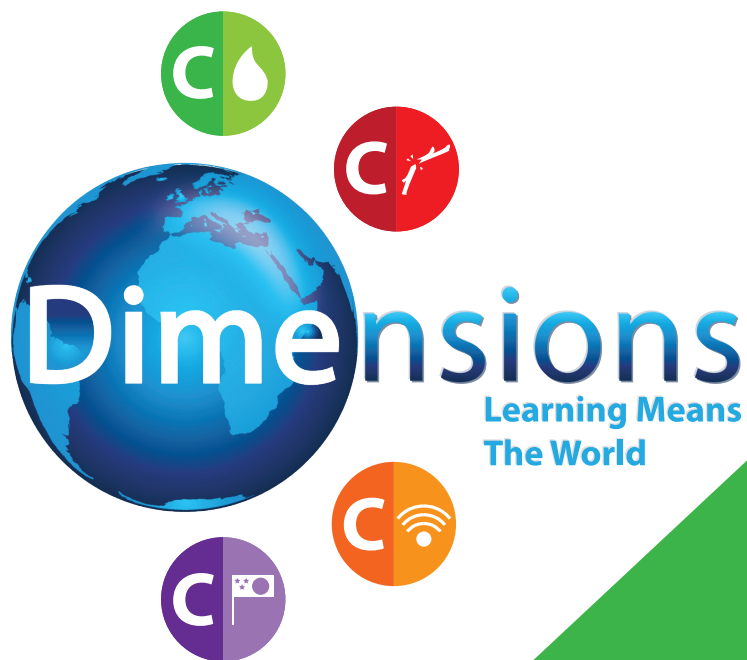




# No Place Like Home

Looking After Things



Explorers 2



## All Kinds of Houses and Homes

# No Place Like Home

## Contents



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## Resources

- Choice of storybooks
- <http://amzn.to/1pYT6L9> - Two Homes by Claire Masurel / Mum and Dad Glue by Kes Gray / Living with Mum and Living with Dad: My Two Homes by Melanie Walsh
  - <http://amzn.to/1xQWIEG> - The Old Woman Who Lived in a Shoe by Russell Punter
  - <http://amzn.to/1ztDBwH> - Choice of: House and Home (F) (NF) & Rhyme
- Choice of sites linked to home / families:
- <https://www.bbc.co.uk/cbeebies/watch/topsy-and-tim-new-home> - (Video clip) Topsy and Tim's New House

## Learning Pathway

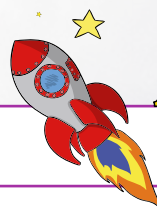
- Experimental**  
I can investigate using resources provided for me.
- Curious**  
I can ask my own questions.
- Confident**  
I can make mistakes without worrying about failure.
- Co-operative**  
I can explain my ideas to others.



# Week One My House



## Launch Pad



Take photos of your house, inside and outside, to share with the pupils. Put the image up on the whiteboard / screen and discuss what they can see. Bring in a familiar item shown in one of the photos and ask the pupils if they recognise it. What is it used for? Did they notice it in any of the photos? Show them the item in the photo and discuss why it is in that room e.g. remote control for TV - Why is it not in the bathroom?

Then, use the pictures provided to discuss whether the items they can see can be found in their house and, if so, where. Watch the FunKey film.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- hold conversations when engaged in back-and-forth exchanges with their teacher and peers
  - participate in class discussions, offering their own ideas, using recently introduced vocabulary
- Give pupils labels linked to different parts of a house e.g. roof, window, path, garage and ask pupils to help each other to match the images to the labels. Discuss what each of the parts is and ask the pupils to share information about each part in relation to their own house e.g. my house has a garage with a blue door. Can the pupils give examples of how their family looks after the house e.g. sweep the path, paint the garage door?

## Physical Development

### GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as, running, jumping, dancing, hopping, skipping and climbing

Think about games that are commonly played in the garden e.g. cricket, football, catching and throwing. Ask pupils to suggest why these games are played outside and not indoors. We need to look after things at home and try not to break them. Set up activities (outside if possible) that enable pupils to participate in some of these games.

### FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery

Use scissors to cut out shapes to make a house. Use different materials e.g. paper, felt.



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# Week One My House



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10, including the composition of each number
- verbally count beyond 20, recognising the pattern of the counting system

What is their house number? Order house number cards. Can they say which is the smallest / largest number? Which number comes before / after / between?

## Literacy

### WORD READING / COMPREHENSION

- demonstrate understanding of what has been read to them by retelling stories using their own words
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Use the story 'Peace at Last' by Jill Murphy, set in the bears' home, to develop auditory discrimination and memory. Good for re-enforcing phonics work. Create a storysack for pupils to use independently.

### WRITING

- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Pupils are to draw their own bedroom and write some labels / captions / sentences about it, depending on ability. Explain their work to a small group or a friend. They must also say how they look after their bedroom e.g. keep it tidy and why this is important.

## Understanding the World

### PAST AND PRESENT

- talk about the lives of the people around them and their roles in society
- understand the past through settings, characters and events encountered in books read in class
- understand and use language related to the passing of time (Hi KB)
- state examples of change (Hi KB)

Ask the pupils, who delivers the post to your house? Look at an envelope that has been used. Identify the different the features on it. Explain that we have an address for every house. How is this helpful to the postman? Do they know their address? Pupils are to copy / write their address on a postcard which can then be posted or displayed. They can draw a picture of their house on the reverse side of the card. Discuss with the pupils how things have changed. How did letters get to people before the postmen? (refer to the story, 'The Jolly Postman' by Allan Ahlberg)



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# Week One My House



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- identify a range of colours and simple art techniques e.g printing, painting, drawing (Ar KB)

Provide samples of different wallpaper for pupils to look at, touch and describe. Which is their favourite? Why? Look at the three samples - who do you think they might belong to? Who would choose this wallpaper? Ask pupils what image they would like on their wallpaper. They are then to create a pattern using the image. Help the pupils display the wallpaper patterns by pasting and hanging them.

## Continuous Provision Planner

| Area             | Learning Focus                                                                                                 | Activity                                                                                  | Adult Role                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Imaginative Play | <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters</li></ul> | Set up a home corner. Pupils can decide on which room it should be.                       | Add enhancements, including props linked to different cultures.         |
| Toys and Tubs    | <ul style="list-style-type: none"><li>• offer explanations for why things might happen</li></ul>               | Washing the dishes<br>Use water tray to clean plates etc. Dry them using towels or racks. | Encourage pupils to observe drying process - changes from wet to dry.   |
| Construction     | <ul style="list-style-type: none"><li>• share their creations, explaining the process they have used</li></ul> | Build their own house using construction materials available.                             | Add in teacher's house photos for pupils to copy or generate own ideas. |
| Motor Skills     | <ul style="list-style-type: none"><li>• be confident to try new activities and show independence</li></ul>     | Build a house using 2D shapes. Pupils can name the shapes used in their picture.          | Help pupils with naming shapes.                                         |
| Outdoor Learning | <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters</li></ul> | Create outdoor 'home' areas using furniture, boxes, crates and planks.                    | Supervise play and help pupils with decision-making.                    |



W Issues

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# Week One My House



## Making it Personal...

- Ask the pupils to **predict** which item they think gets lost most often at home (keys, mobile phones, pens and glasses are the most common, in that order!)
- Why do they think this is?
- How can they help to look after things around the house?

## Core Vocabulary

|              |           |         |               |
|--------------|-----------|---------|---------------|
| house / home | garden    | live    | village       |
| bedroom      | window    | sleep   | detached      |
| lounge       | roof      | family  | semi-detached |
| kitchen      | door      | address | bungalow      |
| bathroom     | room      | street  | flat          |
| garage       | furniture | road    |               |

## Practitioner Notes



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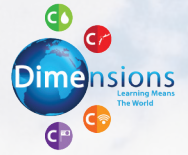
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# Week One My House

## Practitioner Notes



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# Explorers Catalyst Question

## How many rooms are in your house?





# Week Two Different Kinds of Houses



## Launch Pad



Walk down the street where the school is located and ask the pupils to look carefully at the different types of houses they can see. Using a camera or device with camera facility, ask the pupils to identify and photograph different kinds of houses e.g. bungalow, semi-detached, large, small. How are houses different? Print the photos off and discuss with the groups their observations. Draw or paint one of the houses identified. Watch the FunKey film.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- participate in class discussions, offering their own ideas, using recently introduced vocabulary
- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

During the Launch Pad activity, encourage pupils to talk about what they can see and ask questions relating to the different types of houses.

Ask pupils to sit in a circle and play cumulative game "My house has \_\_\_\_". The first pupil begins with the statement "My house has \_\_\_\_", filling in the blank. For example, "My house has a green door." The next person then repeats the statement and adds in their own. For example, "My house has a green door and a hanging basket." They have to remember each others' house features and add their own. It gets more difficult the further round the circle it goes.

## Physical Development

### GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Pupils should be encouraged to develop actions, in small groups, linked to the story and include them when the story is read aloud to them e.g. huffing and puffing, slamming, stamping etc. They could then sequence the movements to create a simple dance.

### FINE MOTOR SKILLS

- hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Write messages to the Wolf from the Three Pigs e.g. Keep Out, Go away!



Issues

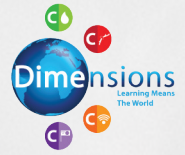
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# Week Two Different Kinds of Houses



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10, including the composition of each number
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Use the image sheet provided to create sets of different types of houses. Pupils are to count the number of houses shown in the image and then match number cards to the sets. Then, ask the pupils questions about the number of house in each set e.g. which set has less than this set?

## Literacy

### WORD READING / COMPREHENSION

- demonstrate understanding what has been read to them by retelling stories
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Use the 'Three Little Pigs' story and discuss the differences between the three houses. Find as many different versions of the story as possible and compare.

### WRITING

- spell words by identifying sounds in them and representing the sounds with a letter or letters
- Shared writing - create a fourth Little Pig and discuss ideas for his / her house e.g. what it is made of. Draw and write about it to explain their ideas.

## Understanding the World

### PEOPLE CULTURE AND COMMUNITIES

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- know the names of places in their immediate locality and say what those places are like (Ge KB)

Look at the local area pictures and maps. Create a class scrapbook, choosing which images to include and writing labels / captions / sentences to give information to the reader.



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# Week Two Different Kinds of Houses



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- name different types of buildings and some of their features e.g. roof, steeple, door (Ar KB)
- know what they are designing and making and say what its purpose is (DT KB)
- know the names of simple construction tools and equipment (DT KB)

Using the photographs and drawings of houses seen on the walk (launchpad activity), re-create them as 3D models. Ensure pupils look closely and match, for example, door colour, number of windows.

## Continuous Provision Planner

| Area             | Learning Focus                                                                                                                            | Activity                                                                                                 | Adult Role                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Imaginative Play | <ul style="list-style-type: none"> <li>• invent, adapt and recount narratives and stories with peers</li> </ul>                           | Change the home corner into one of the Three Pigs' houses.                                               | Provide artefacts to re-tell the story. Help to develop the narrative.             |
| Toys and Tubs    | <ul style="list-style-type: none"> <li>• work and play cooperatively and take turns with others</li> </ul>                                | Place laminated images of houses in the sand for pupils to find and talk about.                          | Discuss the different houses they find and develop vocabulary.                     |
| Construction     | <ul style="list-style-type: none"> <li>• share their creations, explaining the process they have used</li> </ul>                          | Make the Three Pigs' houses using materials available.                                                   | Pupils to explain their choices to an adult.                                       |
| Motor Skills     | <ul style="list-style-type: none"> <li>• write recognisable letters, most of which are correctly formed</li> </ul>                        | Use cubes or similar to measure the houses in the images provided. Label the house using new vocabulary. | Assist with vocabulary and letter formation.                                       |
| Outdoor Learning | <ul style="list-style-type: none"> <li>• have a deep understanding of a number to 10, including the composition of each number</li> </ul> | Create outdoor paintings or drawings of a street. Number the houses.                                     | Encourage recall, based on the walk. Use numbers to support mathematical learning. |



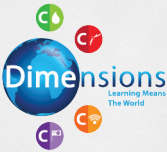
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# Week Two Different Kinds of Houses



## Making it Personal...

- Ask the pupils how we can **deduce** if a house is well looked-after. What kind of things do we look for?
- Why is it important, when we are round at other people's houses, to take care of their things?
- How can we show respect for others' property?

## Core Vocabulary

|               |          |         |
|---------------|----------|---------|
| house / home  | large    | tallest |
| detached      | small    | taller  |
| semi-detached | street   | local   |
| bungalow      | respect  | area    |
| flat          | property |         |
| rooms         | tall     |         |

## Practitioner Notes



Issues

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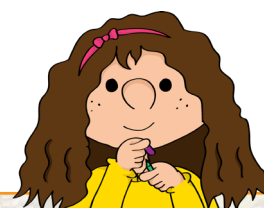
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# Week Two Different Kinds of Houses

## Practitioner Notes



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# Week Three Pets' Homes



## Launch Pad



Find as many different pet homes as possible (or use photos) and bring them in to the classroom to show the pupils.

Some suggestions might be dog basket, fish bowl / tank, cat bed, hamster cage, reptile tank.

You may think of others. Ask the pupils:- Would you sleep here? Why not? Who would sleep here? Where do you sleep?"

A home has to be fit for purpose; use this statement as the basis for examining the differences between pet homes and our homes, focusing on size, shape and general suitability. Part of looking after a pet is providing it with an appropriate home.

Watch the FunKey film.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant questions during whole class discussions
- make comments about what they have heard and ask questions to clarify their understanding
- express their ideas and feelings about their experiences using full sentences

Bring in photos of their pets or invite a person in with their pet to talk about general pet care and where the animal lives. Encourage pupils to ask questions and share their own experiences.

## Physical Development

### GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Explore with the pupils how different pets move. Encourage them to use actions and ask the others to guess which animal they are representing.

### FINE MOTOR SKILLS

- begin to show accuracy and care when drawing

Design a poster to show how to care for a pet. Encourage the pupils to take care with their drawings so that they are clear for others to see.



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# Week Three Pets' Homes



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- verbally count beyond 20, recognising the pattern of the counting system

Who has got a pet? Count up the number of pets / different animals. Does anyone have a tortoise? Use a less common pet like this to introduce the concept of 'zero'. Add one more to each number, then take away to find one less.

## Literacy

### WORD READING / COMPREHENSION

- read words consistent with their phonic knowledge by sound-blending
- use and understand recently introduced vocabulary

Read and match pet animal names and photographs. Then, add in sentences to match to the photographs e.g. The dog sleeps in a cosy bed.

### WRITING

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters

Use the photos of pets provided for pupils to add labels and captions.

## Understanding the World

### THE NATURAL WORLD

- explore the natural world around them, making observations and drawing pictures of animals and plants

Ask pupils where pets come from. Visit a pet shop or invite someone who owns a pet shop to come in to school. Pupils can then draw a picture of an animal that you can buy from the pet shop. Encourage them to write a label or caption for their picture.



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# Week Three Pets' Homes



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used

In groups, design and make a shoebox home for a pet. Think about what the pet would need and choose the best materials available. Remind the pupils that it's OK if they have to make and then remake the model if they don't get it right at first.

## Continuous Provision Planner

| Area             | Learning Focus                                                                                                                                     | Activity                                                                                 | Adult Role                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Imaginative Play | <ul style="list-style-type: none"> <li>• make use of props and materials when role playing characters</li> </ul>                                   | Add pets to the home corner. Let the pupils choose which ones to include.                | Encourage them to show care and concern for the animals.                                         |
| Toys and Tubs    | <ul style="list-style-type: none"> <li>• demonstrate strength, balance and coordination</li> </ul>                                                 | Catch fish with nets or rods from the 'tank'. Sort them by colour , attached number etc. | Help pupils develop hand / eye co-ordination and sorting skills.                                 |
| Construction     | <ul style="list-style-type: none"> <li>• share their creations, explaining the process they have used</li> </ul>                                   | Build a kennel for a toy dog, showing awareness of size and shape.                       | Ensure pupils make the kennel an appropriate size.                                               |
| Motor Skills     | <ul style="list-style-type: none"> <li>• spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul> | Make Playdoh pets and write a name label and / or description.                           | Add enhancements, as necessary, guided by the pupils.                                            |
| Outdoor Learning | <ul style="list-style-type: none"> <li>• use everyday language related to money</li> </ul>                                                         | Set up an outdoor pet shop, selling pet homes and accessories.                           | Help with setting up the shop and resource appropriately e.g. toy money, receipts (mark-making). |





# Week Three Pets' Homes



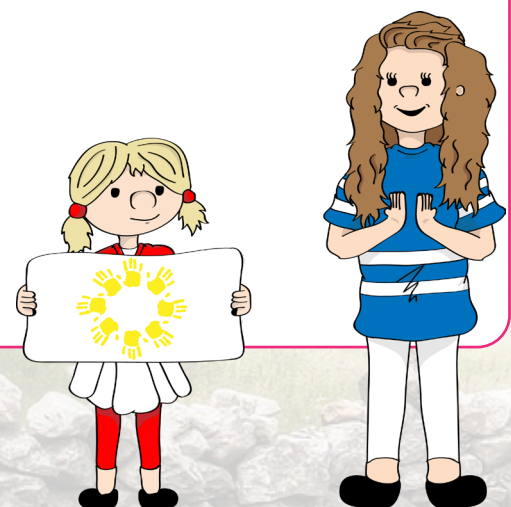
## Making it Personal...

- In their **opinion**, what do the pupils think is the best / worst thing about having a pet?
- Has anyone in the class promised to help look after a pet and then broken their promise?
- Looking after things can take effort and time. Have any of the pupils ever looked after something for someone else and lost it? How did they feel?

## Core Vocabulary

|         |             |        |
|---------|-------------|--------|
| pet     | care        | collar |
| animals | suitability | lead   |
| home    | kennel      | bowl   |
| habitat | tank        |        |
| diet    | cage        |        |
| vet     | bed         |        |

## Practitioner Notes



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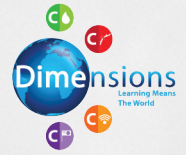


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# Week Three Pets' Homes

## Practitioner Notes

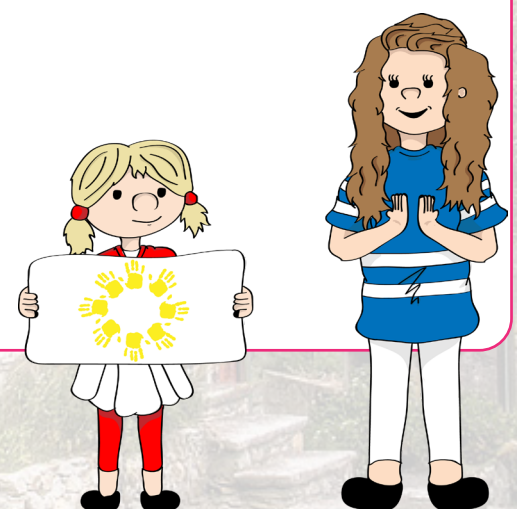


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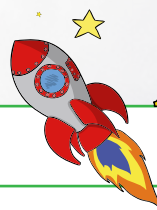




# Week Four Wild Animals' Homes



## Launch Pad



Watch the FunKey film. It features birds on a nest, giraffes in the jungle, a squirrel in a tree and sharks in the sea. Stop on each animal and discuss where they live. Compare with where we live. Learn the poem, '**Animals Need Homes**'.

### Poem

Squirrel in a tree,  
Shark in the sea,  
Animals need homes, Like you and me.

Lion in a den,  
Pig in a pen,  
Animals need homes, Like you and me.

Rabbit in a hole,  
With Mr Mole,  
Animals need homes, Like you and me.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- listen attentively and respond to what they hear with relevant actions when being read to in class discussions
  - participate in class discussions, offering their own ideas, using recently introduced vocabulary
- Put actions to the Launch Pad poem and perform for an audience. Possibly, record to show to others and evaluate their own performance.

## Physical Development

### GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Chasing tails game - Pupils are divided into groups. One group each have a P.E. band or similar as a tail. Another group are to chase and try and pull the tails, whilst avoiding the children sat down.

### FINE MOTOR SKILLS

- use a range of small tools, including scissors
- In pairs, pupils are to help each other create new animal patterns on the template provided by cutting strips of material.



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# Week Four Wild Animals' Homes



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- subitise up to 5
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Use the images provided to state without counting how many animals are in each picture. Estimate first. Can they draw their own and share with a partner? Then pupils are to compare the different quantities of animals on the pictures.

## Literacy

### WORD READING / COMPREHENSION

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Dependent on pupils' interests, you could look at stories such as 'Walking Through the Jungle', 'We're Going on a Bear Hunt'.

### WRITING

- write simple phrases and sentences that can be read by others

Write sentences / a short story about Rory the Tiger, who lives in the jungle. Who else does he live with? Add to the illustration of Rory with their own drawings to match their writing.

## Understanding the World

### THE NATURAL WORLD

- explore the natural world around them, making observations and drawing pictures of animals and plants
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- know that human geographical features are man-made (Ge KB)
- know that physical geographical features are natural (Ge KB)

Watch the forest film clip and ask pupils at different points to suggest who might live there. Ask the pupils to say if a forest is a human or physical geographical feature. Talk about the creatures suggested and why this would be a good place for them to live. In particular, mention how it protects them. How is it different to your home?



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# Week Four Wild Animals' Homes



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- know the names of simple construction tools and equipment (Dt KB)

After looking at the images of a jungle, create a class jungle scene, inspired by Rory the Tiger.

Perhaps Rory could be part of the scene. Practise cutting e.g. leaves, grass, in order to develop fine motor skills.

## Continuous Provision Planner

| Area             | Learning Focus                                                                                                                           | Activity                                                                                         | Adult Role                                                                   |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Imaginative Play | <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters</li></ul>                           | Create a small world jungle, populated with appropriate animals.                                 | Encourage pupils to make observations of the animals. Look for patterns etc. |
| Toys and Tubs    | <ul style="list-style-type: none"><li>• share their creations, explaining the process they have used</li></ul>                           | Show the footage first. Make a water hole for wild animals to drink from.                        | Add enhancements such as rocks, twigs, different textures.                   |
| Construction     | <ul style="list-style-type: none"><li>• safely use and explore a variety of materials, tools and techniques</li></ul>                    | Make a nest for a bird, using natural objects.                                                   | Add enhancements e.g. eggs. Encourage discussion.                            |
| Motor Skills     | <ul style="list-style-type: none"><li>• compare quantities up to 10 in different contexts</li></ul>                                      | Thread beads to make snakes. Count on one more, one less etc.                                    | Stimulate discussion about longest, shortest etc. Ask a range of questions.  |
| Outdoor Learning | <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters in narratives and stories</li></ul> | Provide pupils with, or pupils make animal masks and create a jungle area for pupils to play in. | Help develop vocabulary, naming and describing animals.                      |



Issues

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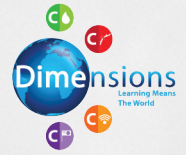
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# Week Four Wild Animals' Homes

## Making it Personal...



- Have any of the pupils ever seen a bird's nest? Look at the nests in the film clips and discuss. They are so carefully built and take a lot of time and effort to construct.
- Ask pupils to **explain** why we should help look after wild animals' homes.
- Ask pupils how we can help look after wild animals' homes.

## Core Vocabulary

wild  
animal  
home  
jungle  
forest  
habitat

creature  
movement  
nest  
protect  
extinct  
predator

prey  
den  
hole  
tree

## Practitioner Notes



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# Week Four Wild Animals' Homes

## Practitioner Notes



A large, empty rectangular box with a green border, intended for practitioner notes.



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# Explorers Catalyst Question

## What does your front door look like?





# Week Five Unusual Homes



## Launch Pad



Watch the FunKey film.

Print off the pictures and labels of the lighthouse, palace, castle and farm. Discuss each one and match the label to the unusual home.

Position the pictures around the room. Then, ask the pupils to choose which one they would most like to live in and to go and stand by their chosen home. Can they give a reason for their choice? Pupils are to then build a model, using construction toys or similar, of their unusual home.

This could be a group or individual activity.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- participate in one-to-one discussions, offering their own ideas, using recently introduced vocabulary

- hold conversations when engaged in back and forth exchanges with their teacher and peers

Describe their dream home. What would be in it? What would it look like? Work in pairs to describe and draw.

Ask pupils how they would feel if someone came to tea at their dream home and spilt juice on the carpet, smashed a cup and broke their favourite toy. Emphasise the importance of looking after things, especially things that don't belong to them.

## Physical Development

### GROSS MOTOR SKILLS

- negotiate space and obstacles safely, with consideration for themselves and others
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Begin by marching to The Grand Old Duke of York. Think of other alternatives for marching e.g. "they crawled / skipped / ran on up to the top of the hill" etc. Discuss the differences between the movements in terms of speed, action etc.

### FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brushes and cutlery

Create a pattern of flags for pupils to copy and cut out to hang on a castle in role play / small world. Pupils could also create their own patterns.



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# Week Five Unusual Homes



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- have a deep understanding of number to 10, including the composition of each number
- To imitate a lighthouse, use a torch. Flash the light a certain number of times. Pupils must count and record the number of flashes on their whiteboards. Repeat this activity several times. Pupils could even have a go flashing the torch a chosen number of times for their peers.

## Literacy

### WORD READING / COMPREHENSION

- anticipate - where appropriate - key events in stories
- Read 'Farmer Duck', 'Lighthouse Keeper's Lunch' or other story / stories set in unusual home(s). Pupils are to say what they think will happen next in the stories and discuss what they have heard.

### WRITING

- write simple phrases and sentences that can be read by others
- Use pictures provided to imagine who might live there. More able pupils could write a simple story about the person e.g. a princess in a palace.

## Understanding the World

### PAST AND PRESENT

- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- understand the past through settings, characters and events encountered in books read in class and storytelling
- Understand and use language related to the passing of time (Hi KB)
- state examples of change (Hi KB)

Watch the FunKey film. Ask the pupils to say what they know about castles. Explain that castles are old buildings. Castles are no longer built because we don't need them any more. They were built for protection and defence, as there were no missiles or modern weapons then. Talk about features of castles. They could imagine what it would have been like to live in a castle.



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# Week Five Unusual Homes



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- name different types of buildings and some of their features e.g. roof, steeple, door (Ar KB)

Look at the images. Collage a home for the knight or the princess. Based on what they have learnt, why would a castle be the matching home for a knight / palace the matching home for a princess? Investigate and use a range of different textured materials to represent stone, brick etc.

## Continuous Provision Planner

| Area                    | Learning Focus                                                                                                                             | Activity                                                                                  | Adult Role                                                                               |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Imaginative Play</b> | <ul style="list-style-type: none"> <li>• make use of props and materials when role playing characters in narratives and stories</li> </ul> | Turn role play into a palace. Encourage pupils to act in role.                            | Add enhancements such as crowns, jewels etc. according to children's interests.          |
| <b>Toys and Tubs</b>    | <ul style="list-style-type: none"> <li>• work and play cooperatively and take turns with others</li> </ul>                                 | Have a sand castle making competition.                                                    | Encourage pupils to add details e.g. shells. Take photos and ask another adult to judge. |
| <b>Construction</b>     | <ul style="list-style-type: none"> <li>• share their creations, explaining the process they have used</li> </ul>                           | Build castles using materials available.                                                  | Point out the different features of a castle, using images.                              |
| <b>Motor Skills</b>     | <ul style="list-style-type: none"> <li>• use a range of tools, including scissors, paint brushes and cutlery</li> </ul>                    | Make a flag to put on top of a castle.                                                    | Talk about colours, patterns and shapes. Discuss how materials can be joined.            |
| <b>Outdoor Learning</b> | <ul style="list-style-type: none"> <li>• negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>     | Knights and horses. Use broomsticks and hobby horses to gallop round an imaginary castle. | Ask questions about the activity, encouraging pupils to describe the imaginary castle.   |



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# Week Five Unusual Homes



## Making it Personal...

- Ask the pupils what they like to do at the beach. Have they ever made a sandcastle, only for someone to come along and destroy it? How did they feel?
- Can they **predict** what it would be like to live in a palace?
- There are some people whose only home is a doorway or park bench. How should we treat these people?

## Core Vocabulary

|                   |         |
|-------------------|---------|
| lighthouse        | defend  |
| castle            | protect |
| caravan           | farm    |
| palace            | stone   |
| prince / princess | brick   |
| knight            | torch   |

## Practitioner Notes



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# Week Five Unusual Homes

## Practitioner Notes



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# Week Six Tents, Caves and Dens



## Launch Pad



Pupils sit in a circle. Provide bedsheets, blankets, clothes airer, chairs, boxes, pegs etc. and ask a small group of pupils to make something they can hide in at the centre of the circle. The others can make suggestions, as the teacher makes timely interventions, as to how certain materials could be used, how it could be improved etc. Explain that this is a den.

Ask pupils if they have ever been camping. Draw similarities between a tent and a den. Show them a pop-up tent (if you have one available). Leave the den-making materials for pupils to explore and make their own den.

## Communication and Language

### LISTENING, ATTENTION AND UNDERSTANDING / SPEAKING

- make comments about what they have heard and ask questions to clarify their understanding
- participate in class discussions, offering their own ideas, using recently introduced vocabulary

Pupils follow these instructions:- Curl up in a ball; close your eyes; imagine you are in a dark cave; listen carefully.

Then, play the sounds for pupils to identify and discuss.

## Physical Development

### GROSS MOTOR SKILLS

- move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- negotiate space and obstacles safely, with consideration for themselves and others

Using the 'We're Going on a Bear Hunt' story, act out using appropriate movements and equipment. Pupils could suggest the actions and sounds could also be added. Ensure movement vocabulary is being extended and new movements introduced.

### FINE MOTOR SKILLS

- use a range of small tools, including scissors, paint brush and cutlery

Pupils are to paint an imaginative picture of their dream tent.



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# Week Six Tents, Caves and Dens



## Mathematics

### NUMBER / NUMERICAL PATTERNS

- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
- subitise up to 5

Watch the animation. How many eyes are looking out of the cave? Higher ability pupils could practise counting in twos. Introduce the idea of even numbers and double facts to 10.

## Literacy

### WORD READING / COMPREHENSION

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Read 'Can't You Sleep, Little Bear?', which is set in a cave. How does Big Bear look after Little Bear? Collect and share other books in the series and create a book basket that pupils can easily access. Provide props for re-telling stories.

### WRITING

- write simple phrases and sentences that can be read by others

Little Bear was scared of the dark. Pupils are to write, at their own level, a message for someone they know who is scared of the dark, telling them to be brave.

## Understanding the World

### THE NATURAL WORLD

- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- know that process and changes occur (Sc KB)
- know that saying what you see is an important aspect of science (Sc KB)
- understand some simple generic vocabulary linked to science e.g. experiment, record (Sc KB)

Linked to the 'Little Bear' story, discuss the difference between dark and light. Then, explore different sources of light.

Have a range of battery and electric operated lights. Discuss the differences between natural and man-made light sources. Create shadows and explore how to make shadows smaller and larger.



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# Week Six Tents, Caves and Dens



## Expressive Arts and Design

### CREATING WITH MATERIALS

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- share their creations, explaining the process they have used
- know what they are designing and making and say its purpose is (Df KB)

Collect a range of natural materials and objects and construct a mini den for a play person to live in. Compare to the other dens made. Pupils should talk about their mini den and explain how they made it.

## Continuous Provision Planner

| Area             | Learning Focus                                                                                                                           | Activity                                                                      | Adult Role                                                                                       |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Imaginative Play | <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters in narratives and stories</li></ul> | Introduce an explorer's bag which contains items such as binoculars, maps.    | Encourage them to use the props imaginatively. Ensure pupils share the resources.                |
| Toys and Tubs    | <ul style="list-style-type: none"><li>• work and play cooperatively and take turns with others</li></ul>                                 | Set up a mud tray for the bears to play in.                                   | Help extend vocabulary using onomatopoeia in words e.g. squelch, squirt.                         |
| Construction     | <ul style="list-style-type: none"><li>• share their creations, explaining the process they have used</li></ul>                           | Make a bed for a bear cave.                                                   | Talk about what makes a comfy bed and help pupils to incorporate items into the design.          |
| Motor Skills     | <ul style="list-style-type: none"><li>• begin to show accuracy and care when drawing</li></ul>                                           | Put out sand (or rice) and pupils draw circles in the sand to represent eyes. | Encourage pupils to use anti-clockwise and clockwise movements.                                  |
| Outdoor Learning | <ul style="list-style-type: none"><li>• invent, adapt and recount narratives and stories with peers</li></ul>                            | Set up a play tent outside. Pupils can, for example, hold a barbecue.         | Add enhancements. Encourage talk about camping experiences and use this to develop the learning. |



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# Week Six Tents, Caves and Dens



## Making it Personal...

- Ask the pupils if they have ever felt like Little Bear? Can they **sequence** events leading up to them feeling frightened or alone?
- Who looks after them when they are frightened or lonely?
- Have they ever helped to look after someone else who was scared or alone? Encourage them to be alert to the needs of others.

## Core Vocabulary

tent  
cave  
den  
camping  
explore  
adventure

battery  
light  
electricity  
dark  
map  
binoculars

fire  
cook  
barbecue  
scared  
frightened  
alone

## Practitioner Notes



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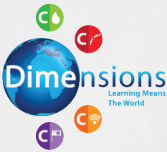


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# Week Six Tents, Caves and Dens



## Practitioner Notes



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# Music Expressive Arts and Design



## E2

- perform songs, rhymes, poems and stories with others, and - when appropriate, try to move in time with music
- explore the different sounds of instruments (KB)
- know the names of some basic tuned instruments and untuned percussion (KB)
- know a range of simple songs (KB)

## Cross-Curricular Learning Opportunities

- differentiate between everyday sounds
- construct using a variety of natural / made materials
- recognise, name and explore common materials
- find out about and use everyday technology
- know that some things need electricity to make them work

## Overview

Pupils begin by identifying a range of everyday sounds found in the home and at school. Go on a sound walk around school and collect sounds on a Dictaphone or Easi-Speak microphone. Use voices and household objects to create everyday sounds. Use recycled materials to create own instruments and enjoy playing them.



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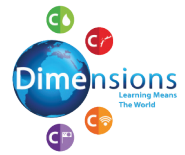
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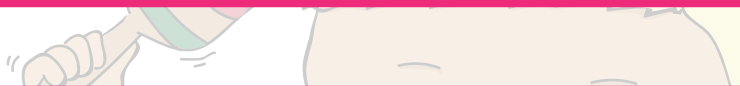


# Music Expressive Arts and Design



## Warm - Up Game

Have a variety of containers filled with items such as pasta / lentils / paper clips / coins / shells. Ensure you have two containers for each sound. Give each pupil a container, let them listen to their sounds individually first so they become familiar with it. When each child has listened to their sound they then stand up and make their sound whilst walking round trying to find their partner with the matching sound.



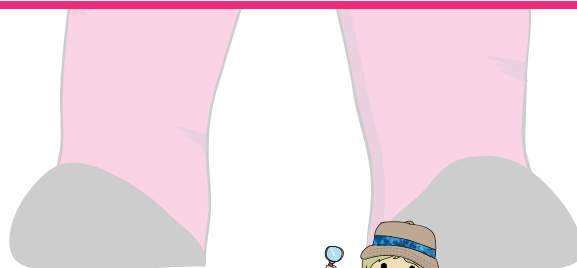
## Everyday Sounds

Listen to a variety of everyday, recorded sounds (Tracks 1 - 6) and see if the pupils can identify what is creating each sound. Play a circle game with each member of the group completing a sentence such as: "In my house I hear...../ In my kitchen I hear... / In my lounge I hear..." When the children have completed the sentence the group tries to recreate the noise using their voices and body percussion. Go on a sound walk around school wearing listening ears (in small groups) and collect sounds heard using a microphone or Dictaphone. Play the sounds for the rest of the class to identify. Make a link to the use of electricity - the Dictaphone uses batteries, which make electricity. Did the children hear any sounds that were made by electrical appliances (e.g. photocopier, microwave, printer)? Discuss which appliances use batteries and which use mains electricity.



## Pots and Pans

Explore a range of household objects e.g. pans, wooden spoons, metal spoons, plastic containers filled with dry rice / pasta / beans, empty crisp packets, keys, tissue boxes and elastic bands, bottles filled with water. Talk about the materials the objects are made from. Let the children experiment and discuss different ways to make sounds. Introduce the terms hit, pluck, scrape, blow, shake. Challenge the children to use the selection of household objects to create suggested sounds e.g. a tap dripping, bouncing on the bed, making dinner, knocking on the front door.



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# Music Expressive Arts and Design



## Make and Play

Look at a variety of musical instruments and see if the children can name them and say how they make a sound. Give the children the opportunity to investigate the instruments. Provide pupils with a variety of recycled materials and cutting and joining materials. Talk to the pupils about making an instrument from the materials - what will they need and how will they play their instrument? Let the children make their instruments. Take photographs using a digital camera and display the photographs on a computer / whiteboard (a chance also to re-cap on the use of electricity!) Let the children play their instrument for others in the class.

## Extension Activity

Invite children to make up verses for a song to the tune of 'The Wheels on the Bus' (Track 7) and accompany using the household objects as instruments e.g.

The tap in the kitchen goes drip, drip, drip  
Drip, drip, drip  
Drip, drip, drip  
The tap in the kitchen goes drip, drip, drip  
All day long.

## Resources

Audio Tracks  
Household objects  
A range of percussion instruments  
Dictaphone  
Digital camera  
Recycled materials



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# Dance Physical Development



## E2

- perform songs, rhymes and songs, and when appropriate try to move in time with music
- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

## Cross-Curricular Learning Opportunities

- show an interest in the world in which they live
- show an awareness of features of the home environment

## Overview

Pupils begin by thinking about the contrasting sizes of spaces, places and things in their house. They think about different activities that happen in different rooms in their homes and explore how to represent these activities using movements. A prop is then added to extend the children's creativity and movement on this theme.



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# Dance Physical Development



## Warm - Up Game

Each pupil in the circle has a beanbag and has to copy where you choose to balance it on your body. Can they copy placing it on their head or their shoulder or lying down and having it on their tummy? Pass one beanbag around the circle, asking each child to take a turn and choose a body part they can place the beanbag on. Can they balance it there? Encourage new ideas and experimenting, as well as observing others' ideas.

## Tall, Small or Not There at All?

Try making the tallest shape you can. How tall is your house? What else is tall in your house? Try making the smallest shape you can. Can you curl up as if you're sleeping in your bed? What else is small in your house? Explore through ideas, discussion and demonstration.

Make a class list of things that people have in their houses.

Call out different things that might be in people's houses and the pupils have to answer with their movements to show if they are 'tall, small or not there at all!' by making tall shapes, small shapes and either covering their eyes or shrugging their shoulders. They answer in relation to their own house.

## What's Going on Here?

How many different rooms do you have in your house? Explore the different rooms and places in the house and the activities that take place there. How can you extend it into movement?

Bathroom – body rub down, brushing your teeth

Kitchen – stirring things with different body parts, round and round like washing machine

Bedroom – sleeping, reading, bouncing on bed

Garden – playing, skipping, chasing

Decide which walls or corners of the room will represent different rooms of the houses. You could put up pictures or words or just ask children to use their imaginations! All move to that area when they are called out 'What's going on here, in the . . . . . ' and try the movements there. Can you think of other movements that you could do together?



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# Dance Physical Development



You can add in some singing by adapting the words to 'This is the way we . . .' song. "This is the way we brush our teeth, this is the way we cook our tea, this is the way we skip in the yard" etc. Use Track 1 as an accompaniment.

## Playing House

Give the pupils a small fabric scarf each and imagine the different things it could become around the house e.g. a big towel for getting dry with, washing spinning in the machine, a slide to play on, mopping the floor. Ask the pupils to use their scarf to perform different jobs.

Explore and experiment with different levels and dynamics.

Then, pupils take turns in the circle to show one of their moves with the scarf and the group guesses which room they are in.

As a concluding activity, can the adults make a big house with their tall bodies for all the pupils to sit in together?

## Extension Activity

Put some of these actions together with songs you know or can create linked to houses and homes.

## Resources

Audio Track  
Fabric scarf



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## Learning Objectives

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
- Says why someone is special to them

## Story

Sam's friend, Dan, invited Sam to go with him to his nan's house. Dan always went to see his nan each Thursday after school. Nan said this week he could ask a friend to go with him and Dan had chosen Sam.

**How would you feel if you were Sam?**

**How could he show Dan how he was feeling?**

Sam was a bit nervous because he'd never met Dan's nan before.

"I'm a bit scared about going to your nan's house," he whispered to Dan, as they walked with Dan's mum round to nan's house.

**Why do you think he whispered?**

Dan laughed, kindly. "My nan is the nicest lady in the world. You've nothing to be scared of!" he told Sam. When they got there they had a lovely time. Nan had baked yummy cakes, which they ate hungrily. Then, she got out the big red truck, bought specially for Dan, and the boys took turns to ride on it. Last of all, she read them a story from a book with colourful pictures in it.

**Which activity would you choose?**

The visit ended with a big granny hug! Sam said, "Thank you. I've had a smashing time."

**What does a hug mean to you? Which do you think is better – a hug or a smile?**

Sam's dad came to pick him up. On the way home, Sam told him all about the lovely things he'd been doing and how kind Dan's nan had been to him. "She sounds like a very special lady!" said Sam's dad. "Oh, she is," agreed Sam.

## Activities

Who do you visit who is special to you?

**Draw or paint a picture of things you like to do when you visit someone special.**

### Story Resources

Book  
Cakes  
Toy truck

### Activity Resources

Paint



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## Learning Objectives

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021)
- Knows how to care for living things

## Story

Sam had always wanted a pet rabbit. He kept asking his Mummy and Daddy for one, but all they said was, "We'll see!" One Saturday afternoon Mummy sat down with Sam to have a chat. "Why do you want a pet rabbit, Sam?" she asked him.

**What are the reasons people keep pets?**

"I want a pet because I want to love and cuddle him," replied Sam.

"But they take a lot of looking after, Sam!" said Mummy.

All the family went out for a drive in the car at the weekend and on the way back they stopped outside 'AllPets', the local pet superstore. Sam was very excited! Racing in through the door, he immediately spotted a lovely, fluffy black and white bunny in a cage on the bottom shelf. "Ooooooh Mummy, Daddy, look!!" he squealed with excitement. "Please, please, please can we take him home?"

Mummy and Daddy talked to the pet shop assistant, while Sam knelt down next to the cage. "Oh, you are so fluffy and beautiful. Would you like to come home with me?" Sam asked the bunny. The little black and white bunny poked its tiny twitching nose up through the bars, towards Sam's fingers.

Mummy, Daddy and the pet shop assistant all came and stood next to him.

"It looks as though you have a new friend," the pet shop assistant said, as she smiled down at Sam. "But do you know what to do and how to look after him properly?" she asked.

**What do you need to do to look after a pet?**

**What do you need to buy for a pet?**

Diggles went home in a cardboard box with holes in with Sam that day. Sam knows that he has to feed and water Diggles every day, help to clean out his hutch by putting clean sawdust and hay in and letting him out to skip and jump around in his run for exercise. Most importantly of all, he knows that Diggles also needs gently stroking, cuddling and loving.

## Activities

**Design and make a feeding dish for your own or someone else's pet.**

### Story Resources

Cuddly toy rabbit  
Pet shop goods  
Cardboard box

### Activity Resources

Clay or other material to  
make feeding dish



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Explorers 2

# No Place Like Home

Looking After Things

*"Don't use it as a coaster,  
Don't shelve this book away,  
Don't put it on a crowded desk  
To look at another day.  
Above all else, we beg of you,  
(Please don't ignore our plea)  
We ask you not to copy it  
And give it away for free!"*

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A six-week theme incorporating these areas of learning:-  
Physical Development, Communication and Language, Personal, Social  
and Emotional Development, Literacy, Mathematics, Understanding the  
World and Expressive Arts.