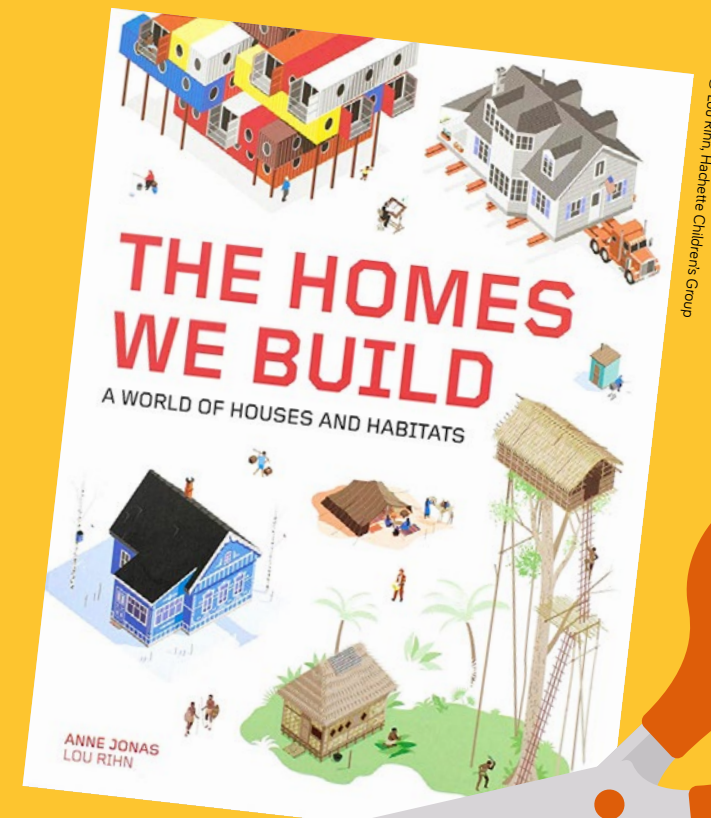


# The Homes We Build Suggested Lesson Plan

## Learning outcomes:

- Understand how an architect works with many other professionals to make homes
- Understand the skills and roles of each professional
- Create thoughts and opinions about a book and formulate them into a review

KEY STAGE 1 (ages 5-7)



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# Learning tasks

| Time    | Task   | Materials needed  | Curriculum or skill development  |
|---------|--|---|--|
| 5 mins  | <p>Introduce the Learning Outcomes and ask the following questions;</p> <ul style="list-style-type: none"> <li>• What do they think the difference is between a house and a home?</li> <li>• Who do they think makes a home?</li> </ul>  |   | Develop critical thinking and learn the difference between two similar words – house and home.   |
| 5 mins  | <p>Go through the Glossary sheet with pupils.</p> <p>Get them to repeat each new word and air draw the letters in each word.</p>   | <ul style="list-style-type: none"> <li>• Glossary Sheet</li> <li>• Interactive Whiteboard.</li> </ul> | <p><b>Reading</b></p> <p>Discussing word meanings, linking new meanings to those already known.</p>  |
| 10 mins | <p>Ask pupils to complete the Building People Worksheet.</p>   | <ul style="list-style-type: none"> <li>• Building People Worksheet</li> <li>• Pencils.</li> </ul>     | <p><b>Reading</b></p> <p>Recognising new vocabulary with visual aids.</p>  |
| 10 mins | <p>Read a section of 'The Homes We Build' to students. Before beginning, ask pupils to guess what they think the book will include. Try and draw attention to the following things when reading.</p> <ul style="list-style-type: none"> <li>• The order things are being done</li> <li>• That lots of people are working together</li> <li>• The materials being shown.</li> </ul> | <ul style="list-style-type: none"> <li>• The Homes we Build book.</li> </ul>                          | <p><b>Comprehension</b></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul> |

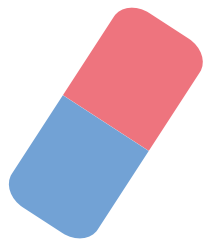
# Learning tasks

| Time    | Task  | Materials needed   | Curriculum or skill development   |
|---------|---|--|---|
| 10 mins | <p>Ask pupils the following questions and discuss as a class;</p> <ul style="list-style-type: none"> <li>• Was this book telling a story or giving information?</li> <li>• What did they learn from it?</li> <li>• What part of the build would they like to do and why?</li> <li>• Is building a home a quick or slow process?</li> <li>• Can men and women both do the work?</li> </ul> | <ul style="list-style-type: none"> <li>• The Homes We Build book.</li> </ul> | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul> |
| 5 mins  | <p>Ask pupils in pairs to discuss what they liked about the book and what they didn't like about the book. It could be the pictures, the colours, the learning about the different jobs, how it sounded when read.</p>  |  | <p><b>Spoken</b></p> <ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions.</li> </ul>  |



# Learning tasks

| Time    | Task   | Materials needed   | Curriculum or skill development  |
|---------|--|--|--|
| 25 mins | <p>Ask pupils to complete the Review Card for 'The Homes We Build'. You may need to read options as a class and ask them to tick any they agree with.</p> <p><i>Optional – record students talking about the book for a more detailed review. Ask them to say whether they liked the story, what their favourite bits were, what they didn't like, if they liked the pictures etc.</i></p> | <ul style="list-style-type: none"><li>• Review Card</li><li>• Dictaphone/Ipad.</li></ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense</li><li>• develop their understanding of the concepts by;<ul style="list-style-type: none"><li>– leaving spaces between words</li><li>– joining words and joining clauses using 'and'</li><li>– beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li></ul></li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters.</li></ul> |



# Learning tasks

| Time    | Task   | Materials needed  | Curriculum or skill development  |
|---------|--|---|--|
| 15 mins | <p>Ask pupils in pairs to try and put in order the building stages cards. They need to put a number in each square to show the order - 1 = first, 2 = second, 3 = third etc.</p> <p>You can ask them to cut them out if you like and then order them.</p> <p>Discuss their answers and give them the correct order.</p>                | <ul style="list-style-type: none"> <li>• Building Stage Cards - printed out one for each pair</li> <li>• Scissors</li> <li>• Pencil.</li> </ul> | <p>Use teamwork and memory to recall information provided in the book they studied.</p> <p>Understand sequential order.</p>              |
| 5 mins  | <p>Put pupils into groups of five. Ask them each to draw a career card from a hat and give each group a buildings sheet.</p>   | <ul style="list-style-type: none"> <li>• Building sheet print out (1 per group)</li> <li>• Career card sheet for each group.</li> </ul>         | <p>Waiting patiently and following instructions.</p>   |
| 15 mins | <p>Remind pupils of what job each person does.</p> <p>Ask pupils to role play building a house for each of the houses. They need to think about who might do what (based on their career cards). They will need to think about what they might say to each other, who they need to talk to, and what actions they need to act out.</p> |   | <p>Participate in discussions, presentations, performances, role play/improvisations and debates.</p>                                    |
| 10 mins | <p>Go through the Careers Matching sheet and ask pupils which role they think each person may be best at. You will need to read out what each person says, and help pupils identify key things such as not liking being outside, liking drawing.</p>   | <ul style="list-style-type: none"> <li>• Careers Matching Sheet.</li> </ul>   | <p>Apply critical thinking using deduction and discussion to formulate ideas. Explain thoughts verbally and link an idea to a skill.</p> |

# Building people worksheet

Can you match the worker to their description?

Architect



Builder



Foreman



Carpenter



Someone who is in charge of safety and tasks worker must do.

Someone who draws what a building will look like.

Someone who makes things from wood.

Someone who makes a building's walls and roofs.

# Building stages

Wires and pipes put in



House is painted



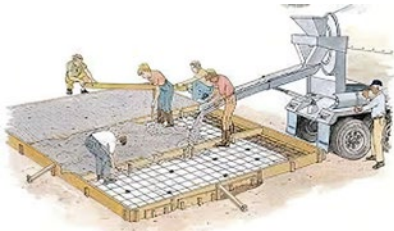
Build beams



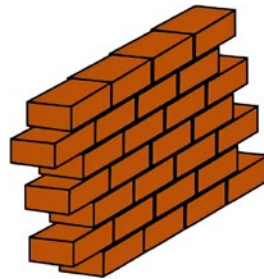
Architect designs the building



Build the foundations



Build the walls



# Buildings worksheet



Flats

© RIBApix



Palace

© RIBApix



Bungalow

© RIBApix



Terrace

© RIBApix



## Career cards

**Architect**

**Builder**

**Carpenter**

**Decorator**

**Foreman**

# Careers matching game

Which job do you think the following people might like to do when building a house?

Think about;

- Their likes and dislikes
- What they are good or bad at
- What a person does or needs to be good at in each job

**Scaffolder**

**Builder**

**Architect**

**Foreman**

**Carpenter**

“**Suzy**

“I love being outside and working with lots of people. I don't like sitting still, I would rather be moving around or making something. Which job should I do?”

“**Ahmed**

“I love being the boss! I can do many things at once and can be very loud. I would like to be a superhero and keep everyone safe!”

“**Padma**

“I love art and maths. I want to help people and do things that make the world a better place”.

“**Violet**

“I am very creative and like making things with my hands. I hate the rain. I am good at following instructions”.

“**Carl**

“I like things to be neat and tidy. I love maths, especially angles, and spend a lot of time playing with my lego set”.

# The Homes We Build glossary

- Architect** – Someone who designs new buildings and draws detailed plans to build from
- Scaffolder** – Someone who bolts together tubes to make platforms so that workers can reach higher floors
- Foreman** – This person keeps track of all the jobs happening each day and make sure everyone keeps safe
- Plumber** – A person who puts in pipes needed to carry water in and out of a home for heating, washing, drinking and flushing the toilet
- Carpenter** – Someone who makes things from wood like doors and stairs
- Electrician** – Someone who connects wires so that electricity flows through the home and power things like lights and TVs
- Foundation** – Parts of the building which are stuck into the ground like an anchor to help the building stay straight and support the weight
- Recycle** – Remaking a material into the same material or a different material once it has been used
- Beam** – A long, strong piece of wood or metal used to support the roof or floor of a building

# Review card



Book title

Author(s)

Overall rating:



Illustrations



Content



Length



Would you like to read it again?

YES

NO

What do you think the book is about?

Handwriting practice area with a dotted border and horizontal lines.

# Review card

What did you think about the book?

Tick all that you agree with and write why.

It was funny

It was easy to understand

It was interesting

I wanted to know what happened next

I learnt something new

It had lots of things to spot

I liked the colours

I liked the pictures

I liked it being read to me

It was boring

It was difficult to understand

I wanted to read something else

I didn't like the colours

I lost interest halfway through

The pictures didn't make sense

Do you have any other comments about the book?

A large rectangular area with a dotted orange border, containing horizontal dotted lines for writing.

