non-statutory guidance of the Model Music Curriculum (MMC). Using the learning theme of **'Homes and Houses'**, this plan builds a progressive pathway from foundational **active listening** to rigorous **instrumental control**, **graphic notation**, and collaborative **composition**.

Block 1: Exploring the Domestic Soundscape (Weeks 1-3)
Week 1: The Sonic House Tour — Active Listening & Sound Mapping
Focus Strand: Active Listening / Analytical Description
Substantive Knowledge:
Concepts: Sound has dimensions that can be identified and described using musical words: **pitch** (high/low), **dynamics** (loud/quiet), and **duration** (long/short).
Vocabulary: Soundscape, listen, analyse, pitch, dynamics, duration.
Disciplinary Knowledge:
Skill: Isolating individual layers of sound within a complex environment; describing auditory textures using targeted musical vocabulary instead of generic words.

Activity:
The Audio House Walk: Close eyes and listen to a 2-minute recorded soundscape of a chaotic house waking up (footsteps, boiling kettle, ticking clock, clinking spoons, a radio playing).
Sound Detective Grid: Children use thumbs up for high pitch, thumbs down for low pitch as the teacher plays isolated sounds. Isolate a smoke alarm beep (*high pitch, short duration*) versus a plumbing pipe rumbling (*low pitch, long duration*).
Mapping the Rooms: Verbally sort household sounds into an empty architectural house template based on their dynamic levels: **Forte** sounds live in the noisy kitchen/garage; **Piano** sounds live in the quiet nursery/bedroom.
Assessment Indicator: Can the child identify a specific household sound and correctly describe both its pitch (high or low) and its dynamics (loud or quiet)?

Week 2: Kitchen Percussion — Timbre & Instrumental Control
Focus Strand: Instrumental Control / Timbre Recognition
Substantive Knowledge:
Concepts: **Timbre** is the specific quality or "colour" of a sound based on the material making it. Striking metal produces a *ringing, bright* timbre; striking wood produces a *hollow, warm, dull* timbre.
Vocabulary: Timbre, metal, wood, strike, ring, damp, percussion.

Disciplinary Knowledge:
Skill: Selecting specific instruments or objects intentionally based on their material properties to represent a physical action; playing with physical control to alter sound duration.

Activity:
The Material Match: Present a collection of kitchen objects: a metal saucepan, a wooden salad bowl, and a plastic container. Strike each with a wooden stick. Discuss how the materials change the timbre.
The Controlled Strike Routine: Introduce untuned classroom percussion (triangles, woodblocks, tambourines). Practice the physical discipline of striking a triangle and letting it ring, then touching the metal with a finger to instantly stop (**damp**) the sound.
Domestic Sound Matching: Match classroom instruments to household tasks based on timbre:
Woodblock strike = A chopping board cutting vegetables.
Triangle ring = A microwave timer dinging.
Tambourine scrape = Sweeping a brush across the floorboards.
Assessment Indicator: Can the child intentionally pick a wood or metal instrument to match a specific domestic sound description and demonstrate how to damp the sound?

Week 3: The Clockwork House — Maintaining a Steady Pulse
Focus Strand: Performance / Pulse & Tempo
Substantive Knowledge:
Concepts: **Pulse** is the steady, regular heartbeat of a piece of music that stays the same. **Tempo** is the speed of that pulse (fast or slow).
Vocabulary: Pulse, steady beat, tempo, clock, acceleration, deceleration.
Disciplinary Knowledge:
Skill: Internalising an even rhythmic pulse; maintaining structural tempo as an ensemble without rushing or slowing down when dynamic levels change.

THE PULSE METRONOME

UNSTEADY TEMPO (Rushing when excited):
[Tick] ... [Tick] ... [Tick] .. [Tick].[Tick][Tick] ⟶ (Uncontrolled)

STEADY DISCIPLINARY PULSE (Grandfather Clock):
[Tick] ..... [Tick] ..... [Tick] ..... [Tick] ..... ⟶ (Controlled Ensemble)

Activity:
The Grandfather Clock: Children march their feet or tap their knees to a slow, steady ticking pulse (60 BPM). Introduce a woodblock or cowbell to represent a grandfather clock keeping time in the hallway.
The Appliance Acceleration: Contrast the slow clock with a fast-ticking kitchen timer. Introduce a "washing machine cycle" game: children tap a steady pulse that starts slowly, speeds up (**accelerates** to a fast tempo during the spin cycle), stays steady, and then slows down (**decelerates**) to a stop.
Ensemble Pulse Practice: Divide the class. Group A keeps the slow clock pulse on woodblocks; Group B sings a simple household rhyme (*"Tick Tock, goes the clock"*) strictly matching Group A's heartbeat.
Assessment Indicator: Can the child maintain a completely steady tapping pulse when asked to simulate a ticking clock without speeding up?

Block 2: Structural Creation & Composition (Weeks 4-6)
Week 4: House Blueprints — Introduction to Graphic Notation
Focus Strand: Graphic Notation / Reading Scores
Substantive Knowledge:
Concepts: Music can be recorded using visual symbols called **graphic notation**. Symbols represent acoustic properties: lines can show continuous sounds, dots show short sounds, and size shows volume.
Vocabulary: Graphic notation, symbol, score, translate, left-to-right.
Disciplinary Knowledge:
Skill: Inventing unique abstract visual symbols to represent specific auditory events; reading a simple non-traditional score from left to right to perform a piece consistently.

Activity:
Designing Sound Icons: As a class, design simple graphic shapes to match home actions:
A single giant black square = A sudden loud door slam (**Forte / Short**).
A horizontal row of small neat dots = A clock ticking (**Steady / Short**).
A long wavy blue line = Water running down a tap pipe (**Continuous / Flowing**).
The Blueprint Score: Draw a simple three-room house grid on the board (Bedroom → Kitchen → Hallway). Place a sequence of these icons inside the rooms from left to right.
Conducting the Score: The teacher points a finger tracking along the blueprint grid from left to right. Children use their voices or bodies to perform the sound icons precisely as the finger touches them.
Assessment Indicator: Can the child look at a simple graphic score they or the class have created and correctly interpret when to play a short sound versus a long sound?

Week 5: The Haunted House Soundscape — Collaborative Composition
Focus Strand: Composition / Structural Organising
Substantive Knowledge:
Concepts: Musical composition is the deliberate organisation of sounds into a structure with a clear **Introduction**, **Middle**, and **Ending**.
Vocabulary: Compose, structure, sequence, arrangement, introduction, conclusion.
Disciplinary Knowledge:
Skill: Working collaboratively in a small ensemble to design a musical narrative; executing specific entries and exits on an instrument to create tension.

HAUNTED HOUSE STRUCTURE		
INTRODUCTION	MIDDLE SECTION	CONCLUSION
•••• ••••	~~~~~~~~	▮
(Creaking Door)	(Ghostly Wind)	(Final Slam)

Activity:
The Creepy Architecture Narrative: Set the scene: we are composing a musical story about exploring an abandoned, mysterious old house.
Ensemble Group Work: Divide children into groups of 4 or 5. Give each group an empty three-stage timeline strip (representing Intro, Middle, End). Tasks are assigned within groups:
Intro: Someone creates a creaking floorboard sound by scraping a guiro slowly.
Middle: Two children create howling wind textures by whistling softly or gently shaking maracas.

End: A heavy, sudden hit on a hand drum representing a ghost slamming a door shut.
Rehearsal & Refinement: Groups practice their composition, ensuring performers wait for their specific section rather than playing all at once.
Assessment Indicator: Can the child explain what happens in their group's composition during the introduction versus the ending?

Week 6: The Concert Hall Home — Performance & Peer Review
Focus Strand: Performance / Reflection & Evaluation
Substantive Knowledge:
Concepts: Performing requires an audience framework (silence before playing, clean posture). Evaluating music means providing constructive feedback using specific musical terms.
Vocabulary: Performance, audience, stage presence, evaluate, improve.
Disciplinary Knowledge:
Skill: Performing a composed structure with focus under concert conditions; critiquing a peer performance by identifying successful uses of musical elements.

Activity:
Setting the Concert Stage: Turn the classroom into a concert space. Discuss the discipline of being a performer (holding instruments completely still until the piece begins) and being an audience member (listening in silence).
The Grand Showcase: Each ensemble performs their "Haunted House" or "Morning Routine" composition from Week 5. Record the performances using a video camera or tablet.
The Musician's Critique Panel: Watch the recordings back. Guide children to evaluate using peer review prompts:
*"I liked Group 2's piece because they used a very quiet **dynamic** for the wind."*
*"Group 4 kept a really steady **pulse** for their ticking clock icon."*
Assessment Indicator: Can the child use at least one correct musical term (e.g., pulse, dynamics, timbre) when describing what they liked about another group's performance?

Progress Trackers: Substantive vs. Disciplinary

Domain	Key Stage 1 Music Milestones (What they will know and do)
Substantive (Musical Facts)	Define **pitch** as high/low, **dynamics** as volume (Forte/Piano), and **tempo** as speed. Identify that wood and metal materials produce distinct tonal categories (**timbre**). Know that a steady, repeating musical heartbeat is called a **pulse**. Understand that visual shapes used to write down musical ideas are called **graphic notation**.
Disciplinary (Musical Actions)	Isolate and analyse individual sound layers out of a messy acoustic environment. Control the arms and hands to strike an instrument precisely and drop the volume on command. Maintain a rock-steady rhythmic pace without rushing during performance changes.

	Read an original graphic score from **left to right** to perform a piece identically multiple times.

Other Information, Ideas and Resources

Sound Scape of a House:
Activity: Discuss the different sounds you might hear in a house (e.g., doors opening and closing, footsteps, cooking sounds, clocks ticking, laughter, quiet sleeping). Children can then use their voices, body percussion (clapping, stomping, clicking), and classroom instruments to create a soundscape representing a busy or quiet house.
Musical Focus: Exploring different sounds, dynamics (loud/quiet), and creating a sequence of sounds to tell a story.

"If I Lived in a..." Song Creation:
Activity: Brainstorm different types of homes (e.g., a tall house, a small house, a boat house, a treehouse, an ice house). In small groups, children can choose a type of home and create a short, simple song about it. This could focus on what they would do there, what it would look like, or the sounds they might hear.
Musical Focus: Developing simple melodies, understanding song structure (verse/chorus - even if basic), and using descriptive language in lyrics.
"Building a House" Rhythm Activity:
Activity: Assign different actions involved in building a house to different rhythms or sounds (e.g., hammering nails = short, sharp claps; sawing wood = long, scraping sound with hands; painting walls = smooth, flowing arm movements with a "shhh" sound). Children can follow a sequence of these actions and sounds to create a rhythmic "building" performance.
Musical Focus: Exploring rhythm, tempo (fast/slow building), and linking sounds to actions.

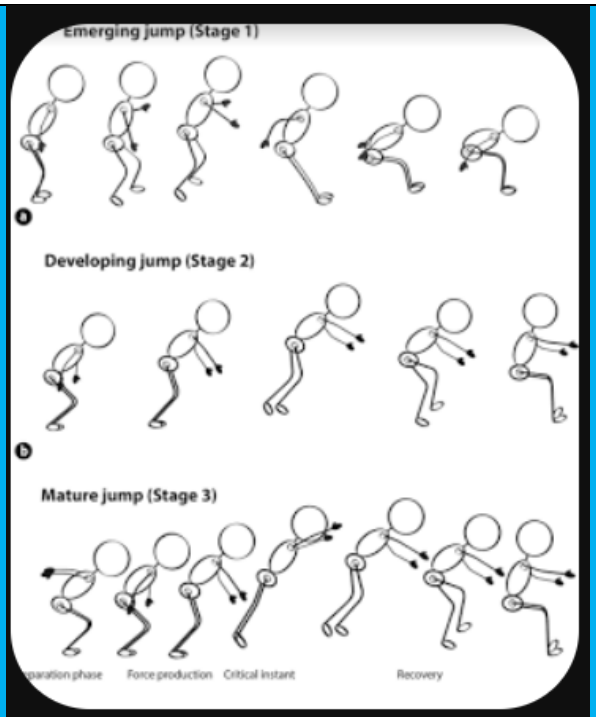
Musical Journey Through a House:
Activity: Imagine a journey through different rooms of a house. Assign a different instrument or type of music to each room (e.g., tinkling triangle for a quiet bedroom, louder drums for a busy kitchen, shaking maracas for a bathroom with running water). Children can move around the room or point to pictures of rooms as they hear the corresponding music or play the instruments.
Musical Focus: Linking music to different environments, exploring different timbres (sounds of instruments), and understanding musical cues.

"My Favourite Room" Song:
Activity: Discuss different rooms in a house and what makes them special. Each child can choose their favourite room and create a short phrase or sentence about it that can be sung to a simple, repeated melody. Combine these phrases to create a class song about everyone's favourite rooms.
Musical Focus: Developing simple melodic phrases, contributing to a group song, and expressing personal preferences through music.

"The House is Sleeping" Dynamics Exploration:
Activity: Imagine a house at night when everyone is asleep. Use instruments or voices to represent the sounds of a quiet house (very quiet whispers, gentle tapping, soft humming). Gradually build to slightly louder sounds as someone might wake up, then return to quiet. This explores dynamics (how loud or quiet the music is).
Musical Focus: Understanding and demonstrating different dynamics (pianissimo, piano, mezzo piano, etc. - introduce these simply), creating a sense of atmosphere through sound.

Considerations for Implementation
Encourage experimentation and allow children to express their musical ideas freely within the given themes.

Physical Education
Substantive Knowledge
In Key Stage 1 PE, **substantive knowledge** constitutes the foundational physical mechanics, factual rules of movement safety, and structural movement patterns that children must memorise and execute. It centres heavily on **Fundamental Movement Skills (FMS)**—the core building blocks of all physical literacy—alongside spatial vocabulary and healthy body facts. When applied to the learning theme **'Homes and Houses'**, physical education moves from abstract gym exercises into an imaginative, concrete narrative. Children use the physical structures of a house (roofs, chimneys, narrow hallways, stairs) to ground their understanding of mechanics like balance, jumping, and spatial awareness. **1. Locomotor Skills: Core Movement Pathways** Locomotor skills are the physical facts of moving the body from point A to point B. At KS1, children must know the specific mechanical differences between different types of footwork. **Jumping vs. Landing Mechanics:** Learning the formal physical rules of a safe jump. *The Fact:* To land safely, you must bend your knees, drop your hips, and extend your arms forward to balance (a "motorbike landing"). *Learning Theme Link:* "Chimney Jumps." Children practice jumping off a low gym bench (the roof) and executing a stable, cushioned landing on a mat below (the garden), ensuring they do not tumble or fall. **Pathway and Direction Rules:** Knowing the difference between straight, zigzag, and curved travel paths. *Learning Theme Link:* Moving through a blueprint. Children navigate the "corridors" of a house using sharp, right-angled **zigzag paths** to turn tight corners, or crawl in **straight lines** to squeeze through narrow pipe tunnels.



The physical mechanics of a mature jump: preparation, force production, and recovery landing.. Source: Human Kinetics

2. Non-Locomotor Skills: Balance and Extension
Non-locomotor skills involve moving the body while remaining anchored to a single spot. Key Stage 1 children need to know how to create structural shapes with their bodies.

Static Balances: Knowing the difference between a **point balance** (small base of support, like one foot) and a **patch balance** (large base of support, like a back or bottom).
Learning Theme Link: "Building the Roof." Children hold a tense, still 1-foot balance to form a tall, narrow chimney shape, or use a wide 3-point patch balance (two hands and one knee) to simulate a sturdy, wide foundation layer.
Tension and Extension: Memorising gymnastics shapes—such as a straight shape (pencil), wide shape (star), or curled shape (tuck)—and knowing that muscles must be tight (**tension**) to keep the shape from collapsing.
Learning Theme Link: Emulating house materials. Children hold a rigid "straight pencil shape" to act as a solid oak wooden beam from a Tudor house, or curl into a tight "tuck shape" to represent a brick.

3. Spatial Awareness and Body Mechanics
Substantive knowledge also includes cognitive facts about the body's position in space and basic physiology.

Personal Space vs. General Space: Knowing that *personal space* is the immediate bubble around your own body, while *general space* is the shared area of the entire hall.
Learning Theme Link: "Furnishing the Room." Children move dynamically around the hall (general space). When the teacher calls "Freeze in a room!", they must instantly find an empty space to hold a shape, ensuring they do not bump into another child ("the furniture").

Physiological Changes: Knowing the factual physical symptoms of exertion: a faster heart rate, warmer skin, and heavier breathing.
Learning Theme Link: Discussing how hard a Victorian maid worked sweeping the floors or a Tudor builder lifting heavy timber frames by feeling their own racing pulse after a high-tempo warm-up game.

Why Substantive PE Knowledge Matters
Without explicit, structured teaching of movement mechanics, PE lessons can quickly devolve into unstructured running around or chaotic games where children do not actually improve their physical coordination.

Linking substantive movement facts to 'Homes and Houses' matters because:
It Prevents Injury Through Explicit Rules: Teaching the exact mechanics of a landing (bent knees, arms out) using the narrative of jumping safely off a house roof gives young children a memorable cue. They don't just jump; they intentionally execute a safe physical sequence that protects their joints.

It Makes Abstract Gymnastics Shapes Relatable: Asking a 6-year-old to "extend their limbs and hold core tension" can be confusing. Asking them to "be an oak beam that is so strong the Tudor roof won't fall down" immediately translates a complex physiological cue into an actionable instruction they can physically mimic.

It Prepares Them for Key Stage 2 Sport: In Key Stage 2, children transition to formal sports, tracking balls, dodging opponents in invasion games, and executing complex gymnastic sequences. They cannot safely or successfully perform those advanced skills if they haven't mastered the substantive fundamentals in Key Stage 1—such as knowing how to balance weight, change directions sharply, and land safely from a height.

Disciplinary Knowledge

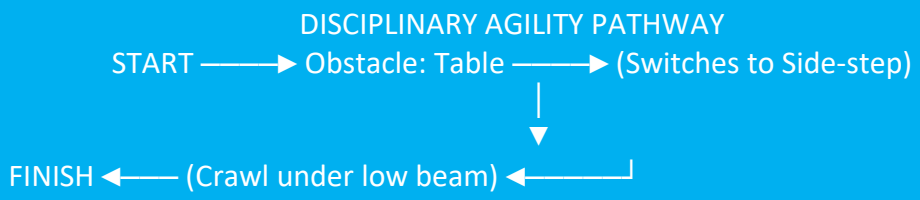
In Key Stage 1 PE, **substantive knowledge** teaches children the physical facts and mechanics of movement—knowing *how* to perform a motorbike landing, or defining a point versus a patch balance. **Disciplinary Knowledge**, however, is about **learning how to act, think, and solve problems like an athlete, gymnast, or dancer.** It is the active application, selection, and evaluation of movement. Instead of just holding a shape, disciplinary knowledge is the process of **strategically choosing a pathway, combining movements into a smooth sequence, evaluating why a balance failed, and adapting to a spatial problem.** When mapped to the learning theme **'Homes and Houses'**, disciplinary knowledge uses domestic narratives (navigating layout maps, escaping an imaginary house fire, or assembling building blocks) to challenge children's cognitive decision-making and physical expression.

The 4 Pillars of Disciplinary PE Knowledge in KS1
1. Sequential Linking and Composition (The Choreographer)
Athletes and dancers do not perform movements in isolation; they link individual skills into a smooth, fluent sequence. Disciplinary knowledge teaches children how to select a starting shape, transition cleanly into travel, and finish with a stable landing.

In the 'Homes and Houses' Learning Theme: Creating a "Building Site" routine.
The Disciplinary Action: Children do not just practice random movements. They are tasked with connecting three distinct physical states to tell a story: Start as a tight, rigid brick shape (**static balance**), transition into a smooth rolling action (**locomotion**), and finish by extending upwards into a tall, stable roof beam (**extension**). The disciplinary skill is managing the *flow* and *control* of the transitions so the movement looks deliberate rather than accidental.

2. Strategic Space and Pathway Selection (The Tactician)
In games and athletics, performers must continuously read the space around them and make instant decisions to avoid obstacles or out-manoeuvre opponents.

In the 'Homes and Houses' Learning Theme: Navigating the "House Blueprint" Obstacle Course.
The Disciplinary Action: The hall is laid out with benches, mats, and cones representing walls, narrow doorways, and furniture. Children must dynamically navigate the space. If a "hallway" is blocked by a peer holding a shape, the child must instantly apply disciplinary strategy: slowing down their speed, changing their straight pathway into a sharp **side-step or zigzag**, or dropping their level to crawl underneath a low obstacle (a "low ceiling"). It is the active application of agility to solve a spatial puzzle.



3. Physical Self-Regulation and Expression (The Expressive Performer)
A critical element of PE is learning how to vary the *quality* of movement—altering tension, speed, and weight to communicate a specific mood, character, or idea.

In the 'Homes and Houses' Learning Theme: Moving like different eras of houses.
The Disciplinary Action: Children explore contrast in movement quality. The teacher challenges them to move like a futuristic, sleek "smart house" (requiring crisp, jerky, mechanical robot movements with high muscular tension) versus an old, creaky, falling-down house (requiring heavy, loose, off-balance steps and melting collapses to the floor). Children learn how to consciously dial their internal muscle tension up or down to change how their body moves.

4. Critical Evaluation and Self-Correction (The Coach)
Disciplinary knowledge requires children to look at a physical outcome, identify *why* it succeeded or failed, and verbally express how to fix it. At KS1, this starts with simple peer coaching and personal adjustments.

In the 'Homes and Houses' Learning Theme: Testing the stability of the "House Foundations".
The Disciplinary Action: Children work in pairs. One child creates a house balance (e.g., a 3-point balance representing a tripod stool). The peer acts as the "safety inspector," gently testing their partner's stability with a soft nudge. If the balance wobbles, the disciplinary process begins: the children analyse the problem and self-correct. The child learns to say: *"My house fell over because my hands were too close together. I need to spread my base wider to make it strong."*

Substantive vs. Disciplinary: The PE Paradigm

Substantive PE Knowledge (The Mechanics)	Disciplinary PE Knowledge (The Performance)
Knowing that a **patch balance** uses a large body part like the belly, back, or bottom.	**Selecting** the best patch balance to stay completely still while acting as a heavy house foundation.

Executing a safe **motorbike landing** with bent knees and arms extended forward.	**Integrating** that landing seamlessly at the end of a jump off a gym bench ("the roof").
Understanding the rule that **personal space** means keeping a clear bubble around oneself.	**Scanning the hall** dynamically while running and altering your pathway to avoid colliding with others.

Why Disciplinary PE Knowledge Matters
If PE is treated purely as substantive knowledge, lessons become a rigid series of military-style drills where children copy the teacher's movements exactly. While they might learn to do a push-up or a hop, they fail to develop the cognitive intelligence, adaptability, and creativity that defines a true physical mover.

Linking disciplinary skills to 'Homes and Houses' matters because:
It Shifts Learning from Copying to Problem-Solving: Using a thematic narrative forces children to think about *why* they are moving. Figuring out how to link a roll, a crawl, and a jump to escape an imaginary "house fire" makes the movement purposeful, encouraging children to think critically about transition and speed.

It Builds Autonomous Athletes: When a child learns to self-correct a balance by widening their base of support rather than waiting for a teacher to tell them what to do, they are building the self-regulation skills used by elite gymnasts and sportspeople.

It Prepares Them for Key Stage 2 Invasion Games: In Key Stage 2, PE advances rapidly to sports like netball, football, and hockey. These sports require high levels of disciplinary spatial awareness—such as looking for open space, dodging defenders, and combining running with passing. A child cannot handle these intense cognitive-physical demands if they haven't spent Key Stage 1 practicing disciplinary pathways, spatial scanning, and sequential movement patterns.

Learning Objectives

Overarching Aim: To develop fundamental movement skills and spatial awareness through activities inspired by the learning theme of "Homes and Houses."
Learning Objectives (Pupils will be able to):
1. Developing Fundamental Movement Skills:
Locomotor Skills:
Travel in different ways (e.g., walking, running, skipping, jumping) as if moving around different rooms in a house.
Move with control and coordination, navigating obstacles like "furniture" or "walls."
Change direction and speed in response to commands related to "house areas" (e.g., "quickly to the kitchen!", "slowly to the bedroom").

Manipulative Skills (if applicable and relevant to the 'Homes and Houses' learning theme):
Underhand roll a beanbag "ball" into a "target room" (e.g., a hoop).
Catch a soft "cushion" passed by a partner, pretending to tidy up a room.

Stability Skills:
Balance on one foot like a "chimney stack."

Hold different body shapes, mimicking parts of a house (e.g., a wide, low shape for a "bungalow," a tall, narrow shape for a "tower").
Perform controlled turns and twists as if rotating to see all parts of a "house."

2. Spatial Awareness and Problem Solving:
Body Awareness:
Understand and use different body parts to create shapes and movements related to a house (e.g., using arms to make a "roof," legs to make "walls").
Identify their own personal space and respect the space of others when moving within a "house" environment.

Space and Direction:
Move through and around designated "rooms" or "areas" within the hall/playground.
Understand and respond to directional language (e.g., "inside," "outside," "through," "over," "under," "around") when moving through a "house."
Navigate a simple "maze" or "obstacle course" designed to represent parts of a house.

Relationship and Cooperation:
Work collaboratively with a partner or small group to build a "human house" or move "furniture" (e.g., beanbags, hoops) together.
Follow simple rules and instructions to create a safe and fun "house" environment.

3. Health and Fitness (linked to activity):
Understand that being active helps them to feel strong and healthy.
Participate enthusiastically in physical activities related to "homes and houses."
Recognise the importance of warming up and cooling down when being active.

Examples of activities that could support these objectives:
"Build a House" warm-up: Pupils stretch and make shapes representing different parts of a house (roof, walls, doors, windows).

"Room to Room Travel": Pupils move around the hall using different locomotor skills, stopping in designated "rooms" (hoops, cones) and performing a specific action for that room (e.g., "cleaning" in the kitchen, "sleeping" in the bedroom).

"Furniture Moving": Pupils work in pairs to move soft equipment (beanbags, small mats) from one "room" to another, emphasising cooperation and careful movement.

"House Obstacle Course": Pupils navigate an obstacle course with tunnels (doors), benches (stairs), and cones (furniture), practicing different movements.

"Simon Says: House Edition": "Simon says touch the roof," "Simon says stand tall like a chimney."

Lesson Ideas

This 6-week Key Stage 1 medium-term plan integrates the statutory requirements of the National Curriculum for Physical Education. Using the learning theme of **'Homes and Houses'**, the unit shifts from foundational **spatial awareness** and **gymnastics shapes** to dynamic **locomotor skills** and collaborative **sequential linking**.

Block 1: Building Foundations & Spatial Layouts (Weeks 1-3)
Week 1: Mapping the Property — Spatial Awareness & Travel
Focus Strand: Spatial Awareness / Locomotor Pathways
Substantive Knowledge:
Concepts: **Personal space** is an independent safety bubble around your own body. **General space** is the entire shared area of the hall. Movement pathways can be straight, curved, or zigzag.
Vocabulary: Personal space, general space, pathway, straight, zigzag, change direction.
Disciplinary Knowledge:
Skill: Dynamically scanning a crowded room while moving; altering your pathway instantly to exploit open space and avoid colliding with "furniture" (peers).

Activity:
Furnishing the Living Room: Children walk, jog, and sidestep around the hall (general space). On the teacher's whistle, they must freeze instantly in an empty space, creating an arms-out "bubble" (personal space) without touching anyone else.
Hallway Blueprints: Children practice traveling down imaginary narrow corridors using three distinct pathways:
Straight paths: Running cleanly along a straight court line.
Zigzag paths: Making sharp, right-angled cuts around cones to turn tight corners in a house.
The Moving Van: Children travel as "speedy moving vans" (skipping or galloping). When they approach another child, they must instantly change their pathway direction to find a clear route.
Assessment Indicator: Can the child run dynamically around the room and alter their pathway to avoid a collision without stopping entirely?

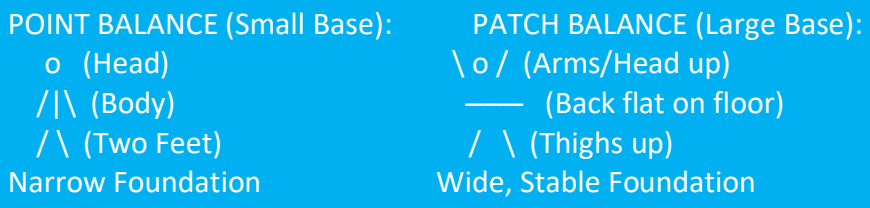
Week 2: Bricks, Beams, and Tiles — Static Gymnastics Shapes
Focus Strand: Gymnastics / Core Body Tension
Substantive Knowledge:
Concepts: Gymnastic shapes require **muscular tension** (squeezing muscles tight) to stay strong and stable. Key shapes include straight (pencil), wide (star), and curled (tuck).
Vocabulary: Shape, tension, extension, pencil, star, tuck, rigid.
Disciplinary Knowledge:
Skill: Controlling muscle contraction to transition from a moving state into a perfectly still, extended shape held for 3 clear seconds.

Activity:
The Building Materials Game: Children travel around the room. The teacher calls out a building material, and children must instantly drop into the corresponding shape with rigid body tension:
"Brick!" = A tight, compact **tuck shape** on the floor.
"Oak Beam!" = A rigid **straight pencil shape** lying flat on the back with toes pointed.
"Roof Tile!" = A wide, strong **star shape** standing tall with arms extended.

The Safety Inspector: In pairs, one child holds an "Oak Beam" or "Roof Tile" shape on a gym mat. The partner gently presses down on their extended arms or legs to test if they are a "strong house." If the shape bends, the child must tighten their core muscles to correct it.
Assessment Indicator: Can the child hold a straight, wide, or curled shape with obvious muscle tension (stillness, pointed toes, straight limbs) for 3 seconds?

Week 3: Building Foundations — Point and Patch Balances
Focus Strand: Gymnastics / Balance & Bases of Support
Substantive Knowledge:
Concepts: A **point balance** uses small body parts (feet, hands). A **patch balance** uses large, flat body parts (bottom, back, belly). A wider base of support makes a balance more stable.
Vocabulary: Balance, point, patch, base of support, stability, still.
Disciplinary Knowledge:
Skill: Selecting and testing different combinations of body parts to create an original, structurally sound balance that can withstand external forces.

BALANCING STRUCTURES



Activity:
Testing the Groundwork: Discuss how a house needs a wide foundation so it won't fall down. Children experiment on mats with a *patch balance* using their bottom (V-sit shape) or back, feeling how stable it is.
Architectural Blueprints: The teacher acts as the architect and calls for structures built on specific numbers of support pillars:
"Build a house on 4 points!" (2 hands, 2 feet).
"Build a house on 2 patches!" (Bottom and upper back).
"Build a chimney on 1 point!" (Stand on 1 foot).
The Earthquake Test: Children find a 3-part balancing structure. On the word "Earthquake!", they must hold their balance perfectly still while the teacher uses a drum beat to simulate ground tremors.
Assessment Indicator: Can the child explain the physical difference between balancing on a point versus a patch?

Block 2: Elevation, Flight & Flow (Weeks 4-6)
Week 4: Escaping the Chimney — Jumping & Safe Landing Mechanics
Focus Strand: Locomotor Skills / Flight & Landing
Substantive Knowledge:
Concepts: A safe landing from a height requires a **motorbike landing**: feet hip-width apart, knees bent deeply to absorb impact, hips dropped low, and arms extended forward for balance.
Vocabulary: Jump, flight, take-off, motorbike landing, absorb, impact.
Disciplinary Knowledge:

Skill: Integrating a safe landing automatically at the end of an explosive, unassisted vertical jump off an elevated surface.

Activity:
Floor-Level Foundations: Children practice jumping off two feet from a standing line on the floor, focusing entirely on hitting a quiet, cushioned "motorbike landing" without stumbling forward.
The Chimney Jump: Set up low gymnastics benches with crash mats in front of them. The benches represent the roof. Children ascend the bench safely, step to the edge, take off from two feet ("flying out of the chimney"), and execute a rock-steady motorbike landing on the mat below.
The Fire Escape: Children practice jumping over low hurdles (representing garden fences) sequentially, ensuring they reset into a balanced landing stance before tackling the next obstacle.
Assessment Indicator: Does the child naturally bend their knees and extend their arms forward to cushion their landing when jumping off a low bench?
Week 5: The Building Site — Sequential Linking of Movements
Focus Strand: Gymnastics Sequence / Flow & Transition

Substantive Knowledge:
Concepts: A gymnastic **sequence** requires a clear beginning shape, a traveling pathway, a balance, and a final landing shape connected smoothly together (**flow**).
Vocabulary: Sequence, transition, link, flow, performance.

Disciplinary Knowledge:
Skill: Organising independent movement skills chronologically into a fluent routine where transitions look intentional rather than accidental.

GYMNASTICS TIMELINE		
START SHAPE	TRAVEL PATHWAY	FINAL BALANCE
Tuck Shape → ("Brick")	Zigzag Crawl → ("Corridors")	1-Footed ("Chimney")

Activity:
Unlocking the Link: Demonstrate the concept of "flow." Contrast a jerky routine (doing a shape, standing up awkwardly, walking, doing a balance) with a flowing routine (rolling out of a shape directly into a crawl).
The Construction Blueprint: Children are tasked with choreographing an independent 3-part sequence representing building a house:
Part 1 (The Foundation): Start in a flat, rigid pencil shape on the mat.
Part 2 (The Walls): Transition smoothly into a side-roll or a zigzag bear crawl across the mat.
Part 3 (The Roof): Rise up and finish cleanly in a high 1-footed point balance or a wide star shape held for 3 seconds.
Rehearsal: Children practice their routine on their mat, focusing on the spaces *between* the actions to ensure smooth transitions.
Assessment Indicator: Can the child perform a sequence of 3 movements without stopping to ask what comes next or losing control between elements?

Week 6: The Grand Estate Showcase — Execution & Evaluation
Focus Strand: Performance / Critical Evaluation
Substantive Knowledge:
Concepts: Evaluation means watching a peer performance and using formal PE criteria (stillness, tension, landing control) to identify strengths and areas for growth.
Vocabulary: Evaluate, performance, aesthetic, feedback, control, stillness.
Disciplinary Knowledge:
Skill: Demonstrating performance discipline (holding a clear start and end focus); analysing a peer's movement quality to offer constructive, technical feedback.

Activity:
Setting the Performance Arena: Split the hall into two halves. Half the class forms the "audience line" while the other half acts as the performers. Discuss performance etiquette (no talking from the audience; total focus from the athletes).
The Real Estate Parade: Children perform their completed Week 5 "Building Site" sequences on the mats for their peers.
The Young Coach Review: Guide the audience to evaluate their peers using targeted technical observation prompts:
"I noticed that their balance was excellent because their body stayed completely still for 3 seconds."
"Their transition from the rolling shape into the straight shape looked really smooth and controlled."
"To improve, they could have extended their arms more to lock out their star shape at the end."
Assessment Indicator: Can the child observe a classmate's routine and correctly identify whether they demonstrated good body tension or a stable landing?

Learning Theme Milestones: Substantive vs. Disciplinary

Learning Domain	End of Key Stage 1 Milestones (What they must know and achieve)
Substantive Knowledge (Physical Facts)	State the physical rules of a safe **motorbike landing** (bent knees, arms out). Differentiate between a **point balance** (small base) and a **patch balance** (large base). Identify and replicate straight, wide (star), and curled (tuck) gymnastics shapes on command. Understand the rule of **personal space** and describe how a hard workout makes the heart beat faster.
Disciplinary Knowledge (Athletic Application)	Dynamically switch between locomotor travel styles and directions to exploit open spaces. Consciously apply **body tension** to remain completely frozen during a balance challenge. Combine separate elements (shapes, travel, balances) into a chronological **sequence with flow**. Observe a peer's performance and use technical vocabulary to **evaluate its stability and control**.

Other Information, Ideas and Resources

Building a House Relay:
Activity: Divide the class into teams. Provide each team with different pieces of "building materials" (e.g., beanbags for bricks, hoops for windows, cones for chimneys). On the signal, the first child runs to a designated "building site" and places one piece of their house. They run back and tag the next child, who adds another piece. The first team to "build" a complete house (as defined beforehand) wins.
PE Skills: Running, teamwork, coordination, spatial awareness.

Moving Like Different Rooms:
Activity: Call out different rooms in a house (e.g., kitchen, bedroom, bathroom, garden). Children move in a way that they associate with that room. For example:
Kitchen: Stirring actions, reaching for high shelves, tiptoeing to the fridge.
Bedroom: Stretching like waking up, curling up small like sleeping, jumping out of bed.
Bathroom: Pretending to wash hands, brushing teeth with arm movements, stepping carefully around a pretend bath.
Garden: Crawling like a bug, hopping like a frog, stretching tall like a flower growing.
PE Skills: Imagination, creative movement, gross motor skills, responding to instructions.

Obstacle Course: The Journey Through the House:
Activity: Set up a simple obstacle course that represents moving through different parts of a house. This could include:
Crawling under a low net or blanket (going through a doorway or under furniture).
Stepping over cones or ropes (stepping over toys or rugs).
Weaving in and out of cones (moving through furniture).
Jumping over a small hurdle (stepping over a threshold).
Balancing along a line (walking along a hallway).
PE Skills: Agility, balance, coordination, jumping, crawling.

"Tidy Up Time" Game:
Activity: Scatter soft objects (beanbags, small balls) around the playing area ("the messy house"). On the signal, children move around and collect one item at a time, taking it to designated "storage" areas (hoops or containers) at the edges of the space. This can be done as a race or simply until all items are tidied.
PE Skills: Running, collecting, spatial awareness, following instructions.

"If My House Could Move" Creative Movement:
Activity: Encourage children to imagine their house could move. How would it travel? Would it roll, slide, hop, or float? They can explore these different ways of moving in the playing area. You can play different types of music to inspire their movements.
PE Skills: Creative movement, imagination, exploring different ways of locomotion.

"Animal Homes" Tag Game:
Activity: Designate different areas of the playing space as "animal homes" (e.g., a hoop is a rabbit burrow, a mat is a bird's nest, a cone is a fox den). One or two children are "hunters." The other children move around like different animals. When a hunter tags an animal, that animal must run to their designated "home" to be safe. You can rotate the roles of hunter and animal.
PE Skills: Running, dodging, spatial awareness, understanding rules, animal recognition.

Considerations for Implementation

Science
Substantive Knowledge
In Key Stage 1 Science, **substantive knowledge** consists of the essential scientific facts, properties, definitions, and categories that children must commit to long-term memory. When mapped to the learning theme **'Homes and Houses'**, this learning focuses primarily on the **Everyday Materials** strand of the National Curriculum (with supporting links to seasonal changes and living things). Instead of learning about materials in isolation, children explore the very fabric of their immediate world—the wood, brick, glass, and plastic that keep them warm, dry, and safe. **1. Materials and Object Identification** Children must learn to factually distinguish between an object (the thing itself) and the material it is made from (the substance it is composed of). **The Fact:** An object can be made out of one or more specific materials. A *door* is an object; it can be made of *wood, glass, or plastic*. A *window* is an object made of *glass and plastic*. **Learning Theme Link:** "The Material House Audit." Children identify household components and name their source substances: walls are made of brick/stone, window panes are made of glass, and structural beams are made of wood. **2. Physical Properties of Materials** **Substantive knowledge** requires children to memorise and accurately use precise descriptive vocabulary for properties, moving away from vague words like "nice" or "ruined." **The Properties:** Hard/Soft, Stiff/Flexible, Shiny/Dull, Rough/Smooth, Waterproof/Absorbent, Transparent/Opaque. **Learning Theme Link:** Understanding *why* specific materials are chosen for parts of a house based on these properties: **Bricks** are used for walls because they are *hard, stiff,* and *strong*. **Glass** is used for windows because it is *transparent* (lets light in) and *waterproof* (keeps rain out). **Slate/Tiles** are used for the roof because they are *waterproof* and *stiff*. **Fabrics** are used for curtains or carpets because they are *soft, flexible,* and *opaque* (blocks light/provides privacy). **3. Comparative Suitability & Testing** Children must know that some materials are completely unsuitable for specific jobs because their properties would cause structural failure. **The Fact:** Materials are selected for a purpose because their specific combination of properties makes them fit for the job. **Learning Theme Link:** "The Three Little Pigs Paradigm." Children explore why a house made of fabric (absorbent, flexible) would fail as a roof, why a cardboard front door would dissolve in the rain (not waterproof), or why a glass floor would be dangerous (brittle/fragile). **4. Environmental & Structural Context (Weathering and Living Things)** **The Fact:** Houses are built to withstand external weather conditions and keep internal conditions stable.

Learning Theme Link: Children learn how different seasons affect a house (e.g., roofs must withstand heavy snow in winter; insulation keeps heat inside). They also discover how houses provide a habitat for humans and domestic animals, protecting them from the elements.

Why Substantive Science Knowledge Matters
Without explicit, fact-based scientific vocabulary and concepts, children's understanding of the world remains purely superficial. Teaching this substantive baseline matters because:

It Prevents Misconceptions: Young children frequently confuse an object with its material (e.g., calling a plastic bottle "a plastic"). By explicitly teaching the difference using a house framework ("The *roof* is the object, *slate* is the material"), children build the structural classification skills necessary for advanced chemistry later on.

It Connects Abstract Properties to Tangible Safety: Telling a child that a material is "waterproof" can feel abstract. Proving it by looking at a roof tile or a raincoat and explaining that *if it weren't waterproof, your bed would get soaked tonight* bridges the gap between scientific definition and human survival.

It Lays the Groundwork for Key Stage 2 Materials Science: In lower Key Stage 2, science advances to properties of matter, states of matter (solids, liquids, gases), and reversible/irreversible changes (such as baking clay into a brick). A child cannot understand *why* heating clay permanently changes its molecular structure if they haven't first mastered the KS1 fact that a brick is a hard, rigid solid used to support a roof.

Disciplinary Knowledge

In Key Stage 1 Science, **substantive knowledge** teaches children the facts—such as knowing that glass is transparent and brick is waterproof. **Disciplinary Knowledge**, on the other hand, is about learning **how to work like a scientist**. It is known in the National Curriculum as **'Working Scientifically.'** It focuses on the active processes of observing closely over time, performing simple practical tests, identifying and classifying data, and using gathered data to suggest answers to questions. When mapped to the learning theme **'Homes and Houses'**, **disciplinary knowledge** transforms children from passive consumers of facts into active investigators. They don't just accept that a roof tile is waterproof; they design a fair test to prove it, record the evidence, and analyse the results.

The 4 Pillars of Disciplinary Science Knowledge in KS1
1. Comparative Testing and Simple Experimentation
Scientists find answers by setting up simple, structured tests. At Key Stage 1, disciplinary knowledge means learning how to change one variable while keeping a test fair, even if the formal word "variable" isn't used yet.

In the 'Homes and Houses' Learning Theme: The Roof Leak Test.
The Disciplinary Action: Children test which material would make the best roof for a toy house. Rather than guessing, they place different materials (foil, tissue paper, fabric, cardboard) over a cup (the "house"). They drop the exact same amount of water (e.g., 5 drops from a pipette) onto each material and observe whether the inside of the cup stays dry.

2. Identifying, Grouping, and Classifying Data
Scientists sort a chaotic world into structured categories based on observable features. Disciplinary knowledge teaches children how to look closely at details to group items logically.

In the 'Homes and Houses' Learning Theme: Sorting the Builder's Yard.
The Disciplinary Action: Children are given a mixed tray of raw materials found on a construction site (slate, wood blocks, plastic pipes, wool insulation). Instead of sorting them by colour or size, they must choose a *scientific property* to sort them by—such as splitting them into a Venn diagram of "Stiff" versus "Flexible," or a table of "Transparent" versus "Opaque."

CLASSIFYING PROPERTIES	
STIFF	FLEXIBLE
Brick	Carpet Fabric
Slate Tile	Plastic Hose
Wooden Beam	Foam Sealant

3. Gathering and Recording Data (Using Simple Equipment)
Science relies on accurate data rather than memory or opinion. Disciplinary knowledge introduces children to scientific tools like magnifying glasses, timers, and simple charts to capture evidence.

In the 'Homes and Houses' Learning Theme: The Insulation Time Trial.
The Disciplinary Action: To find out which material keeps a house warmest (like double-glazing vs. single-glazing), children wrap identical jars of warm water in bubble wrap, tinfoil, or leave them bare. They read a simple thermometer or colour-changing strip over time, or record the data into a basic tally chart or pictogram to track which jar cools down first.

4. Analysing Evidence and Answering "Why?"
The final stage of working scientifically is looking at data and drawing a conclusion that answers the initial question. It moves children from simply saying "Look what happened!" to saying "This happened *because*...".

In the 'Homes and Houses' Learning Theme: Explaining Structural Choices.
The Disciplinary Action: After testing materials, the child reviews their data chart and provides an evidence-based answer: *"The tissue paper would make a terrible roof because when I dropped water on it, it absorbed the water and tore. The plastic worked best because it kept the inside house dry."*

Substantive vs. Disciplinary: The Science Paradigm

Substantive Science Knowledge (The Facts)	**Disciplinary Science Knowledge (The Process)**
Knowing that wood is strong and fabric is flexible.	**Testing** how many blocks a piece of wood can hold before bending compared to a piece of fabric.
Memorising the vocabulary word **transparent**.	**Looking through** different window materials with a flashlight to group them into transparent, translucent, or opaque.
Knowing that different houses are built in different climates.	**Asking questions** about why a house in a snowy country has a sloped roof and finding answers by simulating rainfall on different shapes.

Why Disciplinary Science Knowledge Matters
If science lessons focus entirely on substantive facts, children grow up believing that science is merely a static history book of answers to be memorised. Disciplinary knowledge flips this, teaching them that science is a living, evolving *method* of thinking.

Linking these investigative skills to 'Homes and Houses' matters because:
It Trains Rational Problem-Solvers: When a child designs a test to find the most waterproof material, they are learning to spot cause-and-effect relationships. This systematic thinking prevents them from accepting claims blindly and teaches them to demand physical evidence.
It Teaches Resilience Through Failed Expectations: If a child predicts that cardboard will make an excellent front door because it feels hard, but discovers during a water-soaking experiment that it turns to mush, they learn a foundational scientific lesson: *it is entirely OK for your hypothesis to be wrong, because the data reveals the truth.*

It Bridges the Gap to Key Stage 2 Inquiry: In Lower Key Stage 2, science investigations become more complex. Children must independently identify variables, measure items in precise units (like millimetres or degrees Celsius), and write formal conclusions. They cannot manage that level of independence if they haven't spent Key Stage 1 practicing the basic mechanics of observing, classifying, and running simple, structured tests.

Learning Objectives

Overall Aim: To explore how homes and houses are suited to their purpose and the needs of people and animals, and to identify some of the materials they are made from.

Specific Science Objectives (aligned with KS1 Science Curriculum):
Materials:
To be able to identify and name a variety of common materials found in and around homes (e.g., wood, brick, glass, plastic, metal, fabric).
To be able to describe simple properties of these materials (e.g., hard/soft, strong/weak, transparent/opaque, waterproof/absorbent).
To understand that different materials are used for different parts of a house based on their properties (e.g., glass for windows because it's transparent, brick for walls because it's strong and waterproof).
To group and classify materials based on their observable properties.

Living Things and Their Habitats (linking to animal homes):
To understand that living things, including humans and some animals, need a home/shelter.
To identify different types of animal homes (e.g., bird's nest, badger's sett, human house).
To discuss how animal homes are suited to the needs of the animal (e.g., for protection, warmth, raising young).
To compare human homes to some animal homes, identifying similarities and differences in purpose and construction.

Everyday Materials (applying knowledge):
To be able to suggest suitable materials for building a simple model of a house and justify their choices based on material properties.
To observe and describe how some materials might change when a force is applied (e.g., pushing or pulling a toy house).
Seasonal Changes (optional, but could be a good link):

To discuss how homes help to keep us warm in winter and cool in summer (e.g., insulation, windows).
To observe how the amount of light entering a home changes with the time of day/year.

Lesson Ideas

This 6-week Key Stage 1 medium-term plan fulfils the statutory requirements of the National Curriculum for Science (**Key Stage 1: Everyday Materials**). By embedding the investigations within the **'Homes and Houses'** learning theme, children progress from identifying basic household objects to evaluating and testing materials for architectural structural tasks.

Block 1: Identification & Classification (Weeks 1-3)

Week 1: House Materials Hunt — Objects vs. Materials

Focus Strand: Identifying Objects and Materials

Substantive Knowledge:

Concepts: There is a strict scientific difference between an **object** (the item itself) and a **material** (what it is made from). An object can be made from a single material or multiple materials.

Vocabulary: Object, material, wood, plastic, glass, metal, brick, rock.

Disciplinary Knowledge (Working Scientifically):

Skill: Observing closely using the senses; identifying and naming everyday materials in their immediate environment.

Activity:

The Builder's Mix-Up: Show children an object (e.g., a toy house or a real chair). Ask: *"Is this wood or a chair?"* Clarify that *chair* is the object, and *wood* is the material.

Classroom House Audit: Children explore the classroom pretending to be surveyors. They find and record 5 house-related objects, logging what they are made of using a structured chart.

Window (Object) →Glass (Material)

Door Handle (Object) →Metal (Material)

Floor (Object) →Wood or Plastic (Material)

Assessment Indicator: Can the child correctly point to an object and name its component material without confusing the two terms?

Week 2: Sorting the Architect's Yard — Simple Grouping

Focus Strand: Grouping and Classifying

Substantive Knowledge:

Concepts: Materials can be sorted into distinct groups based on what they look and feel like.

Vocabulary: Sort, group, category, criterion, similarities, differences.

Disciplinary Knowledge (Working Scientifically):

Skill: Sorting and grouping everyday materials into simple categories; explaining the reasoning behind how items have been sorted.

Activity:

The Mixed Up Delivery: Provide groups with a "construction tray" containing diverse material samples (wood offcuts, brick pieces, plastic pipes, metal nails, glass marbles, fabric swatches).

Free Sort: Let children sort them into groups using their own criteria (e.g., colour, size). Discuss why sorting by colour isn't always helpful to a builder (a red brick and a red cushion do very different jobs).

Scientific Sort: Challenge children to sort the materials strictly by their base composition type. Use a sorting grid to group all the woods together, all the plastics together, and all the metals together.

Assessment Indicator: Can the child sort a mixed group of items into their correct material families?

Week 3: Describing the Fabric of a House — Exploring Properties
Focus Strand: Physical Properties of Materials
Substantive Knowledge:
Concepts: Materials have specific, measurable physical properties that describe how they behave. These properties include being hard/soft, rough/smooth, stiff/flexible, or shiny/dull.
Vocabulary: Property, hard, soft, rough, smooth, stiff, flexible, shiny, dull.
Disciplinary Knowledge (Working Scientifically):
Skill: Using simple scientific equipment (magnifying glasses) to observe textures closely; describing properties using clear, non-vague language.

Activity:
The Mystery Building Bag: Children put their hand into a dark bag containing household materials (e.g., a rough brick, a smooth tile, a flexible plastic pipe, a stiff wooden block). Without looking, they must describe its properties to a partner using precise vocabulary.
Texture Close-Up: Use magnifying glasses to inspect a real brick and a ceramic tile. Children record what they see and feel: *"The brick is rough and dull. The tile is smooth and shiny."*
Property Venn Diagram: Create a large floor Venn diagram with the labels "Stiff" and "Rough". Children place their house material samples into the correct sections.
Assessment Indicator: Does the child use accurate descriptive properties (like *stiff* or *flexible*) instead of generic terms (like *"good"* or *"hard"* for everything)?

Block 2: Advanced Properties & Suitability (Weeks 4-6)
Week 4: Through the Window — Transparent vs. Opaque
Focus Strand: Physical Properties (Light Transmission)
Substantive Knowledge:
Concepts: **Transparent** materials let light pass through cleanly so objects can be seen clearly behind them. **Opaque** materials block light entirely.
Vocabulary: Transparent, opaque, translucent, light, block, pass through.
Disciplinary Knowledge (Working Scientifically):
Skill: Setting up a simple, visual test using a consistent light source; logging observations systematically.

Activity:
The Wall Dilemma: Discuss why houses have windows instead of solid brick walls everywhere. Introduce the terms *transparent* and *opaque*.
Torch Testing Station: In a darkened room, children hold various window-alternative materials (clear plastic sheet, cardboard, tinfoil, greaseproof paper, wood) in front of a flashlight. They observe how much light projects onto the wall behind.

TRANSPARENCY LIGHT TEST		
Flashlight →	(Material) →	Light on Wall?
	Clear Plastic	Bright Light (Transparent)
	Cardboard	No Light (Opaque)
	Wax Paper (Grease proof paper or baking parchment)	Dim Light (Translucent)

The Window Designer's Catalogue: Children stick material samples into a booklet, labelling each as either *transparent* or *opaque*, adding a conclusion statement: *"Windows must be made of glass because it is transparent and lets light inside."*
Assessment Indicator: Can the child correctly classify materials into transparent and opaque categories using a light test?

Week 5: Fix the Leaky Roof — Waterproof vs. Absorbent
Focus Strand: Material Suitability & Liquid Interaction
Substantive Knowledge:
Concepts: **Waterproof** materials repel water and keep it out. **Absorbent** materials soak up water. Roofs and umbrellas must be waterproof to keep interiors dry.
Vocabulary: Waterproof, absorbent, repel, soak up, barrier, liquid.
Disciplinary Knowledge (Working Scientifically):
Skill: Conducting a simple, comparative fair test; keeping variables identical (same amount of water, same droplet height).

Activity:
The Three Little Pigs' Rainy Day: Set up an imaginary scenario where a toy pig needs a new roof that won't leak.
The Pipette Test: Children place different material sheets (foil, tissue paper, fabric towel, plastic wrap, cardboard) over a collection cup. Using a pipette, they drop exactly 5 drops of coloured water onto each material.
Gathering Evidence: Children check inside the cup to see if water leaked through, and check the material to see if it soaked up the water. They log their findings into a simple Yes/No table under the headings "Did water pass through?" and "Is it absorbent?".
Assessment Indicator: Does the child control their testing process by applying the same amount of water to each material sample?

Week 6: The Ultimate Architect Challenge — Evaluating Suitability
Focus Strand: Materials Suitability / Applying Knowledge
Substantive Knowledge:
Concepts: Materials are chosen for specific building roles because their combined properties make them uniquely suitable. An item can be completely unsuitable if its properties conflict with its purpose.
Vocabulary: Suitable, unsuitable, purpose, function, reason, evaluate.
Disciplinary Knowledge (Working Scientifically):
Skill: Using data gathered across the unit to answer an architectural problem; presenting conclusions clearly.
Activity:
The Silly House Design: Show children a picture of a ridiculous house (e.g., a house with a glass floor, a chocolate chimney, a tissue paper roof, and a bubble wrap front door). Ask them to identify the flaws using scientific reasoning.
The Blueprint Challenge: Children receive a template of a blank house structure. Their job is to label and attach the best materials to each section based on all the testing done over the past 5 weeks.
The Young Architect Pitch: Children present their material choices using an explicit causal sentence frame: *"I chose **plastic** for the guttering because it is **waterproof** and **stiff**, which means it will carry the rain away without breaking."*

*"I chose **brick** for the walls because it is **hard** and **strong**, which means the house won't blow down."*
Assessment Indicator: Can the child explain *why* a material is chosen for a specific household job by referencing its physical properties?

Unit Milestones: Substantive vs. Disciplinary

Learning Domain	End of Unit Key Stage 1 Milestones (What they must know and achieve)
Substantive Knowledge (Scientific Facts)	Factual separation of **object** and **material** (e.g., a *window* is made of *glass*). Identify and name wood, plastic, glass, metal, water, and rock. Define everyday properties: hard/soft, rough/smooth, stiff/flexible, shiny/dull. Define light transmission properties (**transparent** vs. **opaque**) and fluid interactions (**waterproof** vs. **absorbent**).
Disciplinary Knowledge (Working Scientifically)	Observe everyday materials closely using simple equipment like magnifying glasses. Group and classify raw components according to their physical properties. Set up and complete simple, comparative tests (e.g., light tracking, water droplet tests).Gather data cleanly and use physical evidence to **explain why a material is suitable or unsuitable** for a task.

Other Information, Ideas and Resources

Material Hunt: Go on a "material hunt" around the school or local area, identifying different materials used in buildings and describing their properties.

Sorting Materials: Provide a collection of different materials and ask children to sort them into groups based on their properties.

"Build a Home" Challenge: Provide a range of craft materials and challenge children to build a model home for a small toy animal, discussing why they chose certain materials.
Comparing Homes: Look at pictures of different types of human homes (e.g., detached house, flat, bungalow) and animal homes, discussing their similarities and differences.

Sensory Exploration: Explore different materials used in homes through touch, looking at their textures and appearances.

Materials of Our Homes:
Activity: Discuss the different materials that their homes are made from (bricks, wood, glass, tiles, etc.). Collect small samples (where safe and appropriate) or look at pictures. Talk about the properties of these materials – are they hard, soft, waterproof, transparent?

Science Focus: Identifying different materials, exploring their basic properties (texture, transparency, hardness, water resistance).

Keeping Warm (Insulation):
Activity: Investigate how different materials can keep things warm. Provide small containers and wrap them in different materials like fabric, foil, or paper. Place a warm object (like a small bottle of warm water) inside each and leave them for a while. Then, feel the outside of each container to see which feels warmest. Discuss how this relates to keeping our houses warm in winter.
Science Focus: Understanding the concept of insulation, comparing the effectiveness of different materials as insulators.

Light and Shadows in Our Homes:
Activity: Explore where light comes from in their homes (windows, lamps). Use torches to make shadows on walls and experiment with how the size and shape of the shadow changes as the distance to the light source changes. Discuss how the sun shines through windows and creates light and shadows throughout the day.
Science Focus: Understanding light sources, exploring how shadows are formed and how they change.

Water in Our Homes:
Activity: Discuss where water is used in their homes (kitchen, bathroom). Talk about the different states of water they might see (liquid in taps, steam when someone has a shower, ice in the freezer). Observe condensation on a cold window or mirror.
Science Focus: Identifying where water is used, observing the different states of water (solid, liquid, gas – in a simple way), understanding condensation.

Sound in Our Homes:
Activity: Listen carefully to the different sounds they can hear inside and outside their homes. Make a list of these sounds. Discuss what makes these sounds (people talking, appliances, traffic, birds). Explore how sounds travel through the air.
Science Focus: Identifying different sound sources, understanding that sounds travel, basic awareness of loud and quiet sounds.

Plants and Animals Around Our Homes:
Activity: Observe the plants and animals that live in or around their homes (houseplants, garden plants, insects, birds, pets). Discuss what these living things need to survive (water, food, light, shelter). If they have pets, talk about how they care for them and what their basic needs are.
Science Focus: Identifying living things, understanding basic needs of plants and animals, simple life cycles (if appropriate for pets).

Considerations for Implementation

Remember to keep the activities linked to their everyday experiences of being in a home. Encourage questioning, observation, and simple explanations.

English

Book/Text Ideas

https://www.booksfortopics.com/booklists/topics/geography/houses-homes-buildings/

Fiction:
Iggy Peck, Architect by Andrea Beaty & David Roberts (Chapter book)

The Mellons Build an Eco House by Robin Jacobs & Nik Neves (Picture book)
The Three Little Wolves And The Big Bad Pig by Eugene Trivizas & Helen Oxenbury (Picture book)
The Can Caravan Richard O'Neill & Cindy Kang (Picture book)
Our Tower by Joseph Coelho & Richard Johnson (Picture book)
Home by Carson Ellis (Picture book)
In Every House on Every Street by Jess Hitchman & Lili La Beleine (Picture book)
Major Glad, Major Dizzy by Jan Oke & Ian Nolan (photographer)
(Picture book)
Belonging by Jeannie Baker (Picture book)
Mouse House by John Burningham (Picture book)
The Comet by Joe Todd-Stanton (Picture book)
The Dolls' House by Tanya Rosie & Claudia Ravalli (Picture book)
Home: Where Our Story Begins by Britta Teckentrup & Patricia Hegarty
(Picture book)
Home Is Where The Heart Is by Jonny Lambert (Picture book)
Kitsy Bitsy's Noisy Neighbours by Polly Faber & Melissa Crowton (Picture book)
Two Places to Call Home Phil Earle & Jess Ross (Picture book)

Non-Fiction:
Let's Build A House by Mick Manning & Brita Granström (Picture book)
Building a Home by Polly Faber & Klas Fahlén
How to Build a Home by George Clarke & Robert Sae-Heng
A Place Called Home: Look Inside Houses Around the World by Kate Baker & Rebecca Green
Step Inside Homes Through History by Goldie Hawk & Sarah Gibb
A Street Through Time by DK & Steve Noon

Nursery Rhymes:
There was an old woman who lived in a shoe
This little piggy went to market
Three little kittens
Hush little baby
Jack and Jill
A house is a house for me

Substantive Knowledge

In Key Stage 1 English, **substantive knowledge** consists of the essential, foundational facts of language that children must commit to long-term memory. This includes the phonetic codes for reading (**decoding**), the mechanical and grammatical rules for writing (**encoding**), and the structured vocabulary and linguistic frameworks for speech (**oracy**).
When integrated with the learning theme **'Homes and Houses'**, English shifts from abstract grammar and phonics drills into an immersive, contextual experience. Children use their immediate physical environment to anchor core literacy mechanics.

1. Reading (Decoding & Comprehension)
Substantive reading knowledge at Key Stage 1 centres on mastering the alphabetic code via Systematic Synthetic Phonics (SSP) and building a robust vocabulary to comprehend texts.

Phoneme-Grapheme Correspondences (GPCs): Knowing that spoken sounds (phonemes) are represented by written letters (graphemes), including complex digraphs and trigraphs.
Learning Theme Link: Sounding out and blending words specific to the topic (e.g., blending b-r-i-ck, r-oo-f, or the split digraph in h-o-m-e).
Tier 2 and Tier 3 Vocabulary: Memorising the literal definitions of words found in themed fiction (like *The Three Little Pigs* or *Hansel and Gretel*) and non-fiction books about architecture.
Learning Theme Link: Knowing precisely what words like *cottage, palace, skyscraper, shelter, cosy,* and *crumbling* mean when encountered in a text.

2. Writing (Transcription & Composition)
Substantive writing knowledge requires children to learn the exact physical mechanics of handwriting alongside the structural, statutory rules of English grammar and punctuation.

Punctuation Rules: Memorising the fact that a complete sentence must start with a **capital letter** and terminate with a **full stop**, **exclamation mark**, or **question mark**.
Grammatical Word Classes: Knowing the definitions of nouns, adjectives, and verbs, and understanding how suffixes (like *-er* and *-est*) change word meanings.
Learning Theme Link: Applying these rules to descriptive writing about architecture:
Nouns (Naming objects): Chimney, window, wall, door.
Adjectives (Describing properties): Tall, brick, wooden, thatched, modern.
Comparative Suffixes: "The cottage is *small*, but the apartment block is *taller*, and the skyscraper is the *tallest*."

3. Oracy (Speaking & Listening)
Oracy is the structured architecture of speech. Substantive oracy knowledge means learning the social rules of talk and the specific sentence frames required to express ideas, present findings, or debate.

Linguistic Frameworks: Knowing how to structure a spoken sentence so it makes grammatical sense to a listener.
Physical and Social Talk Rules: Learning the physical parameters of effective communication, such as alternating turns during a conversation, maintaining eye contact, and projection.
Learning Theme Link: Using explicit "sentence stems" to present geographical or historical findings about homes:
"I predict that the material is waterproof because..."
"In the past, people cooked using a range, whereas today we use..."

Substantive Domain Comparisons within the Learning Theme
To ensure academic rigor, it is vital to track how English uses the learning theme of **'Homes and Houses'** to serve *linguistic* progression, distinct from geography or history.

Substantive Geography/History	Substantive English Knowledge (Reading, Writing, Oracy)
Categorising a building as a **terraced house** based on local settlement density.	Identifying the word "terraced" as an **adjective** and using it to expand a noun phrase (*"the old, red-brick terraced house"*).
Knowing that **The Great Fire of London (1666)** spread because timber homes were tightly packed.	Reading an excerpt about the fire and **retelling the main events sequence** using time connectives (*First, Next, After that*).
Using a **tally chart** during local fieldwork to count different residential properties.	Presenting the fieldwork findings to the class using the **oracy frame**: *"Our data shows that the most common home type is..."*

Why Substantive English Knowledge Matters
Without a rigorous focus on substantive language facts, thematic English lessons can lose their academic value—becoming sessions where children draw pictures of their houses or listen to stories without actively improving their reading and writing mechanics.
Linking this linguistic baseline to 'Homes and Houses' matters because:

It Contextualises Vague Grammatical Rules: Teaching a six-year-old what an adjective is can be highly abstract. Asking them to look at a picture of a spooky haunted house or a grand castle and harvest words to describe it (*dark, stone, crumbling, massive*) makes the concept of an adjective immediately functional.

It Bridges Concrete Realities with Decoding: For early readers, decoding words that match things they can see and touch (like *roof, door, gate, step*) reduces cognitive load. It pairs their phonics blending mechanics with immediate, satisfying comprehension.

It Lays the Groundwork for Key Stage 2 Literacy: In Key Stage 2, English demands advanced reading comprehension, complex sentence structures (like subordinate clauses), and formal persuasive writing. Children cannot reach that level of composition if they leave Key Stage 1 without an automatic grasp of the substantive fundamentals: instant word decoding, consistent sentence punctuation, and a rich vocabulary bank to describe the world around them.

Disciplinary Knowledge

While **substantive knowledge** provides the factual materials of English (the phonics codes, grammar rules, and word definitions), **disciplinary knowledge** is the mastery of how to *use* those materials. It is the practice of reading like a critic, writing like an author, and speaking like a confident communicator. When linked to the **'Homes and Houses'** learning theme, **disciplinary knowledge** moves children away from passive worksheets. Instead, it teaches them how to interrogate texts, craft writing for a specific audience, and structure their speech to persuade or inform.

1. Disciplinary Reading: The Critic's Eye
Disciplinary reading at Key Stage 1 isn't just about sounding out words; it is the act of comprehension, inference, and text navigation. Children learn how to interrogate a book to extract meaning.

The Disciplinary Action: Fact-finding and making simple inferences from text and imagery.
Learning Theme Link (Fiction vs. Non-Fiction):
Non-Fiction: Children are handed an architectural book about homes around the world. The disciplinary skill is learning how to navigate it using the **contents page**, **index**, and **glossary** to find information on "mud huts" or "igloos," rather than reading from front to back.
Fiction: Reading a story like *The Three Little Pigs*. The disciplinary skill is **inference**—looking at an illustration of the wolf looking at the brick house and answering: *"How do we know the wolf is frustrated?"* (e.g., *"Because his face is red and he is stomping"*).

2. Disciplinary Writing: The Author's Craft
Disciplinary writing is the understanding that we write to achieve a specific purpose for a specific reader. It involves the process of planning, drafting, and editing.

The Disciplinary Action: Matching tone, layout, and vocabulary choices to a specific audience.
Learning Theme Link: "The Estate Agent vs. The Fairy Tale Author."
If children write an **estate agent listing** for a house, they learn the disciplinary craft of *persuasion*. They choose positive, enticing adjectives (*cosy, modern, spacious*).
If the same children write a **setting description** for a witch's cottage in the woods, they shift their authorial intent to *suspense*. They swap their vocabulary for eerie, atmospheric words (*creaky, dark, crumbling*).

AUTHORIAL INTENT		
PERSUASIVE (Estate Agent)	VS	SUSPENSEFUL (Fairy Tale)
"Step inside this cosy, warm cottage with a bright, shiny kitchen."		"Deep in the dark woods sat a creaky, crumbling hut with a crooked roof."

3. Disciplinary Oracy: The Rhetorician's Voice
Disciplinary oracy treats speech as a structured tool for collaboration and presentation. It involves learning how to listen actively, build on other people's ideas, and adapt voice projection and body language to the room.
The Disciplinary Action: Engaging in structured dialogue, debate, and formal presentations using targeted linguistic cues.
Learning Theme Link: "The Great Materials Debate."
The class holds a debate on whether straw, wood, or brick is the best material to build a modern estate. Rather than shouting out opinions, children must practice the disciplinary skills of **turn-taking and active listening** using specific oracy frameworks to agree or disagree politely:
Student 1: "I think wood is the best material because it is natural and strong."
Student 2: "I understand your point, but I disagree because wood can rot if it gets too wet, whereas brick does not."

Why Disciplinary English Knowledge Matters
Without disciplinary knowledge, English risk becoming a series of disconnected mechanical drills. Teaching children the *how* of literacy through the lens of 'Homes and Houses' matters because:

It Prevents Formulaic Writing: When children understand authorial intent, they stop writing sentences just to please a teacher's checklist (e.g., "I must use an adjective here"). Instead, they ask themselves: *"What feeling am I trying to create about this house?"* This builds genuine creativity and voice.

It Develops Critical Media Literacy: By analysing how an estate agent description tries to make a tiny house sound "cosy," children take their first steps into critical reading. They begin to see that texts are deliberately constructed by people to influence readers.

It Bridges the Transition to Key Stage 2: In Key Stage 2, the national curriculum demands that children write for an extended range of genres (persuasive letters, balanced arguments, historical narratives) and infer deeper meanings from complex texts. They cannot independently adapt their writing or read between the lines if they haven't practiced changing their authorial voice and interrogating simple texts in Key Stage 1.

Learning Objectives

Spoken Language (Listening and Talking)

To participate in discussions about different types of homes:

Pupils can describe their own homes and talk about what makes them a home.
They can discuss and compare different types of houses (e.g., detached, semi-detached, terraced, flats, bungalows) using appropriate vocabulary.
They can ask and answer questions about homes in their local area or from stories.

To express opinions and justify them:

Pupils can share what kind of home they would like to live in and explain why.
They can discuss the pros and cons of different building materials for houses (linking to materials in science).

To retell stories related to homes and houses:

Pupils can retell familiar stories like 'The Three Little Pigs' in their own words, focusing on the sequence of events and key details about the houses.
They can use descriptive language when talking about characters' homes in stories.

To engage in role-play scenarios related to homes:

Pupils can take on roles such as an estate agent, builder, or homeowner, using appropriate language and interacting with others.

Reading (Word Reading and Comprehension)

To read and understand vocabulary related to homes and houses:

Pupils can identify and read common words associated with homes (e.g., door, window, roof, wall, garden, kitchen, bedroom).
They can understand and discuss the meaning of new vocabulary encountered in texts about homes (e.g., 'cottage,' 'mansion,' 'dwelling,' 'foundation').

To engage with fiction and non-fiction texts about homes:

Pupils can listen to and discuss a range of stories, poems, and non-fiction books about homes and houses.
They can identify key information in non-fiction texts about how houses are built or how homes have changed over time.
They can make predictions about what might happen next in a story about a home.

To make connections between texts and their own experiences:

Pupils can link events or descriptions of homes in a story to their own experiences or observations of houses in their environment.

To identify simple recurring literary language in stories and poetry:
Pupils can spot repeated phrases or patterns in poems about homes.

Writing (Transcription, Composition, Vocabulary, Grammar, and Punctuation)
To compose simple sentences about homes and houses:
Pupils can orally compose sentences before writing them down.
They can write simple sentences describing their own home, a dream home, or a house from a story.
They can re-read their writing to check that it makes sense.

To use appropriate vocabulary and descriptive language:
Pupils can use adjectives to describe features of houses (e.g., 'big window,' 'red roof,' 'cosy kitchen').
They can begin to use nouns and verbs accurately in their writing about homes.

To apply basic grammar and punctuation rules:
Pupils can use capital letters and full stops to demarcate sentences when writing about homes.
They can use simple conjunctions like 'and' to join ideas about different parts of a house or different houses.

To write for different purposes related to homes:
Pupils can write short descriptions of houses (e.g., for an 'estate agent's listing').
They can write short poems about their home or a favourite room.
They can write simple instructions for building a den or a model house (linking to Design & Technology).
To develop legible handwriting:
Pupils can form letters correctly and consistently when writing about homes, gradually developing fluent and legible handwriting.

Lesson Ideas
This 6-week Key Stage 1 medium-term plan integrates **Reading, Writing, and Oracy** within the **'Homes and Houses'** learning theme. It balances substantive mechanics (phonics, punctuation, grammar) with disciplinary skills (inference, authorial intent, structured talk). **Block 1: Traditional Tales & Character Homes (Weeks 1-3)** **Week 1: Contrasting the Pigs' Houses — Reading & Inferring** **Focus Strand:** Reading Comprehension & Inference **Substantive Knowledge:** *Vocabulary:* Straw, timber, brick, fragile, sturdy, build, structure. *Grammar:* Identifying and defining singular and plural nouns (*pig* vs. *pigs*, *house* vs. *houses*). **Disciplinary Knowledge (Working Scientifically with Text):** *Skill:* Making simple inferences about a character's feelings or motives using illustrations and text clues. **Activities:** **Text Interrogation:** Read a high-quality version of *The Three Little Pigs*. Pause on the page where the third pig builds his brick house. Ask: *"How can we tell this pig is hard-working compared to his brothers?"* **Picture Detective:** Look at the wolf's face outside the brick house. Children infer his emotional state (*frustrated, exhausted*) based on his body language. **Oracy - Echo Reading:** The teacher models reading the iconic line with dramatic expression: *"I'll huff and I'll puff!"* Children echo back, matching the voice projection, tone, and pacing to convey anger. **Assessment Indicator:** Can the child use clues in a picture or short sentence to explain *why* a character is feeling a certain way? **Week 2: The Witch's Cottage — Descriptive Sentence Building** **Focus Strand:** Writing Composition & Transcription **Substantive Knowledge:** *Grammar:* An **adjective** is a word that describes a noun. A **noun phrase** expands an object by adding descriptive words (*"the spooky house"*). *Mechanics:* Every sentence must begin with a capital letter and end with a full stop. **Disciplinary Knowledge (Working Scientifically with Text):** *Skill:* Selecting targeted vocabulary to create a specific mood (suspense/fear) for the reader. **Activities:** **Vocabulary Harvest:** Explore an illustration of the witch's cottage from *Hansel and Gretel*. Brainstorm words that feel spooky or magical (*creaky, sweet, hidden, dark*). **Oracy - Think, Pair, Share:** Children use a sentence stem to share an expanded noun phrase with a partner: *"Deep in the dark woods, I can see a..."* **Writing Application:** Children write three descriptive sentences about the cottage. They use an explicit "Editing Checklist" to check their own capital letters and full stops.

MY SENTENCE EDITING CHECKLIST		
ABC	Capital Letter?	—► Check the start of every sentence.

.	Full Stop?	⟶ Check the end of every idea.
_	Finger Space?	⟶ Make sure words don't crash together.

Assessment Indicator: Does the child independently include appropriate adjectives to make their setting description vivid?

Week 3: Inside the Bear's House — Retelling & Sequencing
Focus Strand: Oracy & Writing Sequencing
Substantive Knowledge:
Grammar: **Time connectives** order events chronologically (*First, Next, Then, After that*).
Disciplinary Knowledge (Working Scientifically with Text):
Skill: Orally structuring a story narrative in the correct sequence before committing it to print.

Activities:
Text Mapping: Read *Goldilocks and the Three Bears*. Map the sequence of Goldilocks exploring the cottage (Kitchen →Living Room →Bedroom).
Oracy - The Puppeteer's Tale: Using simple stick puppets of Goldilocks and the Bears, children retell the story actions sequentially to a peer using their target time connectives.
Writing Application: Children write a short, 3-part sequence detailing what Goldilocks did inside the house, ensuring each sentence drops smoothly into chronological order.
Assessment Indicator: Can the child verbally and textually sequence three main story events using time-ordering words?

Block 2: Non-Fiction & Architectural Writing (Weeks 4-6)
Week 4: Houses Around the World — Navigating Fact Books
Focus Strand: Reading Non-Fiction & Fact Retrieval
Substantive Knowledge:
Concepts: Non-fiction books have unique navigation features: **contents page**, **headings**, **glossary**, and **index**.
Vocabulary: Apartment, cottage, stilt house, igloo, climate, shelter.
Disciplinary Knowledge (Working Scientifically with Text):
Skill: Locating specific facts quickly within an informational text rather than reading line-by-line from the start.

Activities:
The Index Race: The teacher challenges children to find the page for "Igloos" using the index at the back of an information book.
Heading Scavenger Hunt: Children browse an information text to identify what information is grouped under the heading *"Homes in Hot Places"*.
Oracy - Fact Sharing: Children read a short paragraph about a home style and present one factual takeaway to their table group using the oracy frame: *"I discovered that people build houses on stilts because..."*
Assessment Indicator: Can the child explain the purpose of a heading or contents page when looking through a non-fiction book?
Week 5: The Estate Agent — Writing to Persuade
Focus Strand: Writing for a Specific Purpose (Persuasion)
Substantive Knowledge:

Grammar: Conjunctions (like **and** or **because**) join phrases together to expand an idea.
Vocabulary: Spacious, cosy, modern, beautiful, perfect, garden.
Disciplinary Knowledge (Working Scientifically with Text):
Skill: Shifting authorial tone to match an audience; choosing highly positive, inviting adjectives to persuade a buyer.

Activities:
The Pitch Intro: Show children a basic text advertisement for a house. Discuss why an estate agent uses words like *"beautiful garden"* instead of *"grassy space"*.
Oracy - Speed Selling: Children role-play as estate agents. They hold a picture of a house and try to "sell" it to their partner in 30 seconds using positive adjectives.
Writing Application: Children write an enticing property listing placard for a home. They must use the conjunction *because* to link a property feature to a positive benefit.
*"You will love this kitchen **because** it is bright **and** shiny."*
Assessment Indicator: Does the child consciously choose appealing, positive adjectives to persuade their reader?

Week 6: The Great Architectural Debate — Oracy Showcase
Focus Strand: Structured Oracy & Discussion
Substantive Knowledge:
Concepts: Formal debate requires structured turn-taking, polite disagreement, and clear vocal projection.
Disciplinary Knowledge (Working Scientifically with Text):
Skill: Actively listening to a peer's point of view and responding directly to it using an oracy framework.

Activities:
The Scenario: Introduce a prompt: *"A new housing development needs to be built. Should we build tall apartment blocks with small shared gardens, or single-story cottages with large private gardens?"*
The Talk Assembly: Split the class into two opinion sides. Provide structured sentence stems for the children to formulate their spoken points.
The Moderated Debate: Children take turns standing to voice their perspective. To ensure disciplinary listening occurs, children must reference the previous speaker's thought before offering their own.

THE ORACY DEBATE STRUCTURE
Speaker A: "I think flats (apartment blocks) are best because they save space for trees."
↓
Speaker B: "I understand your idea, but I think cottages are better because families need their own private gardens to play."

Assessment Indicator: Does the child listen carefully to their peer's spoken point and wait their turn before using an appropriate talk frame to contribute?

Other Information, Ideas and Resources

Storytelling and Narrative:
"My Amazing House" Descriptive Writing: Encourage children to imagine their dream house (real or fantastical). They can draw it and then write simple sentences describing it, focusing on colours, shapes, and key features. *For example: "My house is blue. It has a big red door and a tall chimney."*

Character Homes: Introduce a familiar character (e.g., a teddy bear, a toy car) and ask children to describe what their house would be like and who would live there. This sparks imaginative storytelling.

Sequencing Stories: Use picture cards showing different stages of building a house or a daily activity within a home. Children can arrange them in the correct order and then write simple sentences to narrate the sequence.
Role-Playing "Estate Agents": Provide toy houses or drawings and have children role-play as estate agents, describing the "properties" to potential "buyers." This encourages descriptive language and persuasive speaking.

"If My House Could Talk" Activity: What sounds would their house make? What stories would it tell? Encourage imaginative writing or drawing with speech bubbles.

Retelling Familiar Stories: Read stories featuring houses (e.g., "The Three Little Pigs," "Goldilocks and the Three Bears") and have children retell them in their own words, focusing on the descriptions of the houses.

Poetry and Rhyme:
House Shape Poems: Children can draw the outline of a house and then write words or short phrases inside that relate to homes and houses, making a visual and poetic piece.

Rhyming Pairs: Introduce words related to homes (door, floor, wall, tall, bed, red) and have children find rhyming pairs. They can then create simple rhyming sentences or short poems.

Sensory Poems: Encourage children to think about what they can see, hear, smell, and feel in their own homes and create simple poems based on these senses. *For example: "I see a soft rug. I hear the clock tick. I smell yummy food."*

"Our Street" Poem: As a class, brainstorm different types of houses and features found on a street. Then, collaboratively create a simple poem about "Our Street."

Vocabulary and Comprehension:
Word Walls: Create a visual word wall with key vocabulary related to homes and houses (e.g., roof, window, kitchen, bedroom, garden, door, chimney).

Labelling Activities: Provide pictures of different types of houses or rooms within a house and have children label the different parts.

Matching Games: Create matching cards with pictures of house-related items and their corresponding words.
"I Spy" with House Features: Play "I Spy" focusing on features within the classroom or using pictures of houses, reinforcing vocabulary.

Reading Comprehension: Use simple picture books or short texts about different types of homes (e.g., a flat, a bungalow, a houseboat) and ask basic comprehension questions.

Grammar Focus:

Using Adjectives: Encourage children to use descriptive adjectives when talking and writing about houses (e.g., big house, small window, cosy room).

Using Prepositions: Focus on prepositions of place when describing where things are in a house (e.g., "The book is *on* the table," "The cat is *under* the bed").
Sentence Building: Provide sentence starters like "My house has..." or "In my bedroom, there is..." and have children complete the sentences.

Creative Activities:
Making Mini-Books: Children can create their own mini-books about their homes, drawing pictures and writing simple sentences on each page.

Designing a Dream Home: Using craft materials, children can create models of their dream homes and then write a short description to accompany it.

Considerations for Implementation

Maths
We use White Rose Maths; the list below has suggested activities to enhance provision.
Substantive Knowledge
In Key Stage 1 Mathematics, **substantive knowledge** consists of the core mathematical facts, formulas, rules, and numerical values that children must commit to memory so they can compute automatically. This includes knowing number bonds within 20, multiplication tables for the 2, 5, and 10 times tables, the properties of 2D and 3D shapes, and units of measurement. When applied to the learning theme **'Homes and Houses'**, mathematics transitions from abstract on-paper numerals into tangible spatial, geometric, and numerical patterns found in the real world. **1. Geometry: Shapes and Spatial Relationships** Houses are physical blueprints composed of interacting geometric figures. Substantive geometry knowledge requires children to recognise and name shapes, as well as count their specific properties (sides, vertices, faces, and edges). **2D Shapes:** Memorising the names and properties of circles, triangles, squares, rectangles, and regular polygons. *Learning Theme Link:* Identifying a triangular roof, square windows, a rectangular door, or circular decorative portals. **3D Shapes:** Recognising spheres, cubes, cuboids, pyramids, and cylinders. *Learning Theme Link:* Describing a house structure as a cuboid base topped with a triangular prism roof, or a chimney as a long cylinder or cuboid.



Deconstructing house designs into their 2D and 3D geometric components.. Source: Fazyl Almeev / Getty Images

2. Number and Place Value: Ordinals and Number Bonds
The layout of a street and the composition of household sets provide direct real-world context for counting, sequencing, and grouping numbers up to 100.

Odd and Even Numbers: Knowing the rule that numbers ending in 1, 3, 5, 7, or 9 are odd, while those ending in 0, 2, 4, 6, or 8 are even.
Learning Theme Link: Recognising the place-value sequencing of British streets, where odd house numbers sit on one side of the road and even house numbers sit directly opposite.
Ordinal Numbers: Knowing how to sequence using *1st, 2nd, 3rd, 4th...*
Learning Theme Link: Describing positions within a multi-story apartment block: *"The kitchen is on the 1st floor, but the bedroom is on the 3rd floor."*

3. Measurement: Scale, Length, and Money
Building and living in a home requires a firm command of units of measurement. Substantive maths knowledge covers standard metric units (cm, m) and money denominations.

Standard Length Comparison: Knowing how to read a ruler or tape measure in centimetres and metres.
Learning Theme Link: Measuring the scale dimensions of toy architectural models, or comparing the heights of doors versus fences.
Monetary Values: Knowing the literal values of coins (1p, 2p, 5p, 10p, 20p, 50p, £1, £2) and combining them to find totals.
Learning Theme Link: Role-playing inside a "Hardware Shop" or "Estate Agent," where children must select specific coins to purchase building components like bricks (e.g., costing 15p) or window frames.

The Thematic Border: Maths vs. Humanities

To ensure rigorous learning, teachers must separate mathematical substantive knowledge (numerical computation and shape properties) from the factual knowledge of history or art design.

Substantive Art / History Knowledge	Substantive Mathematics Knowledge
Drawing a pattern of bricks because it looks like a traditional Victorian terrace house.	Identifying that a brick pattern forms a **repeating translational pattern** or tessellation using rectangles.
Knowing that castles built in the Norman era had deep stone moats around them for defence.	Comparing the **depth or capacity** of a model castle moat using water measured in litres or millilitres.
Knowing that different family structures require different styles of modern houses.	Creating a **tally chart and pictogram** to count the number of detached, semi-detached, and terraced houses in the local area.

Why Substantive Mathematics Knowledge Matters
If mathematics lessons within the learning theme are treated merely as a creative drawing exercise (e.g., "draw a house using a triangle"), children miss out on mathematical progression. Grounding the core numerical baseline within 'Homes and Houses' matters because:

It Prevents Visual Misconceptions in Geometry: Many children develop a rigid idea of shapes, believing a triangle only counts as a triangle if it rests perfectly flat on its base. By exploring complex house angles, roof pitches, and asymmetrical floor tiles, they realise a triangle remains a triangle regardless of its size, orientation, or rotation.

It Anchors Abstract Number Bonds in Reality: Finding pairs of numbers that add up to 10 or 20 becomes natural when children manipulate concrete household spaces. Calculating room configurations (e.g., *"If a house has 10 rooms total, and 3 are bedrooms, how many are not bedrooms?"*) turns number tracks into functional arithmetic.
It Builds Fluency for Key Stage 2 Statistics and Scaling: In Key Stage 2, children must scale measurements up or down using multiplication, read complex grid coordinates on maps, and interpret graphs with intervals of 5 or 10. They cannot achieve that analytical independence if they have not first secured the substantive mathematical fluency of reading basic numbers, sorting shapes, and handling simple units of measure in Key Stage 1.

Disciplinary Knowledge

While **substantive knowledge** covers the mathematical facts (such as shape properties, place value, and standard units), **disciplinary knowledge** in Key Stage 1 Maths focuses on **how a mathematician thinks and works**. It involves spotting real-world patterns, choosing the right tool to solve a practical problem, explaining mathematical reasoning, and trying alternative strategies when stuck. When exploring the **'Homes and Houses'** learning theme, **disciplinary knowledge** keeps maths active. It teaches young learners how to look at an environment—like a house or a street—and interrogate it using logic, spatial reasoning, and mathematical proof.

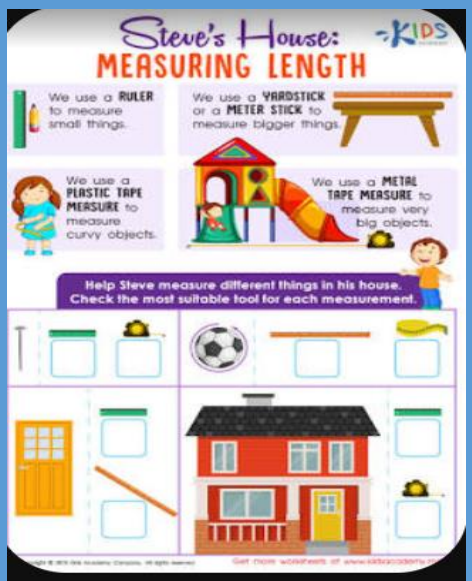
1. Conjecturing, Generalising, and Pattern Spotting

Disciplinary maths at Key Stage 1 involves looking at concrete data or a physical layout, identifying a repeating rule, and making a mathematical prediction (a conjecture) based on that rule.

The Disciplinary Action: Noticing structural patterns and forming a rule to predict what comes next.
Learning Theme Link (Street Layouts & Tessellation):
Street Patterns: While walking down a street, children spot that house numbers alternate. The disciplinary jump occurs when a child looks at a vacant lot or a missing door plaque and states a rule: *"Because number 14 is even, the next house on this side must be number 16."*
Tessellation: When analysing a brick wall or tiled bathroom floor, children don't just see shapes; they observe that rectangles fit together perfectly without overlapping or leaving spaces. They form a generalisation about how flat surfaces can be covered systematically.

2. Selecting Tools and Estimating Appropriately
Mathematicians must decide which tool is best suited for a physical task and use estimation as a validation check to make sure their calculated answer makes sense.

The Disciplinary Action: Choosing appropriate measurement tools based on scale and reasoning about rough sizes before measuring.
Learning Theme Link (The Surveyor's Challenge):
Faced with a model house, a blueprint layout, or a full-sized door, children must evaluate their options (ruler, metre stick, or tape measure). They learn that a standard ruler is ideal for a small window diagram but completely impractical for finding the perimeter of a garden.



Developing the disciplinary skill of selecting the correct measurement tool for different areas of a home..
Source: Kids Academy

3. Mathematical Reasoning and Proof
True mathematical discipline means moving past guessing. Children learn to show their working out and use logical language to explain *why* something must be true or false.

The Disciplinary Action: Using physical counter-examples or logical deduction to prove a statement.

Learning Theme Link (Sorting Shapes & Materials):
If a classmate asserts that *"all house roofs are triangles,"* a student using disciplinary skills will actively search for a counter-example. They might find a photo of an apartment block with a flat roof or a round yurt to disprove the statement.
When sorting 3D shapes to build a stable model home, children must justify their physical engineering choices using mathematical properties rather than aesthetic ones:
Substantive Fact: A sphere has a completely curved surface, while a cube has flat faces.
Disciplinary Reasoning: *"I cannot use a sphere as the foundation walls of my house **because** it has a curved surface and will roll, whereas a cube has flat faces that stack securely."*

Why Disciplinary Mathematics Knowledge Matters
If primary mathematics stays entirely abstract on a worksheet, children grow up viewing maths as a rigid system of memory rules rather than a flexible tool for understanding reality. Grounding disciplinary skills in 'Homes and Houses' matters because:

It Builds Spatial Problem-Solving: Architecture provides a concrete sandbox for spatial reasoning. When children physically manipulate 3D shapes to build model homes, they learn how shapes look from different angles, turn, and fit together. This directly supports geometry skills later in life.

It Teaches Error Correction and Resilience: Real world maths rarely works out perfectly on the first try. If a student estimates that a dollhouse couch will fit into a model room and finds it doesn't, they are forced into a disciplinary loop: re-evaluating their estimation, checking the numbers, and adapting their layout plan.

It Connects Mathematics to Daily Life: Using streets, rooms, and building materials helps children realise that maths isn't just a subject taught at a desk between 9:00 and 10:00 AM. They begin to see that builders, architects, postal workers, and town planners are all using mathematical thinking to structure the communities we live in.

Learning Objectives

Number and Place Value
Counting:
To count the number of windows, doors, bricks, or rooms in pictures of houses or in models.
To count in 2s, 5s, or 10s when counting pairs of windows, sets of bricks, or groups of houses on a street.
To identify one more or one less than a given number of houses or house features.

Reading and Writing Numbers:
To read and write numbers representing house numbers, or the number of items in a house (e.g., "There are 5 chairs in the living room").

Comparing and Ordering Numbers:
To compare the number of windows on different houses (e.g., "House A has more windows than House B").
To order houses by their house number or by the number of specific features.

Place Value:
To recognise the tens and ones in house numbers (e.g., in "24 Acacia Avenue," understanding 2 tens and 4 ones).

Addition and Subtraction
Solving problems:
To solve simple addition problems related to houses (e.g., "If a house has 2 upstairs windows and 3 downstairs windows, how many windows does it have in total?").
To solve simple subtraction problems related to houses (e.g., "There are 7 houses on the street, and 3 are terraced. How many are not terraced?").
To use concrete objects (e.g., building blocks) and pictorial representations (drawings of houses/features) to solve addition and subtraction problems.

Number Bonds:
To find number bonds to 10 or 20 using house features (e.g., "I need 10 bricks to build a wall. I have 7. How many more do I need?").

Multiplication and Division
Solving problems:
To solve simple multiplication problems by grouping objects related to houses (e.g., "If each house has 2 doors, how many doors do 3 houses have?").
To solve simple division problems by sharing or grouping house-related items (e.g., "If there are 6 biscuits and 2 children in the house, how many biscuits does each child get?").
To use arrays to represent groups of windows or bricks.
Fractions
Recognising and Naming Fractions:
To recognise and name half or a quarter of a house, a window, or a set of objects within a house (e.g., "Half of the roof is red," "A quarter of the windows are open").
To find half or a quarter of a quantity related to houses (e.g., "Half of the 8 houses on the street have gardens").

Measurement
Length and Height:

To compare and describe the length and height of different parts of a house or different houses (e.g., "The wall is longer than the door," "This house is taller than that house").
To measure the length or height of parts of a model house or objects within a classroom using non-standard units (e.g., footsteps, blocks) and then standard units (cm, m).

Mass/Weight:
To compare and describe the mass/weight of different building materials or furniture (e.g., "The brick is heavier than the wooden block").
To measure the mass of small house-related objects using non-standard units (e.g., balancing scales with cubes).

Capacity and Volume:
To compare and describe the capacity/volume of different containers found in a house (e.g., "The jug holds more water than the cup").
To measure the capacity of containers using non-standard units (e.g., counting cups to fill a bottle).

Time:
To sequence daily routines and events that happen at home (e.g., "First, I wake up, then I eat breakfast").
To tell the time to the hour and half past the hour, relating it to routines at home (e.g., "We eat dinner at half past 5").

Money:
To recognise and know the value of different denominations of coins and notes used for buying house-related items (e.g., play money for building materials or furniture).
To solve simple problems involving addition and subtraction of money in a practical context (e.g., "If a toy sofa costs 10p and a toy table costs 5p, how much do they cost altogether?").

Geometry: Properties of Shapes
Recognising and Naming Shapes:
To recognise and name common 2-D shapes (rectangles, squares, circles, triangles) found in houses (e.g., windows are rectangles, a clock face is a circle, roof gables can be triangles).
To recognise and name common 3-D shapes (cuboids, cubes, pyramids, spheres) that resemble houses or house features (e.g., a house is a cuboid, a roof can be a pyramid).

Describing Properties:
To describe the properties of 2-D shapes found in house designs (e.g., "A square window has 4 equal sides and 4 right angles").
To describe the properties of 3-D shapes that make up houses (e.g., "A cuboid house has 6 faces, 12 edges, and 8 vertices").

Sorting and Comparing:
To sort and compare different shapes based on their properties, relating them to house components.

Geometry: Position and Direction
Describing Position:
To use everyday language to describe the position of objects within a house or on a street map (e.g., "The sofa is *in front of* the TV," "The car is *next to* the house," "The cat is *under* the table").

To use directional language (e.g., "left," "right," "up," "down," "forwards," "backwards") to navigate around a drawing of a house or a simple map of a neighbourhood.

Movement and Turns:
To describe movement and turns (whole, half, quarter, three-quarter turns) within a house or garden (e.g., "Turn a quarter turn to face the door," "Walk forwards 3 steps to the kitchen").
To give and follow simple directions to move a toy around a "house" or "street" on a mat.

Statistics
Interpreting and Constructing Data:
To collect and present data about houses or house features in simple pictograms, tally charts, or block diagrams (e.g., "How many houses have a red door?", "Types of roofs on our street").
To ask and answer questions about the data collected (e.g., "Which door colour is most popular?").

Lesson Ideas

This 6-week Key Stage 1 medium-term plan integrates core strands of the **National Curriculum for Mathematics** into the **'Homes and Houses'** learning theme. It balances substantive mathematical facts (shape properties, place value, units of measure) with disciplinary problem-solving.

Block 1: Architectural Geometry & Place Value (Weeks 1-3)
Week 1: Shape Blueprint — Identifying 2D & 3D Shapes
Focus Strand: Geometry (Properties of Shapes)
Substantive Knowledge:
Concepts: 2D shapes are flat; 3D shapes have depth. A square has 4 equal sides and 4 vertices (corners). A cuboid has 6 faces, 8 vertices, and 12 edges.
Vocabulary: 2D, 3D, square, rectangle, triangle, circle, cube, cuboid, cylinder, face, vertex/vertices, edge.
Disciplinary Problem Solving:
Skill: Deconstructing a complex physical structure into its base geometric components.

Activity:
The Shape Architect: Children inspect drawings of houses to spot 2D shapes. They trace rectangular walls, triangular roof pitches, and square windows.
3D Block Construction: Using wooden block sets, children physically build a model house. They must explicitly name the solid shapes they are using:
*"I am using a **cuboid** for the main house, a **triangular prism** for the roof, and a **cylinder** for the chimney."*
The Property Sort: Children complete a table sorting household objects based on how many faces or vertices they possess.
Assessment Indicator: Can the child identify a 3D shape (like a cylinder) within a real-world object (like a chimney or a support pillar)?

Week 2: Number Street — Place Value to 100
Focus Strand: Number and Place Value
Substantive Knowledge:
Concepts: Two-digit numbers are partitioned into tens and ones. The position of a digit determines its value.
Vocabulary: Tens, ones, place value, partition, greater than, less than, digit.
Disciplinary Problem Solving:
Skill: Sequencing and positioning numbers accurately along a continuous spatial scale or baseline.

Activity:
Building Numbers with Bricks: Children look at two-digit house numbers (e.g., Number 34 and Number 43). They use Base 10 blocks (tens rods and ones cubes) to build the physical representation of those houses, seeing clearly that 43 is larger than 34.
Street Number Ordering: Hang up a washing line marked "Number Street". Children are given house plaques with random numbers up to 100 and must work together to order them sequentially from smallest to largest.
Comparing Plots: Children use comparison symbols to compare pairs of house numbers on a street grid (34 < 43).
Assessment Indicator: Can the child correctly identify how many tens and ones are in a two-digit house number without flipping the digits?

Week 3: Walking Down the Street — Odd & Even Numbers
Focus Strand: Number Patterns (Odd and Even)
Substantive Knowledge:
Concepts: Even numbers can be shared equally into two groups and end in 0, 2, 4, 6, 8. Odd numbers leave a remainder of 1 and end in 1, 3, 5, 7, 9.
Vocabulary: Odd, even, pair, equal sharing, pattern, alternate.
Disciplinary Problem Solving:
Skill: Identifying, predicting, and continuing a systematic alternating pattern found in a real local environment.

Activity:
The Shared Brick Test: Give children different quantities of "bricks" (Unifix cubes). They try to stack them in equal pairs. If a brick is left over without a partner, that house number is designated as *odd*.
Street Map Layout: Children create a model street map layout. Following the traditional British system, they place all the *even* numbered houses on the left side of the street and all the *odd* numbered houses on the right side.

STREET NUMBER MAP						
ODD SIDE - RIGHT			⟷	EVEN SIDE - LEFT		
1	3	5	STREET	2	4	6

Missing Mail Delivery: Children act as postal workers. They are given a sequence with missing house numbers (e.g., 12, 14, _, 18, _) and must use their knowledge of the even-number counting pattern to fill in the blanks.
Assessment Indicator: Can the child instantly tell whether a large house number (e.g., 78) is odd or even simply by looking at the final ones digit?

Block 2: Architectural Measurement & Local Data (Weeks 4-6)
Week 4: The Surveyor's Tape — Measuring Length & Height
Focus Strand: Measurement (Length, Height, and Units)
Substantive Knowledge:
Concepts: Centimetres (cm) are smaller standard units used for small objects; metres (m) are larger standard units used for spaces and structures.

Vocabulary: Measure, length, height, centimetre (cm), metre (m), ruler, tape measure, compare, taller, shorter.
Disciplinary Problem Solving:
Skill: Selecting the correct standard measuring tool and unit scale appropriate to the size of the architectural target.

Activity:
Tool Selection Challenge: Present children with a standard 30cm ruler and a long metre stick. Ask: *"Which tool should we use to measure a toy dollhouse window? Which tool should we use to measure the height of our classroom door?"*
Model House Survey: Children use rulers to measure the dimensions of small model houses in centimetres. They record the wall height, door width, and roof slant.
Human House Measurements: Move to a larger scale. Children use metre sticks to measure the lengths of rugs, the width of the playhouse, or the boundary length of a garden plot, recording values to the nearest whole metre.
Assessment Indicator: When using a ruler or tape measure, does the child remember to align the edge of the object precisely with the 0cm mark rather than the physical edge of the plastic?

Week 5: The Extension Blueprint — Estimating & Comparing Length
Focus Strand: Measurement Comparison & Estimation
Substantive Knowledge:
Concepts: Estimation is a reasoned mathematical guess based on structural context. Lengths can be added together or subtracted to find the difference between objects.
Vocabulary: Estimate, calculate, difference, total, sum, subtract, longer than, shorter than.
Disciplinary Problem Solving:
Skill: Estimating physical sizes using a known spatial baseline benchmark before checking the measurement mechanically.

Activity:
Architect's Guess: Show children a window panel. Children learn to estimate its length by comparing it to their own hand span (knowing their hand is roughly 10cm across). They record their estimate, then measure it exactly to check their proximity.
The House Extension Problem: Show a floor plan layout. *"The current living room is 4m long. The builders add an extra 3m extension. What is the total length of the room now?"* Children write out the addition maths statement (4m + 3m = 7m).
The Window Gap: Children calculate differences in height between architectural features. *"The front door is 90cm tall. The ground-floor window is 60cm tall. How much taller is the door than the window?"* (90cm - 60cm = 30cm).
Assessment Indicator: Can the child calculate the difference in length between two objects using a clear subtraction strategy?

Week 6: Our Local Street Survey — Data Handling
Focus Strand: Statistics (Data Interpretation and Display)
Substantive Knowledge:

Concepts: A tally chart records counts efficiently in groups of 5. A pictogram uses visual icons to compare discrete categorical frequencies.
Vocabulary: Data, survey, tally chart, frequency, pictogram, block diagram, popular, category, total.
Disciplinary Problem Solving:
Skill: Collecting raw local data systematically and converting it into a structured visual format to solve an environmental query.

Activity:
Neighbourhood Fieldwork (or Image Survey): Children observe a street array of residential properties. They use a tally chart to record the frequency of different house types: *Detached, Semi-Detached, Terraced, or Apartment Blocks*.
Constructing the Street Pictogram: Back in class, children convert their raw tallies into a physical pictogram. Each house type is represented by a small paper sticky-note cut-out of a house (where 1 picture symbol = 1 house).
Data Analysis: Children use their completed charts to answer specific statistical questions:
"Which style of house is the most common on our street?"
"How many more terraced houses are there than detached houses?"
"What is the combined sum total of all the homes we counted?"
Assessment Indicator: Can the child independently read a pictogram or tally chart to find the difference between the most popular and least popular categories?

Other Information, Ideas and Resources

Counting Windows and Doors:
Activity: Children can count the number of windows and doors in their own homes, in pictures of houses, or in drawings they create. They can compare the number of windows and doors. You could also ask them to count windows on different floors.
Maths Skills: Counting, number recognition, comparing quantities, understanding the concept of floors.

Shape Hunt in a House:
Activity: Children can go on a "shape hunt" around their home or in pictures of houses, identifying and naming 2D shapes they can see (e.g., rectangular doors and windows, square tiles, circular plates, triangular roofs in drawings).
Maths Skills: Recognising and naming 2D shapes (circles, squares, triangles, rectangles), identifying shapes in the environment.

Measuring Rooms and Furniture (Non-Standard Units):
Activity: Children can use non-standard units like their feet, hands, or building blocks to measure the length or width of a room, a table, or a bed. They can compare the measurements of different objects.
Maths Skills: Measurement using non-standard units, comparing lengths and widths, understanding the concept of size.
Sorting Household Objects:
Activity: Provide a collection of safe household objects (e.g., socks, toys, cutlery). Children can sort them into different groups based on various criteria, such as colour, size, or type. This can be linked to items found in different rooms of a house.
Maths Skills: Sorting, classifying, identifying attributes, using Venn diagrams (for older KS1).

Sharing Items in a House:
Activity: Create simple sharing word problems related to items in a house:
"There are 4 people in the house and 8 biscuits. How many biscuits does each person get if they share them equally?"
"If there are 3 bedrooms and 6 beds, how many beds are in each bedroom if they are shared equally?"
Maths Skills: Introduction to division (sharing), counting, problem-solving.

Creating Patterns with Household Items or House Features:
Activity: Use small household items like coloured blocks, buttons, or even drawings of windows and doors to create simple repeating patterns. Children can copy, continue, and create their own patterns.
Maths Skills: Identifying and continuing patterns, creating own patterns, understanding the concept of repetition.

Considerations for Implementation

Courageous Advocacy

It's all about empowering those young voices to speak up for what they believe in regarding their homes and the homes of others. These are some ideas, focusing on their level of understanding and ability to take action:

Focusing on Their Own Homes & Needs:
"My Happy Home": Encourage children to think about what makes their home special and safe. They can then create artwork, poems, or simple presentations to share these ideas. The courageous part comes when they identify something that *could* be better, even in a small way (e.g., "I wish we had a quieter space to read," or "It would be great if my friend who visits could reach the light switch"). They can then discuss these ideas respectfully with their families.
"Everyone Needs a Home": Read stories about different types of homes and families. Discuss how everyone deserves a safe and comfortable place to live. Children can then create drawings or messages of support for people who might not have a home, perhaps displayed in the classroom or shared with a local charity. The courage here is in acknowledging a difficult issue and showing empathy.

"Our Class Home": Treat the classroom as a shared home. Encourage children to identify things that make it a good space for everyone (e.g., tidy, welcoming, having resources). If something isn't working, guide them to suggest solutions respectfully during circle time. This builds their confidence in suggesting changes within a safe environment.

"Homes Around the World": Explore diverse homes globally. Discuss how different cultures build homes based on their needs and environment. This fosters understanding and respect for different ways of living. Courageous advocacy can come from challenging stereotypes or misconceptions about homes that are different from their own.

Expanding to the Wider Community:
"Helping Our Community": Discuss how some people in their community might not have a safe or warm home. Brainstorm simple ways they could help, such as collecting warm clothes or toys for a local shelter (with adult guidance and permission, of course). The courage is in taking action to support others.

"Making Our Street Safer": Focus on their immediate surroundings. Discuss things that make their street a good place to live. If they identify something that could be improved (e.g., litter, lack of safe places to play), they can create posters or drawings to raise awareness (again, with adult support).

"Building a Better Future": Introduce the concept of eco-friendly homes and saving energy. Children can learn simple ways to be more sustainable at home and create artwork or messages to encourage others to do the same. This involves advocating for a better future for everyone.

"Sharing Our Voices": Encourage children to write letters or draw pictures for local councillors (with teacher support) about things that matter to them regarding homes and their community, such as the need for more green spaces or safer roads. This teaches them how to communicate their ideas to people in authority.

Important Considerations for Implementation:
Keep it Concrete: Focus on things they can see and understand in their daily lives.
Keep it Positive: Frame advocacy around making things better, rather than just focusing on problems.
Provide Support: Ensure they feel safe and supported to express their ideas.
Focus on Small Actions: Even small acts of kindness or raising awareness can be courageous advocacy for EYFS & KS1 pupils.
Connect to Curriculum: Link these ideas to their learning about homes, families, and communities.

Developing Spirituality

These are some ways to weave in those deeper questions and connections for Key Stage 1 children:

Focusing on Belonging and Security:
Our Safe Place: Discuss what makes their own home feel safe and special. What sounds, smells, or feelings do they associate with comfort? This can lead to a discussion about how everyone needs a safe place and how we can help others feel safe too.
The Heart of the Home: Talk about the people who live in their house. What roles do they play? How do they care for each other? This can introduce the idea of love, kindness, and the importance of relationships within a family unit.

Different Homes, Same Feelings: Show pictures or read stories about different types of homes around the world. Discuss how, even though they look different, they all provide shelter and a sense of belonging for the people who live there. This fosters empathy and understanding of diverse lives.

Exploring Wonder and Connection:
Building with Care: If you have building blocks or natural materials, encourage children to build a "special" house. Talk about the care and thought that goes into creating a home. This can link to the idea of how everything in the world is made with care (by people or nature).

Looking Closely: Take a walk around the school or local area and observe different houses. Encourage children to notice the details – the colours, the shapes, the materials. This can spark curiosity and appreciation for the world around them.

Homes for Animals: Discuss where different animals live – nests, burrows, shells. How are these "homes" suited to the animals' needs? This can introduce the concept of nature providing for its creatures and our responsibility to care for the environment.

Nurturing Reflection and Stillness:
Quiet Corners: Create a designated quiet corner in the classroom with soft cushions and perhaps some natural objects. Encourage children to spend a few moments there thinking about what makes them feel peaceful or happy in their own homes.

Storytelling and Imagination: Read stories about homes that have a special quality or feeling. Encourage children to imagine their own "dream home" and what makes it so special to them. This can tap into their inner world and values.

Thankfulness for Our Homes: Lead a simple reflection where children think about one thing they are thankful for about their home. This encourages gratitude and appreciation for what they have.

Connecting with Others:
Sharing Our Homes (Respectfully): If appropriate and with permission, children could draw pictures or write simple descriptions of their homes to share with the class. This can build connections and understanding between classmates.

Helping Hands: Discuss ways we can help keep our homes tidy and cared for. This can extend to thinking about how we can help care for our school or community spaces.

Remember to keep the language simple, use concrete examples, and allow plenty of time for discussion and sharing. The key is to tap into their natural curiosity and help them make connections between their own experiences and broader spiritual concepts like belonging, love, wonder, and gratitude. Let me know if you'd like more specific ideas!

Other Ideas

Extra-curricular ideas for Key Stage 1 pupils about 'Homes and Houses' in the local area, incorporating local elements and opportunities:

Homes and Houses: North Norfolk Explorers
Theme: Exploring different types of homes and materials, past and present, in North Norfolk.

Core Activities:
Local Material Detectives:
Activity: Go on a scavenger hunt around the school grounds or a local area (with permission and supervision) to find different natural materials that could be used for building (e.g., small pebbles, twigs, leaves, sand, clay if safely accessible). Discuss which parts of North Norfolk's traditional houses these might represent (flint, thatch, timber).
Extension: Create small "houses" using these collected natural materials. This could be done as a collaborative outdoor art project. Discuss the challenges and benefits of building with natural materials.
Local Link: Talk about traditional Norfolk flint cottages, thatched roofs, and the use of local timber. Happisburgh's website has a good overview of local building materials like flint, brick, and thatch.

Museum Explorers: A Glimpse into Old Norfolk Homes:
Cromer Museum: This museum has a "cosy Victorian fisherman's cottage" display where children can imagine what life was like in a historic North Norfolk home. It's a fantastic hands-on way to explore how homes have changed.

Walsingham Shirehall and Bridewell Prison: While not strictly "homes," the Shirehall offers a glimpse into a historic public building and courtroom. The Bridewell Prison is almost unaltered and could offer a contrasting view of a "house" of confinement, sparking discussions about different purposes of buildings.

Gressenhall Farm and Workhouse: This museum provides a fascinating look into a historic workhouse, which served as a home for many. This could open discussions about different kinds of "homes" and community living.

Build a Miniature Norfolk Village:
Activity: Encourage children to design and build miniature houses inspired by North Norfolk architecture (e.g., flint walls, red brick, thatched roofs, colourful seaside houses). They can use recycled materials (cardboard boxes, plastic bottles, fabric scraps) and incorporate natural elements collected previously.
Extension: Create a "village" layout, including roads, gardens, and perhaps even miniature versions of local landmarks like lighthouses or piers. This encourages spatial awareness and planning.
Craft Link: Consider visiting places like **Alby Crafts & Gardens** or **Wroxham Barns** for inspiration or to see local craftspeople at work. While they might not have specific "homes and houses" workshops, seeing various materials and artistic processes could spark ideas for the children's own creations.

"My Dream North Norfolk Home" Art & Design:
Activity: Children draw, paint, or create collages of their ideal home in North Norfolk. Encourage them to think about what makes a home special to them (e.g., a garden, a view of the sea, a play area) and incorporate local features or materials they've learned about.
Discussion: Share their designs and explain their choices. This promotes imagination and personal connection to the Learning Theme.

Storytelling and Role-Play: Life in a North Norfolk Home:
Activity: Read stories set in different types of homes or about family life. Encourage children to act out daily routines in a North Norfolk home from the past (e.g., a fisherman's family, a farmer's family) or present.
Resource: Explore books about local history or traditional Norfolk life for inspiration.

Potential Partnerships & Visits:
National Trust Properties (e.g., Blickling Estate, Felbrigg Estate, Oxburgh Estate): While not exclusively about "homes," these estates offer a chance to see grand historic houses, gardens, and architecture. They often have family-friendly trails and activities that could be adapted to focus on the structure and history of the buildings. For example, at Oxburgh Estate, they have a "dress up as a builder" activity linked to a roof restoration project, which could be very engaging.
Local Libraries: Check for books, resources, or even local history talks related to homes and architecture in North Norfolk.

Local Architects or Builders: Invite a local architect or builder to talk to the children (age-appropriately) about how houses are designed and built. They could bring examples of materials or plans.

"Doodle Pots" (Holt): While not directly about "homes," a pottery painting session could be themed around creating house-shaped items or decorating tiles that could be part of a miniature house.

The Creation Station (North Norwich - may have local workshops or in-school visits): They offer a variety of arts and crafts classes for children, some of which might be adaptable to a **'Homes and Houses'** learning theme.

Tips for Implementation:
Hands-on and interactive: Children learn best by doing.
Keep engaging: Use games, stories, and creative activities.
Break down complex ideas: Simplify concepts like architecture or history into digestible parts.
Encourage questions and discussion: Foster curiosity and critical thinking.
Safety first: Always prioritise safety, especially when collecting natural materials or going on excursions.
Link to their own experiences: Connect the learning to their own homes and the places they live.