



Ivy, Holly, Oak Buildings

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Have different images of different world famous buildings around the classroom. First ask the children if they can identify any of the buildings. Have different buildings up from around the world that we want them to be able to identify by the end of the unit. Discuss what the building is called, where they would find it and the purpose of the building.</p> <p>Using different materials Spaghetti, marshmallows, lollipop sticks, pipe cleaners, blue tac, plasticine, straws</p> <p>Chn to work in groups of 2 or 3 to create their own structures that can be displayed around the classroom to create a skyline in the classrooms.</p>	
Knowledge Harvest			<p>Children to create a mind map as a table with the buildings we want them to know by the end of the unit and together, write down what they already know about the buildings:</p> <p>Buckingham Palace The Colosseum Leaning tower of Piza Sydney Opera house Taj Mahal The Gherkin Houses of Parliament Notre Dame The white house St Basil's Cathedral Burj Khalifa Petra Pyramids</p>	<p>Images of the buildings we want them to recognise for learning walls</p> <p>Material names up on the learning wall</p>
Big Picture		<p>There are structures around us all the time, some of which we barely notice. What are they made from? What is their purpose? What do you notice about their shapes? What can be done to make them stronger? Through this unit you will become builders and discover the secrets to holding up bridges and skyscrapers.</p>		

HT1	1.06 To be able to identify difference between their own lives and those of people who have lived in the past	identify changes to buildings beyond living memory	<p>Starter – have two pictures up on the board. One from 200 years ago and one from now. Discuss as a class what is the same and what is different?</p> <p>Task: Year 1</p> <p>Chn to have different images of buildings throughout the years for them to identify which buildings came from the past and which buildings are from the present. Sort these into columns into their books.</p> <p>EXT – to have a picture of an old building and modern building and write a sentences comparing the two.</p> <p>Task: Year 2</p> <p>Chn to divide their page in half and have an image of an old building and a modern building. Underneath write a comparison of what is different and how this has changed over the years.</p> <p>EXT – what do you think buildings will look like in 100 years time? Why?</p>	<p>Copies of old buildings and modern buildings</p> <p>Google search engine and other websites</p> <p>IWB</p>
HT2		Explore events beyond living memory that are significant nationally	<p>Starter – does anyone know what famous day is happening this week? Discuss that it is firework night and ask if they know why we have fireworks on the 5th of November every year.</p> <p>Go through a PowerPoint on the 5th of November and why it is celebrated. Discuss the houses of Parliament and why they are a famous and the history behind the gun powder plot.</p> <p>TASK: Year 1</p> <p>To write a firework poem describing the firework and challenge themselves by putting a fact up on their poem about why it is celebrated.</p> <p>TASK: Year 2</p> <p>To write a firework poem about why the 5th of November is celebrated.</p>	<p>Horrible histories website</p> <p>PowerPoint</p> <p>Firework template</p> <p>Black paper</p> <p>Toilet rolls</p> <p>Yellow, red, orange paint</p> <p>Dark blue paper</p> <p>Scissors</p>
AT1	1.04 be able to comment of different works of art	Understand different techniques used by a local artist	<p>Starter – have different images of Graham Clarke's artwork up on the board for the children to look at the discuss what they like about it.</p>	<p>Images of Graham Clarke's artwork</p> <p>Scrap paper</p> <p>Flip chart paper</p> <p>Pens</p>

			TASK: In small groups, chn to have different images of artwork from Graham Clarke for them to look at. Discuss how he draws a house, what colours he uses etc. On the scrap paper, children to have a practise at drawing a section of one of his paintings to try and imitate it.	
AT2	1.02 be able to use a variety of materials and processes	Use drawings to develop ideas and imagination	<p>Starter – have some copies up of their sketches from the previous week to discuss and look at.</p> <p>TASK: Have the different images of the buildings that we are focusing on over the term (see above) Chn to pick on of the buildings for them to then draw into their art books trying to imitate the style of Graham Clarke in their books.</p>	<p>Art books</p> <p>Sharp pencils</p> <p>Water colour pallets</p> <p>Paint brushes</p>
GT1	1.04 know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Starter – have different country names out on their tables for them to sort into cold and hot countries. Discuss and go through. Do you think everyone’s houses look the same and do you think the weather of that country affects it? Discuss.</p> <p>TASK: Chn to have a look at 4 different houses in different climates (igloo, mud hut, barge and modern house in the UK) How are these houses built? Discuss insulation and what that is.</p> <p>Year 1 – to have pictures of the 4 houses for them to stick into their books and around each picture write facts about what it made from, why it is made from that and the climate the house is in.</p> <p>Year 2 – to have the 4 pictures of the different houses and create top trump cards in their books to include the following subtitles</p> <p>Where can this building be found?</p> <p>What is the climate like where it is found?</p> <p>What are the pros of this building?</p> <p>What are the cons of this building?</p>	<p>Pictures of an igloo, barge, modern UK building and mud hut</p> <p>Pencils</p> <p>Rulers</p> <p>Spelling mats</p> <p>Information texts of each house</p> <p>IWB</p>
GT2	1.03 Know about how land and buildings are used in particular localities	Use persuasive language affectively	Starter – How do people pick where to live? Is there a job where you help people rent or buy a house? Discuss what they think that job would be like.	<p>IWB</p> <p>House advertisements</p> <p>Examples of adverts</p>

			<p>TASK: Chn to look back at the different houses they looked at before (igloo, mud hut, modern building and barge) discuss that it will be there job to write an advert to try and sell that house to someone. Have some examples of property advertisements up on the board and read through identifying the persuasive language.</p> <p>Year 1 – to write an advert for the property including reasons why someone would want to live there.</p> <p>Year 2 – to write a website advertisement for the property including details of how to get there, where it is and persuasive language on why people should want to live there.</p>	<p>Persuasive language PowerPoint</p> <p>Pencils</p> <p>Rulers</p>
Reflection			<p>Repeat Knowledge Harvest and on the same mind map in a different colour, add the additional things they now know about the buildings we have been looking at including locality and what they are used for.</p> <p>(Teacher Assessment)</p>	<p>Mind maps from knowledge harvest and entry point</p> <p>Purple pens</p>