

# Homes : DT : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate the shapes and features of different types of homes.	Children will explore and investigate the various types of houses people live in around the world, as well as the shapes found in houses. In their independent activities, they will further explore the features of houses using their observation skills to answer questions and solve riddles.	<ul style="list-style-type: none"> <li>Can children recognise some different types of homes and their features?</li> <li>Can children identify and name shapes within houses?</li> <li>Can children draw a house using a variety of shapes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Question Cards</li> <li>Riddle Cards</li> <li>Digital cameras (FSD? activity only)</li> <li>Mini whiteboards</li> </ul>
<b>Lesson 2</b>	To explore how to cut, shape and join materials together.	Children will first briefly focus on the different materials used when building houses, before discussing how architects make models of their designs before constructing them. Children will discuss how they could combine and join materials to make their own model house. In their independent activities, children practise using and joining materials using different methods.	<ul style="list-style-type: none"> <li>Can children make decisions about which materials to use for a particular purpose?</li> <li>Can children select and use a variety of methods for joining materials together successfully?</li> <li>Can children evaluate different joining methods?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 2A/2B/2C</li> <li>Joining Station Cards A-F (FSD? activity only)</li> <li>Materials, e.g. boxes, card, cardboard, tubes, etc.</li> <li>Tools, e.g. scissors, glue, tape, sticky tack, string, elastic bands, stapler, etc.</li> </ul>
<b>Lesson 3</b>	To choose and use appropriate materials.	In this lesson, children will focus on the interior of the house, and how they could make models of items of furniture. They will be encouraged to think about the properties of different materials, and how these properties could help or hinder them. In their independent activities, children choose and use a variety of materials to make models of items of furniture.	<ul style="list-style-type: none"> <li>Do children understand that different materials have different properties?</li> <li>Can children choose appropriate materials for creating models of items of furniture?</li> <li>Can children assess the effectiveness of the materials used to make their models?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Make a Model Cards 3A/3B/3C</li> <li>Variety of materials, e.g. paper, card, cardboard, cardboard tubes, matchsticks, lolly sticks, cupcake cases, fabric, felt, wool, tin foil, yoghurt pots, pipe cleaners, straws, etc.</li> <li>Variety of equipment, e.g. glue, sticky tack, tape, stapler, string, elastic bands, scissors, etc.</li> </ul>
<b>Lesson 4</b>	To be able to design a house using success criteria.	Children will discuss what design criteria are. They will look at the design criteria for their model house, and talk about how they could achieve these goals as a class, before creating a design plan. In the alternative activity, children are given 'clients', who have specific wants, to design a house for.	<ul style="list-style-type: none"> <li>Do children understand what design criteria are?</li> <li>Can children design a model home according to the given design criteria?</li> <li>Can children talk through their design, explaining the materials they have chosen and the joining methods they will use?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Design Sheet 4A/4B</li> <li>Help Sheet</li> <li>Client Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to follow a design to create a model house.	Before making their model house, children will be encouraged to look over their plans and remind themselves of the materials, equipment and joining techniques they will use. As a class, they will revisit the design criteria and discuss how they can make sure their models are stable.	<ul style="list-style-type: none"> <li>Can children follow a design to create a model house?</li> <li>Do children know ways in which they can make their model house stable?</li> <li>Can children choose and use appropriate materials, equipment and joining methods to make a model house?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Design Sheets from lesson 4</li> <li>Variety of materials (depending on designs)</li> <li>Variety of equipment (depending on designs)</li> </ul>
<b>Lesson 6</b>	To be able to evaluate a finished product.	Children will share their model houses with their classmates, and discuss how successful they are in relation to the design criteria. They will then evaluate their own houses using the worksheets provided, explaining how their models could be improved if they were to make them again.	<ul style="list-style-type: none"> <li>Do children understand what it means to evaluate, and why it is important?</li> <li>Can children evaluate their finished model house in relation to the design criteria?</li> <li>Can children identify ways in which they could improve their model house?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Completed model houses</li> <li>Evaluation Sheet 6A/6B/6C</li> <li>Interview Sheet (FSD? activity only)</li> </ul>