

WOW!

(An **engaging** event to capture interest and energise. Guided by an adult initially; a supported experience)

The children arrive to find a lot of building plans and tools with a letter. The letter will contain the challenge of the term “Can we build it?” We will talk about the different things that can be built, whether it is possible to build something without planning first and the kind of materials that would be needed.

An engaging event, inspire children and families to learn more, generating excitement and intrigue. The WOW does not have to be related to the challenge, although it must lay the foundations for immersion.

Learners could discover an unmarked object; off-site visit or visitor; unexpected email; watch film or performance; challenged to produce something, etc.

Immersion: skills

(Developing **empathy** of events, processes or people, exploring and enhancing language and social skills)

Read the story “If I Built a House” comparing the difference between our own houses and the boy in the story’s house.

Milestone

Children will be able to talk about ideas from the story and good materials to build with.

Immersion: knowledge

(Developing **knowledge** of events, processes or people, exploring and enhancing language)

Observe and talk about the school buildings – the materials used for walls, windows etc Talk about planning and choosing materials before building. Invite the builders to come and talk to the children about their work.

Milestone

Children will be able to make their own observations and talk about why things happen and how things work.

Thinking about the skills and knowledge children will develop in Have-a-Go, what language and/or experiences will they need before this?

Learners could: create tableaus; hot seat; create work banks, glossaries; draw/make something, mindmap, visit off-site, interview visitors, explore something, research, create learning walls, etc.

Have-a-go: skills

(Building on immersion, children have opportunities to acquire and **practice** skills in numerous ways)

The children will be able to use the story as a base to create their own house based on the features they would like. They will consider the kind of words needed to explain the design to the reader.

Milestone

Children will be able to use construction and recycled modelling resources to build according to the challenges.

Have-a-go: knowledge

(Building on immersion, children have opportunities to acquire and **develop** knowledge in numerous ways)

Investigate building materials with tests planned for the end. The children will design, create and test things using different materials to achieve tasks such as building boats that are waterproof or building that won’t fall down.

Milestone

Children will be able to use construction and junk modelling resources to build according to the challenges.

In order for learners to be successful and independent in the challenge, what skills and knowledge will they need to **practice** and become familiar with?

Learners need opportunities to prepare for the challenge, or have-a-go at any tricky or unfamiliar elements, complicated tasks, team work, etc.

A challenge should be challenging, and enable children to **independently** show off newly acquired skills and knowledge. It should be as public as possible, different from the last and promote co-operation with others. Challenges can single, whole cohort events, or comprised of many elements. They should always be documented in some way and reflected upon by learners.

The Challenge

(Combines skills and knowledge practiced in Have-a-go to, independently of adults, prove what they have learnt, by answering the question)

Children can choose from a variety of construction /recycled resources to build a house that has been designed with unusual spaces.

Documenting the challenge

On-going observations and assessments.

Celebrating the challenge

The children will show case their designs, plans and innovated story.

Line of Enquiry

Further lines of enquiry that children could pursue in small group time or offered as continuous provision:

Personal Social Emotional Development

- Encourage children to act out stories using the story square methods
- Talking about themselves-family/likes/dislikes
- Looking after people who are hurt or upset
- Turn-taking activities/games
- Resolving conflicts

Communication and Language

- Sequencing and retelling the story using role play, puppets, story stones.
- Understand and be able to describe the different properties of materials and talk about why they would use them
- Talk about themselves positively, take turns to listen to others

Physical Development

- Malleable materials – story telling playdough mats.
- Using scissors to cut around and shape finger puppets.
- Using tools from the 'prop box' – buckets, spades, tape measures.
- Moving safely-dodging/finding a space
- Moving in different ways-rolling/jumping/crawling
- Using resources differently- rolling/patting/bouncing/throwing/catching/kicking
- Fine motor development using tweezers etc
- Dance

Literacy

- Make a story map of the story, encouraging children to innovate parts of the story
- Model designing-labelling, instructions for how it works
- Provide letter writing resources in the writing area and outdoors.
- Supporting stories/rhymes
- Provide non-fiction books about building.

Maths

- Consolidation of numbers within 20
- Addition
- Subtraction
- Measures-height, weight, capacity

Line of Enquiry

Understanding the World

- Investigate building materials – the huff and puff test.
- Investigate textures.
- Recording the story (flip cam, talking story book, talking tins).
- Outside, set up a building site themed role play area.
- Use the doll's house as a model to encourage building and designing.
- Look at how houses are made in different ways around the world

Expressive Art and Design

- Sand tray – excavation, building sand castles.
- Make brick rubbings/patterns.
- Represent a house by drawing or painting.
- Make model houses from boxes – decorate with straw, bark or printing with blocks.
- Make model houses from construction sets – add building plans and architectural drawings as a stimulus for construction.

CORE LEARNING SKILLS

- I can talk about something that happened to me.
- I can follow instructions and pass on messages.
- I can take turns when talking with my friends.