

South-Lincs Hub EYFS Cycle A Focus 1 Why have buildings changed over time?

Characteristics of Effective Learning – How a child is learning		
<p><u>Playing and Exploring</u></p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people. • Using senses to explore the world around them. • Engaging in open-ended activity. • Showing particular interests. <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience. • Representing their experiences in play. • Taking on a role in their play. • Acting out experiences with other people. <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities. • Seeking challenge. • Showing a 'can do' attitude. • Taking a risk, engaging in new experiences, and learning by trial and error. 	<p><u>Active Learning</u></p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time. • Showing high levels of energy, fascination. • Not easily distracted. • Paying attention to details. <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur. • Showing a belief that more effort or a different approach will pay off. • Bouncing back after difficulties. <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals. • Being proud of how they accomplished something – not just the end result. • Enjoying meeting challenges for their own sake rather than external rewards or praise. 	<p><u>Creating and Thinking Critically</u></p> <p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas. • Finding ways to solve problems. • Finding new ways to do things. <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience. • Making predictions. • Testing their ideas. • Developing ideas of grouping, sequences, cause and effect. <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal. • Checking how well their activities are going. • Changing strategy as needed. • Reviewing how well the approach worked.

<p>Environment</p> <p>Provide appropriate space and materials for the children to choose from to make models.</p> <p>Provide activities that involve turn taking and sharing.</p> <p>Involve children in agreeing codes of behaviour and taking responsibility for implementing them.</p> <p>Give thinking time for children to decide what they want to do/make and how they will go about it.</p> <p>Set up collaborative tasks, for example, construction</p> <p>Ensure that the organisation of areas allows children real choices of techniques, materials and resources.</p> <p>Opportunities for children to practice skills, initiate and planning simple projects, and find their own skills, and find their own solutions in the design and making process.</p> <p>Make links with children’s experiences to provide opportunities to design and make things.</p> <p>Pictures of buildings/vehicles</p> <p>Posters and local themed reference photographs</p> <p>Appropriate non fiction and fiction books</p> <p>Drawing and writing materials/ Clipboards</p> <p>Wooden blocks and mini hollow blocks Small wooden bricks Train track Construction sets – Lego, Duplo, stickle bricks, Selection of play people, animals, vehicles Selection of natural/ reclaimed material</p> <p>Displays of finished models and those in progress</p> <p>Road maps/A-Z books/Plans e.g. flat pack</p> <p>Hard hats Tools – hammer, screwdriver, spanner</p> <p>Etc...</p> <p>photos of completed models</p> <p>Creative modelling</p>	<p>Experiences</p> <p>Have children developed the capacity to sequence and order, classify, and sort at a concrete level?</p> <p>Have children acquired the linguistic competence to explain and give reasons?</p> <p>Do children show a degree of imagination and flair in what they do?</p> <p>Can children ask questions and express the need to find out more?</p> <p>Can children be to some extent self-critical, accept suggestions from others, tackle ambiguity and be open to challenge?</p> <p>Children will experience:</p> <ul style="list-style-type: none"> • Measuring, joining, cutting and finishing techniques. • Using the construction area appropriately. • Open-ended play. • Time for handling and exploring equipment. • Making models with adult support and / or independently. • Working collaboratively • Designing plans and making for a purpose. • Talking about theirs and others work. • Explaining to an adult the making process. • Following instructions. • Looking at books and plans. • Recording own work. • Dismantling models and checking components. • Using stories/ experiences for a stimulus. • Making choices. • Developing vocabulary (See Appropriate vocabulary) • Developing mathematical and scientific concepts. 	<p>Questioning</p> <p>Tuning in: Observe, listen, encourage and show sensitivity to the children before deciding to intervene in their play or practical activities.</p> <p>Development: Modelling, scaffolding or questioning strategies to extend the thinking experience.</p> <p>Creativity: Providing open-ended and practical tasks for the children encouraging them to think beyond the routine, emphasising the importance of completing an activity with flair and imagination.</p> <p>Reflection: Encouraging children to reflect on their experiences, introducing ambiguity into the children’s thought processes to allow challenge to take place.</p> <p>I wonder what you will need to use to make... How will you...? Can you show me how you fixed that? Tell me how...? Why have you...? What might happen if...? What is the same? What is different? Tell me about... Why do you think...? How can we...? What do you know about...? How do you know...?</p>	<p>Appropriate Vocabulary</p> <p>Big, bigger Small, smaller Short, shorter Lighter, heavier Tall, taller 2d and 3d shape names. Component part names e.g. cog, screw. Number names. Positional language e.g. up, down, behind, on, off Directional language e.g. left, right, around, forward, backwards. Kitchen, living room, bedroom, bathroom, dining room, garden, house, home, building, detached, semi-detached, flats, terraced, town houses, bungalows. office, factory, farm, village, town, city.</p>
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What the children will be learning

- All about themselves, where they live and who they live with.
- Belonging and Friendship.
- Describing their home.
- Recognising and describing rooms in the home and what are they used for?
- Different types of buildings and materials. Can children recognise and name the different types of homes/buildings? Why are igloos made of ice? Why are some houses built on stilts?
- Animal homes – Why are animal homes unchanged over time?
- Recognise and name mathematical shapes used in buildings.
- Recognise and name the main external and internal features of homes.
- Compare old/new houses and talk about what is the same and what is different.
- Read fiction and non-fiction books about houses and homes.
- Homes through history
- A house or a home? Looking at the places we live - broaden the range from the local area to different places around the world
- How human habitation has changed from the first shelters of our ancestors to the modern ultra-efficient eco-home, and all the building types in between.

What the children's learning looks like**Me and my home**

- What colour is the front door? What number is on your door? Who lives in your house with you? Discuss families and the people that mean most to us. Can you draw a picture of all the members of your family that live in your house?
- Make a 'Who is at the door?' book – this is a lift-the-flap book featuring animals/people at the door. Which rooms are in your house? Which is your favourite room and why?

Where do people live?

- Which type of home do I live in? Have a wide selection of photos portraying different types of houses ready – such as detached, flats, terraced, and so on – and ask the children to choose which home looks most similar to theirs and to stick it on the appropriate place on the bar chart. Talk about the results. Which type of home do most people live in? Which is the least popular?
- Explore the wide variety of different homes – for example, what kind of house do Inuit people live in? Where do people in our country live? Talk about the different kinds of homes – detached, semi-detached, flats, terraced, town houses, bungalows... Gather children in a circle and place common household items in the middle – for example, spoons, a flannel and toothbrush, a remote control... Which room does each object belong in? Build the houses from The Three Little Pigs story – which is the best material to use and why?
- Children can find out about the different types of houses from Britain's history, such as round houses, Roman villas, Saxon grub huts, wattle and daub houses, wooden homes, castles, thatched houses, red brick town houses, eco-homes, and so on. School Trip?

Homes around the world

- Talk about how homes must adapt to the weather – mud houses, igloos, houses on stilts, for example. Look at images of different homes from all over the world and talk about the materials they are made of, and why those materials are most suitable? Make houses out of ice cubes / creative modelling / real building materials / reclaimed materials.
- Focus on the process of cutting, sticking and adapting the models as they develop. The finished product might look a far cry from a recognisable building, but the creative process is what is vital.
- Sharing books related to the topic.
- Rubbings of patterns from different materials used on the buildings around the school/village.

Animal homes

- Match pictures of animals to their home. Name the animals and what their homes are called. Are the animals in homes that they have made themselves or are they in man-made homes? Why are some animal homes underground or in trees?

Homes in history

- Look at artefacts from homes in the past. Use different construction materials to build houses and homes. What construction materials do you like using the best? Duplo? Lego? Wooden blocks? Can you make some collaborative buildings with your friends?

Role play – home corner/estate agent

- Get some leaflets from estate agents using images of different houses from the internet. Ask an estate agent to visit the setting? Or visit an estate agent with the children?

Local houses

Walk around the local area to see the different types of homes. Can you see any of the homes of the children in the setting? Paint pictures of the homes you see and make a large-scale street scene as a display.

	Encourage children to take time to think about painting or sculpture that is unfamiliar to them before they talk about it or express an opinion.
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**South-Lincs Hub EYFS Cycle A Focus 1 –
EYFS Curriculum links
-Why have buildings changed over time?**

Prime Areas

Personal Social & Emotional Development

– Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.

-Self Confidence and self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Confident to talk to other children when playing, and will communicate freely about own home and community.

-Managing Feelings and Behaviour

- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Explains own knowledge and understanding, and asks appropriate questions of others

Communication & Language

-Listening & Attention

- Listens to others one to one or in small groups, when conversation interests them.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Listens and responds to ideas expressed by others in conversation or discussion.
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-Understanding

- Understands use of objects (e.g. *“What do we use to cut things?”*)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.

-Speaking

- Beginning to use more complex sentences to link thoughts.
- Can retell a simple past event in correct order (
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).

Physical Development

– Moving & Handling

- Beginning to balance blocks to build a small tower
- Draws lines and circles using gross motor movements.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Show preference for dominant hand
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

-Health and Self Care

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors
- Handles tools, objects, construction and malleable materials safely and with increasing control
- Understands that equipment and tools have to be used safely
- Shows understanding of how to transport and store equipment safely

- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

Specific Areas

<u>Understanding the World</u>	<u>Expressive art and design</u>	<u>Mathematics</u>	<u>Literacy</u>
<p>– People & Communities</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life • Remembers and talks about significant events in their own experience. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>-The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Developing an understanding of growth, decay and changes over time. • Talks about why things happen and how things work • Looks closely at similarities, differences, patterns and change <p>-Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment. 	<p>– Exploring and using Media and Material</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically an horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Constructs with a purpose in mind, using a variety of resources • Uses simple tools and techniques competently and appropriately • Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using • Introduce children to a wide range of music, painting and sculpture. <p>-Being Imaginative</p> <ul style="list-style-type: none"> • Notices what adults do, imitating what 	<p>– Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. <p>-Shape Space & Measures</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<p>-Reading</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>-Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple

	<p>is observed and then doing it spontaneously when the adult is not there.</p> <ul style="list-style-type: none">• Engages in imaginative role-play based on own first-hand experiences.• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.• Uses available resources to create props to support role-play.	<ul style="list-style-type: none">• Shows interest in shapes in the environment.• Uses shapes appropriately for tasks.• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	<p>words and blend them together.</p> <ul style="list-style-type: none">• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in• sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts.
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