

# Planning for Learning through Houses and homes

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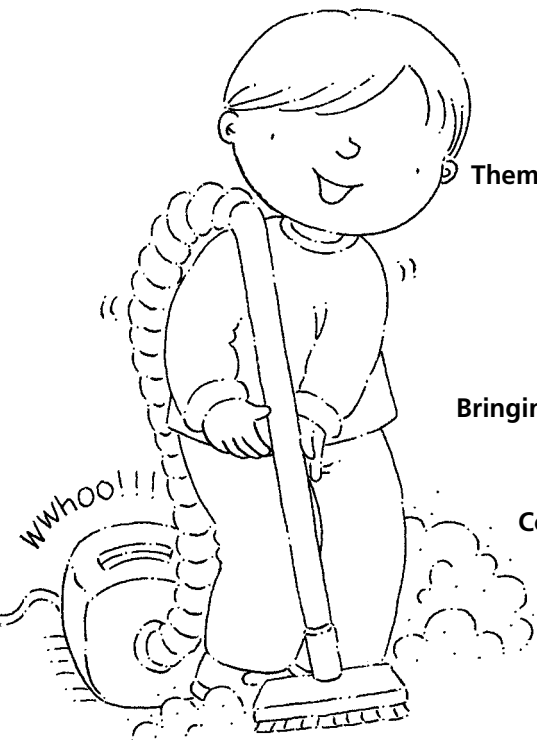
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# Making plans

## Child-friendly planning

The purpose of planning is to make sure that all children enjoy a broad and balanced experience of learning. Planning should be flexible, useful and child-friendly. It should reflect opportunities available both indoors and outside. Plans form part of a planning cycle in which practitioners make observations, assess and plan.

Children benefit from reflective planning that takes into account the children's current interests and abilities and also allows them to take the next steps in their learning. Plans should make provision for activity that promotes learning and a desire to imagine, observe, communicate, experiment, investigate and create.

Plans should include a variety of types of activity. Some will be adult-initiated or adult-led, that focus on key skills or concepts. These should be balanced with opportunities for child-initiated activity where the children take a key role in the planning. In addition there is a need to plan for the on-going continuous provision areas such as construction, sand and water, malleable materials, small world, listening area, role-play and mark-making. Thought also needs to be given to the enhanced provision whereby an extra resource or change may enable further exploration, development and learning.

The outdoor environment provides valuable opportunities for children's learning. It is vital that plans value the use of outdoor space.



## The UK Frameworks

Within the UK a number of frameworks exist to outline the provision that children should be entitled to receive. Whilst a variety of terms and labels are used to describe the Areas of Learning there are key principles which are common to each document. For example they advocate that practitioners' planning should be personal based on observations and knowledge of the specific children within a setting. They acknowledge that young children learn best when there is scope for child-initiated activity. In addition it is accepted that young children's learning is holistic. Although within the documents Areas of Learning are presented separately to ensure that key areas are not over-looked, within settings, children's learning will combine areas. Thus the Areas of Learning are perhaps of most use for planning, assessment and recording.

## Focused area plans

The plans you make for each day will outline areas of continuous provision and focused, adult-led activities. Plans for focused-area activities need to include aspects such as:

- resources needed;
- the way in which you might introduce activities;
- individual needs;
- the organisation of adult help;
- size of the group;
- timing;
- safety;
- key vocabulary.

Identify the learning and the Early Learning Goals that each activity is intended to promote. Make a note of any assessments or observations that you are likely to carry out. After carrying out the activities, make notes on your plans to say what was particularly successful, or any changes you would make another time.

## A final note

Planning should be seen as flexible. Not all groups meet every day, and not all children attend every day. Any part of the plan can be used independently, stretched over a longer period or condensed to meet the needs of any group. You will almost certainly adapt the activities as children

# Using the 'Early Learning Goals'



The principles that are common to each of the United Kingdom curriculum frameworks for the early years are described on page 2. It is vital that, when planning for children within a setting, practitioners are familiar with the relevant framework's content and organisation for areas of learning. Regardless however, of whether a child attends a setting in England, Northern Ireland, Scotland or Wales they have a right to provision for all areas of learning. The children should experience activities which encourage them to develop their communication and language; personal, social, emotional, physical, mathematical and creative skills. They should have opportunities within literacy and be encouraged to understand and explore their world.

Within the Statutory Framework for the Early Years Foundation Stage (2012), Communication and Language; Physical Development and Personal, Social and Emotional Development are described as Prime Areas of Learning that are 'particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive' (page 4, DfE 2012). The Specific Areas of Learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

For each Area of Learning the Early Learning Goals (ELGs) describe what children are expected to be able to do by the time they enter Year 1. These goals, detailed on pages

4 to 6, have been used throughout this book to show how activities relating to 'Houses and Homes' could link to these expectations. For example, for Personal, Social and Emotional Development one aim relates to the development of children's 'self-confidence and self-awareness'. Activities suggested which provide the opportunity for children to do this have the reference PSE1. This will enable you to see which parts of the Early Learning Goals are covered for a given theme and to plan for areas to be revisited and developed.

In addition, an activity may be carried out to develop a range of different Early Learning Goals. For example, when printing with shapes to make wallpaper they will gain awareness of shape properties and repeating patterns. In addition, they will develop handling skills as part of Physical Development and explore media and materials for Expressive Arts and Design. Thus, whilst adult-focused activities may have clearly defined goals at the planning stage, it must be remembered that as children take on ideas and initiate their own learning and activities, goals may change.

## The Prime Areas of Learning

### Communication and Language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. (CL1)

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. (CL2)

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. (CL3)

'Houses and Homes' provides many opportunities for children to enjoy listening, understanding and speaking. When children talk about taking care of special homes, or moving house, there is opportunity to consider the past, the present and the future. When discussing favourite wallpapers, desires for a bedroom, garden features and useful

## Example chart to aid planning in the EYFS

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>FOCUSED ACTIVITIES</b>					
Focus Activity 1:					
Focus Activity 2:					
Stories and rhymes					
<b>CONTINUOUS PROVISION (Indoor)</b>					
Collage					
Construction (large)					
Construction (small)					
ICT					
Imaginative play					
Listening					
Malleable materials					
Mark making					
Painting					
Role play					
Sand (damp)					
Sand (dry)					
Water					
<b>CONTINUOUS PROVISION (Outdoor)</b>					
Construction					
Creative play					
Exploratory play					
Gross motor					
<b>ENHANCED PROVISION (Indoor)</b>					
<b>ENHANCED PROVISION (Outdoor)</b>					

# Theme 1: My home



## Communication and Language

- Look at pictures of homes including flats, houses, caravans, castles, tents, boats and igloos. Talk about a home as a place where people feel comfortable and like to live. Encourage children to describe their own homes and to say why they like to live in them. (CL1, 3)
- Enjoy sharing stories that feature homes such as *Miss Brick the Builders' Baby* by Allan Ahlberg. Look at the pictures of the homes. Which ones would children like to live in? (CL1, 3)

## Physical Development

- Encourage children to enjoy building homes with construction toys. (PD1)
- Put out a selection of large apparatus for children to enjoy climbing on. Encourage them to imagine the apparatus is a home and to enjoy visiting their friends. (PD1)
- Put out mats for children to use as role-play houseboats and benches as gangways and bridges. Tell a story in which children live in houseboats. Encourage them to think about the way the boats would rock on windy days and remind them to balance carefully on the benches so that they don't fall in the water! (PD1)

## Personal, Social and Emotional Development

- Provide cushions, rugs, large boxes and resources requested by the children for them to make homes for role-play, inside and outside. (PSE3)

## Literacy

- Make a group big book of *The House that Jack Built* in the shape of a house. Encourage children to provide the illustrations and to write their own names for the cover. Look at features on a real book such as the author, illustrator, information on the back cover and bar code. As a group, ensure that all these features appear on the book. (L2)
- Start collecting words useful for a project on Houses and Homes. Display the words with the collection of pictures of different types of homes. (L1, 2)
- Help the children to complete the sentence 'My home is...' Write the sentences on strips of card and display them with the children's paintings of homes (See Expressive Arts and Design section). (L2)

## Mathematics

- Use houses cut from card with doors numbered one to nine for number recognition and number ordering activities. (M1)
- Use the paintings of children's homes (see Expressive Arts and Design) for data handling. Make a block graph to show the number of different coloured doors. Help children to find out which colour door is the most popular and the colours that are used the least. (M1)
- Write the numbers from children's homes on house-shaped pieces of card. Use the houses for sorting. Ask questions such as: 'Which houses have a five in their number?' 'Do any houses have the same numbers?' Use numbers less than twenty to arrange in numerical order. (M1)

## Understanding the World

- Use the pictures of different types of homes. Encourage children to think about why they are suitable for particular people or places. Help children to be aware of the materials from which the homes are made. (UW2)
- Use large wax crayons and paper to make rubbings of safe, outside walls. Encourage children to use magnifiers to observe the different patterns made. Ask parents/carers to help their child to do a rubbing at home and bring it in to add to a display. (UW2)

## Expressive Arts and Design

- Use the nursery rhyme 'There was an old lady who lived in a shoe' as the stimulus for a group frieze (see activity opposite). (EAD1)
- Help children to paint pictures of their own homes. Encourage them to use accurate colours for doors, walls and so on. (EAD2)
- Encourage children to enjoy playing in the role-play home corner. Over the next six weeks, change the items placed in it to give the feel of different types of home. Use boxes to mark out a boat-shaped home, stick large wheels on to create a caravan and use white paper marked with black brick lines to represent an igloo. (EAD2)
- Make a model home (see activity opposite). (EAD2)

## Activity: Models of homes

**Learning opportunity:** Constructing homes using a range of materials.

**Early Learning Goal:** Expressive Arts and Design. Being imaginative.

**Resources:** Variety of boxes, cardboard tubes, corrugated card, scissors, PVA glue, masking tape, stiff card, ready-mixed paint, brushes, plastic trays, pencils, pictures of homes.

**Key vocabulary:** House, home, window, door, chimney, wall, roof, names for different types of homes and materials.

**Organisation:** Small group.

**What to do:** Show the children pictures of homes. Explain that they are going to make models of homes. Talk about the different types of homes that they might like to build. Invite children to look at the boxes and other materials and to select the items they feel would be useful.

Help children to construct the homes. Explain that they will be decorating the insides of their homes the following week and making furniture later on. Encourage children to take care to glue around edges of boxes and items to be stuck on and to count to ten several times whilst holding things together to stick firmly. If children want doors and windows cut out, ask them to draw the shapes before you do the cutting.

When the homes have been constructed, encourage children to paint the outsides of their models, taking care to leave no gaps.

## Activity: Home in a shoe

**Learning opportunity:** Painting pictures of children.

**Early Learning Goal:** Expressive Arts and Design. Exploring and using media and materials.

**Resources:** A3-sized paper; paint; brushes; plastic paint pots; plastic mirrors; background showing a large shoe house on a large noticeboard; a selection of large shoes.

**Key vocabulary:** House, shoe, children, many, names of colours.

**Organisation:** Whole group introduction, small group for painting activity.

**What to do:** Recite the rhyme 'There was an old lady who lived in a shoe'. How many children did the lady have? What type of shoe would be good for a house? Look at the shoes.

Would one be comfortable for the lady to live in? Show the group the shoe on the noticeboard. Explain that everyone is going to paint pictures of children to live in the shoe house.

Invite four children to come and paint. Some children may wish to base their painting on themselves or a friend. As children paint, talk about the colours they are using. Ask them to paint the faces but leave the eyes and mouth for later when the paint has dried.

When finished, cut out the children, stick them onto black sugar paper and trim to give a thin black border. Invite children to choose where they would like their child to be placed on the frieze.

## Display

Hang the numbered houses from a line with pegs. Nearby display the paintings of homes and block graph. Use words from the collection as labels for the paintings. Put out the model homes in a quiet area where children can enjoy going to view their work and the changes that take place over the project.

