

# Unit 5 Homes

## Contents

Medium-term plan	<b>55</b>
Unit overview	<b>56</b>
Practical activities	<b>58</b>
Activity Sheet 5.1	<b>64</b>
Activity Sheet 5.2	<b>65</b>
Activity Sheet 5.3	<b>66</b>
Activity Sheet 5.4	<b>67</b>

*LCP*

# History

## Resource File Foundation Stage

Barbara Atcheson & Kari Gordon

**Commissioning Editor** Halina Boniszewska

**Design** Philippa Dalley and Pam McHale

**Editorial** Aileen Lalor and David Jones

**Illustrations** Cathy Hughes, Russell Becker and Beehive Illustration

**Photography** Kari Gordon and Pam McHale

*LCP* • Hampton House • Longfield Road • Leamington Spa • Warwickshire • CV31 1XB

**tel** 01926 886914 **fax** 01926 887136

**e-mail** mail@LCP.co.uk **website** www.LCP.co.uk

All rights reserved.

The authors' moral rights have been asserted.

### **Acknowledgements**

The authors and publisher would like to thank the following for assistance, photographs and permission to reproduce material in this publication:

Warwickshire County Museums Service; Heritage Education Warwickshire; M. Ball; M. O'Leary; J. Jarvis.

'The White Owl', 'Lion Dance', 'There Was a Firefighter Long Ago' and 'One Firefighter', © Barbara Atcheson and Kari Gordon, 2006.

*Victorian Kettle*: © Bygone Times, Alamy; *Water pump*: © Christopher Griffin, Alamy; *Victorian cooking range and flat irons*:

© Science Museum, Science and Society Picture Library.

Every effort has been made to contact the relevant copyright holders. The publisher apologises for any oversight or omission and will be glad to rectify any such error at the earliest opportunity.

© LCP Ltd 2006. First published 2006

**ISBN 1 905101 79 1**

# Contents

	<b>Introduction</b>	<b>ii</b>
Unit 1	Ourselves	<b>1</b>
Unit 2	Seasons	<b>11</b>
Unit 3	Day and night	<b>23</b>
Unit 4	Celebrations	<b>37</b>
Unit 5	Homes	<b>55</b>
Unit 6	People who help us	<b>69</b>
Unit 7	Clothing	<b>83</b>
Unit 8	Transport	<b>97</b>
Unit 9	School	<b>113</b>
Unit 10	Journeys	<b>129</b>
Unit 11	Shopping	<b>145</b>
Unit 12	The beach	<b>155</b>
	<b>Appendices</b>	<b>165 to 172</b>
	Permission letter	
	Risk assessment	
	Activity assessment	
	Notes	

# Introduction

## The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

## How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

*Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.*

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

### Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

## Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

**Many of the songs and musical rhymes can be found in the following publications:**

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 

## LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

## Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

## Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: ⚠

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

## Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

**DA** – Dispositions and attitudes (*Personal, social and emotional development*)

**SD** – Social development (*Personal, social and emotional development*)

**ED** – Emotional development (*Personal, social and emotional development*)

**LCT** – Language for communication and thinking (*Communication, language and literacy*)

**LSL** – Linking sounds and letters (*Communication, language and literacy*)

**R** – Reading (*Communication, language and literacy*)

**W** – Writing (*Communication, language and literacy*)

**NLC** – Numbers as labels and for counting (*Mathematical development*)

**C** – Calculating (*Mathematical development*)

**SSM** – Shape, space and measures (*Mathematical development*)

**KUW** – Knowledge and understanding of the world

**PD** – Physical development

**CD** – Creative development

# Homes Medium-term plan

## Expectations

<b>At the end of the unit, most children will:</b>	<b>Some children will not have made so much progress and will:</b>	<b>Some children will have progressed further and will:</b>
<ul style="list-style-type: none"> <li>find out about past and present events in their own lives and in those of their families and other people they know.</li> </ul>	<ul style="list-style-type: none"> <li>find out about past and present events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>place events, people and changes into correct periods of time;</li> <li>use dates and vocabulary relating to the passing of time;</li> <li>ask and answer questions and select and record information relevant to the focus of enquiry;</li> <li>recall, select and organise historical information.</li> </ul>

## Key question What are the differences between kitchens now and kitchens in the past?

Learning objectives	Foundation stage profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions;</li> <li>name the objects in a kitchen today;</li> <li>recognise the differences between a kitchen today and a kitchen in the past;</li> <li>recognise and name objects in a kitchen from the past.</li> </ul>	<b>ED</b> 4, 5, 6 <b>KUW</b> 4, 5, 6, 7, 8, 9 <b>CD</b> 4, 6, 7, 8 <b>W</b> 4, 6, 7, 8 <b>LCT</b> 4, 5, 6, 7, 8, 9 <b>PD</b> 4, 5,	<b>1a</b> <b>1b</b> <b>2b</b> <b>4a</b> <b>4b</b> <b>5a</b>	<b>Step 1</b> Talks about their home. <b>Step 2</b> Shows interest in other children's homes. <b>Step 3</b> Shows some evidence of emerging sense of chronology relating to the differences in homes today and in the past. <b>Step 4 (goal)</b> Shows evidence of emerging sense of chronology and can distinguish between objects in a kitchen today and objects from a kitchen in the past.	Children: <ul style="list-style-type: none"> <li>discuss animal homes;</li> <li>discuss their own homes;</li> <li>make their own observations about their own kitchens;</li> <li>visit a location where they can see a historic kitchen;</li> <li>contribute to a class book on their visit out;</li> <li>use objects to observe differences between now and then;</li> <li>match photographs of kitchen objects from now and then;</li> <li>use simple ICT activities to consolidate learning;</li> <li>recreate role-play experiences;</li> <li>use songs, rhyme and music to explore life in the past.</li> </ul>	Children: <ul style="list-style-type: none"> <li>recognise the differences between kitchens today and kitchens in the past;</li> <li>infer information about homes in the past by studying objects;</li> <li>sort objects into 'old' and 'new' sets;</li> <li>show understanding of an aspect of home life in the past through role-play.</li> </ul>	<b>Art and design</b> Exploring and developing ideas, 1a <b>English</b> En1: Speaking and listening, 1, 2, Group discussion and interaction <b>Geography</b> Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a <b>ICT</b> Finding things out, 1a, b Sharing information, 3 (digital photographs) <b>Music</b> Controlling sounds through singing and playing – performing skills, 1 <b>Science</b> Grouping materials, 1a, b, c, d	Can the children: <ul style="list-style-type: none"> <li>use the vocabulary of time in discussions?</li> <li>ask questions about homes from long ago?</li> <li>take simple photographs using the digital cameras?</li> <li>make a simple record of their museum visit?</li> <li>use their knowledge in a role-play situation?</li> <li>understand the need for simple rules and codes of behaviour?</li> <li>use language to recreate their experience?</li> <li>listen with enjoyment to relevant stories, songs, rhymes and poems?</li> <li>communicate through phrases and simple sentences?</li> <li>consolidate their learning with a simple ICT activity?</li> </ul>

# Homes

## Unit overview

**In this unit, children talk about the different sorts of home that people live in, and what homes were like in the past.**

## Foundation stage profile

**ED 4, 5, 6 LCT 4, 5, 6, 7, 8, 9 W 4, 6, 7, 8 KUW 4, 5, 6, 7, 8, 9 PD 4, 5 CD 4, 6, 7, 8**

## Stepping stones

### Step 1

Remember and talk about significant things that have happened to them

*Talks about their home.*

### Step 2

Show interest in lives of people familiar to them

*Shows interest in other children's homes.*

### Step 3

Begin to differentiate between past and present

*Shows some evidence of emerging sense of chronology relating to the differences in homes today and in the past*

### Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

*Shows evidence of emerging sense of chronology and can distinguish between objects in a kitchen today and objects from a kitchen in the past.*

## Links to KS1 History

### Children should be taught to:

**1a** place events, and objects in chronological order;

**1b** use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

**2b** identify differences between ways of life at different times;

**4a** find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

**4b** ask and answer questions about the past;

**5a** select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).



## KS1 cross-curricular links

**Art and design** Exploring and developing ideas, 1a

**English** En1: Speaking and listening, 1, 2, Group discussion and interaction

**Geography** Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

**ICT** Finding things out, 1a, b, Sharing information, 3 (digital photographs)

**Music** Controlling sounds through singing and playing – performing skills, 1

**Science** Grouping materials, 1a, b, c, d

## Learning objectives

### Children learn to:

- use the vocabulary of time in discussions;
- name the objects in a kitchen today;
- recognise the differences between a kitchen today and a kitchen in the past;
- recognise and name objects in a kitchen from the past.

## Learning outcomes

### Children:

- recognise the differences between kitchens today and kitchens in the past;
- infer information about homes in the past by studying objects;
- sort objects into 'old' and 'new' sets;
- show understanding of an aspect of home life in the past through role-play.

## Resources

- **Activity sheet AS 5.1** *Animal homes*
- **Activity sheet AS 5.2** *Helping children on a visit*
- **Activity sheet AS 5.3** *Kitchens now and then*
- **Activity sheet AS 5.4** *Snap!*
- carpet beater
- CD player
- crayons
- digital camera
- dolly peg
- **Flipbook, pages 7 and 8**

continued...

## Resources (continued)

- glue
- **History Foundation Stage Audio CD**, tracks 7, 8 and 9
- large brushes
- large cardboard boxes
- **Permission letter** (Appendices)
- **Risk assessment form** (Appendices)
- scissors
- vocabulary cards

## Vocabulary

cooker; dolly; home; house; field; iron; kennel; kettle; kitchen; now; oven; pond; pump; stir; toaster; range; sink; tap; then; tree; tub; wash; washing machine;

Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

## Practical activities

### **Introductory activity**

**Resources:** A4 flashcard of the word *home*; **Activity sheet AS 5.1** *Animal homes*; **Flipbook, page 7**

Read the word *home* with the children and discuss what it means. Talk about whether a house is the same as a home. Show **Flipbook, page 7**, and together, match the pictures of the animals with their homes (duck-pond, bird-tree, cow-field, dog-kennel).

Give out **Activity sheet AS 5.1** *Animal homes*. Ask the children to draw lines to match the animals to their homes.

Now talk to the children about the homes that we live in. Encourage the children to name the different rooms that they have in their homes. Talk about the different sorts of homes that people can live in – houses, flats, bungalows, caravans, boats and so on.

### **What's in your home**

**Resources:** crayons; paper; pencils

Explain to the children you are going to play a game called 'What's in your home?'. Gather the children into a circle and ask them to think of a room in their home. Stand in the centre of the circle and mime knocking three times on the door while the children knock with their hands on the floor. The whole group then asks: *What's in your home?* Say: *In my home, I have...* You must then pick a child to go in the middle and repeat the process.

Now give out paper to the children. Ask them to draw and write about their homes. Provide cards with relevant vocabulary or sentence starters if appropriate.

 **My home**

**Resources:** A4 paper, one sheet for each child

Tell the children that they are going to think carefully about a room in their home – the kitchen. Ask the children what happens in their kitchen.

Give each child a sheet of paper. Tell the children that they should take the paper home, and ask an adult to help them draw a picture of their kitchen, and label everything that is in it, for example oven, microwave, dishwasher, washing machine, and so on. When the children have completed the activity sheet, share with the children the information that you have all found out. This can take the form of displaying the results in a simple graph.

 **Visit out** 

**Resources:** **Activity sheet AS 5.2** *Helping children on a visit*, one for each adult helper; **Flipbook, page 8**; digital camera; additional adult help; **Risk assessment form** (Appendices); **Permission letter** (Appendices)

This visit will need to be to a museum that has a historic kitchen interior. Where possible, arrange for the children to be involved in some of the tasks.

Prior to the visit:

- risk-assess the location and activities (using the form provided);
- arrange travel;
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help;
- arrange for use of the school's digital cameras.

**On the day**

Welcome adult help. Identify the children they will be responsible for and explain the activity and learning objectives. Give a copy of **Activity sheet AS 5.2** *Helping children on a visit* to each adult helper.

Show the children **Flipbook, page 8**, and explain to the children that this is a picture of a kitchen long ago. Tell the children that you are going on a visit to a replica of a kitchen long ago. Ask the children to take digital photographs of the visit.

 **Our book**

**Resources:** A4 paper, one sheet for each child; A4 blank exercise book; crayons; digital photographs taken on the visit; glue; pencils

When the children return, explain to them that you are going to make a book about the visit. Give out a sheet of paper to each child and explain that everyone is going to add one page to the book. Ask the children to draw something that they remember from their visit or use one of the digital images that were taken on the visit. Appropriate vocabulary will need to be available for more able children to label their drawings and write about their visit.

## Kitchens now and then

**Resources:** Activity sheet AS 5.3 *Kitchens now and then*, one for each child; carpet beater and any other old-fashioned household objects; dolly pegs

Show the children the dolly pegs and the carpet beater (and any other appropriate objects available) and give the children time to handle the objects. Ask the children questions like: What is it made from? Who would use it? How would they use it? Use the objects to compare and contrast with objects now and then.

Now give out **Activity sheet AS 5.3** *Kitchens now and then*. This is a sorting activity, where children must cut out the pictures from the bottom of the activity sheet and stick them in the corresponding place above. If appropriate, children can use words from the word bank to complete the sentences.

## Nursery rhymes

**Resources:** CD player; **History Foundation Stage Audio CD**, tracks 7, 8 and 9

Draw the children's attention to the differences between now and then as they sing the rhymes

This version of 'Here We Go Round the Mulberry Bush' uses chores from a home long ago. Get the children to mime the actions as they sing. Read the poem and sing the songs, or listen to tracks 7, 8 and 9 on the **History Foundation Stage Audio CD**.

### **Here We Go Round the Mulberry Bush**

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go around the mulberry bush,  
So early in the morning.

This is the way we pump the water,  
Pump the water, pump the water.  
This is the way we pump the water,  
All on a Monday morning.

This is the way we peg our clothes,  
Peg our clothes, peg our clothes.  
This is the way we peg our clothes,  
All on a Tuesday morning.

This is the way we iron our clothes,  
Iron our clothes, iron our clothes.  
This is the way we iron our clothes,  
All on a Wednesday morning.

This is the way we scrub the floor,  
Scrub the floor, scrub the floor.  
This is the way we scrub the floor,  
All on a Thursday morning.

This is the way we beat the mat,  
beat the mat, beat the mat.  
This is the way we beat the mat,  
All on a Friday morning.

Continued...

 **Nursery rhymes (continued)**

This is the way we stir the pot,  
Stir the pot, stir the pot.  
This is the way we stir the pot,  
All on a Saturday morning.

This is the way we get dressed up,  
Get dressed up, get dressed up.  
This is the way we get dressed up,  
All on a Sunday morning.

**Polly, put the kettle on**

Polly, put the kettle on,  
Polly, put the kettle on,  
Polly, put the kettle on,  
We'll all have tea.

Sukey, take it off again,  
Sukey, take it off again,  
Sukey, take it off again,  
They've all gone away.

**Jack and Jill went up the hill**

Jack and Jill went up the hill to fetch a pail of water.  
Jack fell down and broke his crown,  
And Jill came tumbling after.  
Up got Jack, and home did trot  
As fast as he could caper.  
He went to bed and bound his head  
With vinegar and brown paper.

 **Snap!**

**Resources:** Activity sheet AS 5.4 *Snap!*, photocopied six times on to thin card, then 'cards', cut out and laminated

You can then use the cards in many different ways, including Snap or Pelmanism (pairs). You could also play a 'Find me the number' game, by placing all cards face up on the table, throwing a six-sided dice, recording the number thrown, and asking children to find that number of the object. More able children can play Pelmanism and 'Find me the number' against a timer.

## Plenary

Gather the children together and use 'our book' to talk about what they have found out about the kitchens from long ago. Ask the children how they might feel if they had to go back in time to a kitchen long ago.

## Role-play opportunities

Set up your kitchen corner as a Victorian kitchen, then gradually change it to a kitchen today by adding modern objects. These can be made by the children from boxes and other materials.

## Working outside

Provide dolly pegs for children to peg clothes on to a washing line, or suggest that they peg on the days of the week in the correct order.

## Additional resources

### Books

*Peepo* by Janet and Alan Ahlberg (Puffin Books)

*The Three Little Pigs (First Favourite Tales)* by Jan Lewis (Ladybird Books)

### Music

*The Sorcerer's Apprentice* (music from the film *Fantasia*) by Paul Dukas

### ICT links

Visit [www.bbc.co.uk/education/dynamo/history/index.shtml](http://www.bbc.co.uk/education/dynamo/history/index.shtml) to access the BBC's Dynamo History.

[www.bbc.co.uk/education/dynamo/lab/wheredo/index.htm](http://www.bbc.co.uk/education/dynamo/lab/wheredo/index.htm) is the 'Where do I live?' game.

Visit <http://ngfl.northumberland.gov.uk/ict/mouseskills/cottage.html> for a 'Build the house' activity.

At <http://ngfl.northumberland.gov.uk/ict/mouseskills/jointhedots.html>, you can join the dots to make a house.

Carry out the Unit 5 sorting activity from the CD-ROM.

## Assessment opportunities

### Can the children:

- use the vocabulary of time in discussions?
- ask questions about homes from long ago?
- take simple photographs using the digital cameras?
- make a simple record of their museum visit?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- consolidate their learning with a simple ICT activity?

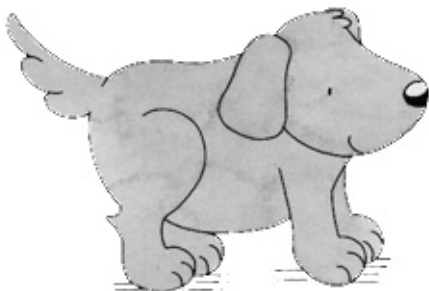
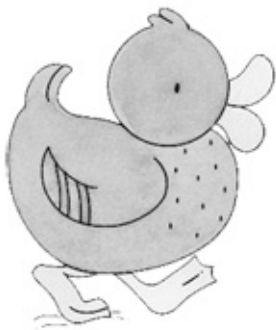
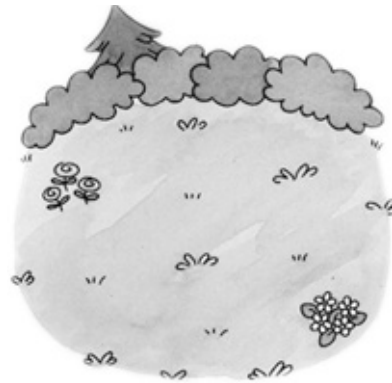
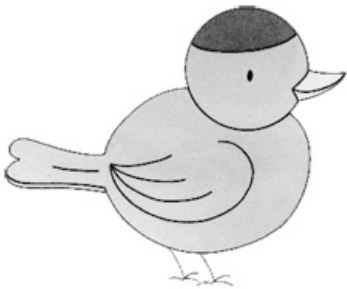
## Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

# Animal homes

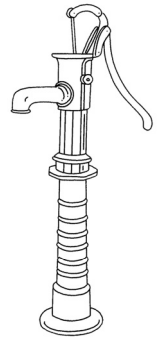


name: \_\_\_\_\_





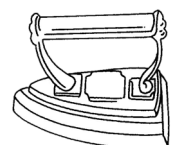
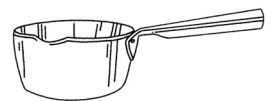
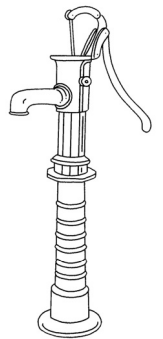
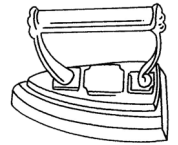
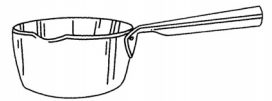
# Helping children on a visit

name: 

**Thank you for helping us on our trip today.**

**On our visit, we want the children to think about the differences between homes today and homes in the past. When you are with the children, encourage them to tell you about how the home they live in is different from the house they are visiting. When you are in the kitchen, please draw the children's attention to the pump/tap, the kitchen range and any other kitchen or laundry equipment that might be there.**

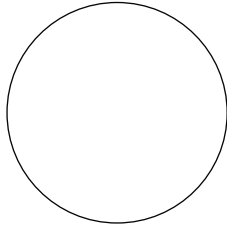
**The children in your group are:**



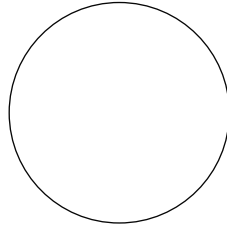
# Kitchens now and then

 name:

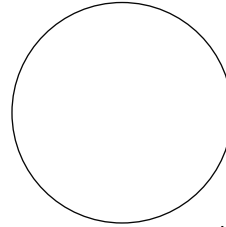
**In my kitchen I have**



**a** \_\_\_\_\_

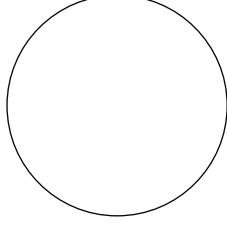


**an** \_\_\_\_\_

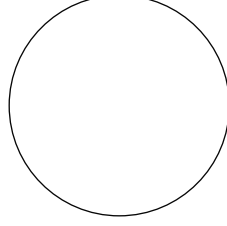


**an** \_\_\_\_\_

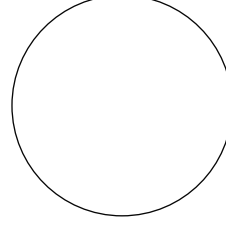
**In a kitchen long ago they had**



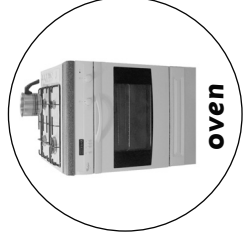
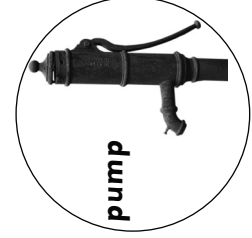
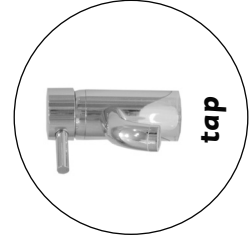
**a** \_\_\_\_\_



**a** \_\_\_\_\_



**a** \_\_\_\_\_



# Snap



name:



## Notes

