

Homes and Buildings



Overview:

The 'Homes and Buildings' project allows students to share information about their own homes, local and national significant buildings. The weekly submission of text, images and data will enable students to analyse and compare results. The project activities are designed to integrate ICT into other curriculum areas and to develop and extend ICT skills.

The project runs for four consecutive weeks. By following this project guide all participants will be able to share and compare the same results. Extension activities can be undertaken but are not required to complete the project.

Week 1 My Home

- Establish concept of what a home is
- Conduct a group survey of types of homes
- Conduct surveys of features of the homes
- Write collaborative text analysis of the data collected
- Publish the work to the project web site

Week 2 Building a Home

- Review Week 1 published work on the project web site
- Establish with students the meaning of 'construction'
- Conduct a survey of types of materials used in the construction of the students' homes
- Write individual text accounts of home construction
- Write collaborative text analysis of the data collected
- Publish the work to the project web site

Week 3 Important Buildings

- Review Week 2 published work on the project web site
- Conduct a survey of local important buildings
- Write a collaborative text account about a local important building
- Produce a graphic of a local important building
- Use the Internet to research information about a national important building
- Write a collaborative text account about a national important building
- Publish the work to the project web site

Week 4 What Have We Learnt?

- Use work published on the project web site to make comparisons
- Write a collaborative text account of the knowledge that has been acquired through the project
- Write a farewell collaborative text
- Publish the work to the project web site

The purpose of this week is for each group of students to compare similarities and differences between the types of homes they live in. By conducting surveys of type of home, students will collect, record and analyse numerical data. The students write a collaborative review of the collected data. This activity gives the students the opportunity to write in a style that demonstrates an awareness of the intended audience.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience. • To be able to use a painting program to make a pictorial representation.

Curriculum focus	Learning Objectives
Personal, Social and Health Education	<ul style="list-style-type: none"> • To be able to appreciate and be sensitive to the similarities and differences between people.
Geography	<ul style="list-style-type: none"> • To be able to use maps and globes to find information. • To have an awareness of the world beyond the near locality.

The main focus of this week is for each group of students to collect and use data to compare similarities and differences between the style and type of homes they live in.

Step	Title	Notes
1	Where We Live	Location of home – city, town, village, countryside.
2	We Live In (house, bungalow, dormer bungalow, flat/apartment, mobile, home/caravan)	Whole class data collection.
3	My Style of Home (detached, semi detached, terraced)	Whole class data collection.
4	This is My Home	Graphical representation of home.
5	My Home	Individual text account.
6	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> • Where We Live • We Live In A ... • My Style of Home • My Home <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Keywords
<p>Keywords support sheet</p> <p>tally graph chart list</p> <p>data total survey collect</p> <p>criteria label axis grey</p> <p>apartment bungalow caravan castle</p> <p>cottage detached flat home</p> <p>house house boat maisonette mobile home</p> <p>palace semi-detached tenement</p> <p>terraced borough city community</p> <p>country forest hamlet metropolis</p> <p>provincial rural settlement suburban</p> <p>town township village villa</p> <p>interpret compare information complete</p> <p>publish audience collaborate</p>

Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> • use a tally chart to collect information • interpret data using a tally chart • identify different styles and types of homes <p>Some students will be able to</p> <ul style="list-style-type: none"> • record data in different graphical forms • interpret data from a variety of graphs • solve problems using information displayed in graphical form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share information.</p>	<ul style="list-style-type: none"> • Introduce the topic to the students. • Tell the students that, by using the Internet, they will be sharing the information they collect with schools around the world. • Outline the activities the students will be involved in. 	<p>The students are able to identify the location of other groups of participating students.</p> <p>Students know that the information they collect will be shared by others through the use of the Internet.</p>	<p>Show students examples of the introductions from other participating groups of students by logging onto learning-lincs.com</p> <p>Class activity using interactive white board or computer based activity.</p>
<p>Students learn the difference between a city, town and village.</p> <p>Students learn what kind of community they live in.</p> <p>Students learn the significant parts of an address.</p> <p>Students will know their address and/or the address of the school.</p>	<ul style="list-style-type: none"> • Establish the definition of and difference between a village, town, and city. • Ask the students their address to establish if all the students in the group live in the same city, town or village. • If appropriate use a map to identify the general location of where the students live. • Discuss with the students what information they would include when describing the community in which they live. • Show the students the enlarged Where We Live worksheet. • The students enter the type of community in which they live on their Where We Live worksheet. <p>Older students</p> <ul style="list-style-type: none"> • Ask the students their address. • Discuss the significance of each line of the address. • The students enter their address on the Where We Live worksheet. <p>Younger students</p> <ul style="list-style-type: none"> • Either provide the students with a copy of their own address or as a group use the school address to complete the worksheet. <p>Enter the information as text onto the Homes and Buildings Project Publisher.</p> <p>Describe the location of the school in terms of type of conurbation and factors influencing the definition of the location.</p>	<p>Students are able to identify the differences between a city, town and village.</p> <p>Students are able to use geographical vocabulary to describe where they live.</p> <p>Students are able to identify the significant parts of an address.</p> <p>Students are able to record their address.</p> <p>Students know their address or the address of the school.</p>	<p>Print Keywords of location definitions.</p> <p>Definitions for deciding the type of community in which the group live.</p> <p>City a community of greater importance, size or with wider municipal powers than a town.</p> <p>Town a community with a wide range of amenities.</p> <p>Village a community with a shop, church and some other amenities</p> <p>Hamlet a small village especially one without a church.</p> <p>Use a photo copier to enlarge the Where I Live worksheet</p> <p>Have a list of the students' addresses available.</p> <p>For younger students have their individual address or the address of the school available for them to copy.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to collect data using set criteria.</p>	<ul style="list-style-type: none"> • Introduce the keywords house, bungalow, dormer bungalow, flat/apartment, mobile home/caravan. • Provide younger students with a pictorial representation for each word. • Define the words house, bungalow, dormer bungalow, flat/apartment, mobile home/caravan. • Ask the students why the word <i>other</i> appears on the support sheet. • Ask the students to decide which word best describes their home. • Show the students the enlarged We Live In support sheet. • Students record the type of home they live in. 	<p>Students are able to collect information.</p> <p>Students are able to match information against a given criteria.</p>	<p>Collect pictures to illustrate types of houses (property for sales adverts, Estate Agents property details.)</p> <p>Print Keywords and use to ensure the students understand type of houses definitions.</p>
<p>Students learn how to enter information onto a data collection form.</p> <p>Students learn to organize and explain numerical data in a written form.</p>	<p>Enter information on the Homes and Buildings Project Publisher.</p> <ul style="list-style-type: none"> • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	<p>Students understand that numerical data can be presented in a graphical form.</p> <p>Students are able to interpret numerical data in a written form.</p>	<p>Data is immediately displayed in graphical form. Students are able to interpret data to solve problems. Students interpret data as percentages.</p>
<p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review identifying the types of home the students live in.</p> <p>Enter information on the Homes and Buildings Project Publisher.</p>	<p>Students are able to evaluate data collection results.</p> <p>Students are able to write in a style to suit a particular purpose.</p>	<p>Teacher scribe or word process to reorder/redraft to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to record collected data.</p>	<ul style="list-style-type: none"> • Introduce the keywords detached, semi detached, terraced. • Provide younger students with a pictorial representation for each word. • Define the words detached, semi detached, terraced. • Ask the students why the word <i>other</i> appears on the support sheet. • Ask the students to decide which word best describes their home. • Show the students the enlarged My Style of Home sheet. • Students record the style of home they live in. 	<p>Students are able to collect information.</p> <p>Students are able to match information against a given criteria.</p>	<p>Students could draw a street of different styles of houses.</p>
<p>Students learn how to enter information onto a data collection form.</p>	<p>Enter the information onto the Homes and Buildings Project Publisher.</p> <ul style="list-style-type: none"> • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. • Give the students problems to solve using the data – What style of home do most students live in? 	<p>Students understand that numerical data can be presented in a graphical form.</p> <p>Students are able to interpret numerical data in a written form.</p> <p>Students are able to interpret data to solve problems.</p>	<p>Data is immediately displayed in graphical form. Students are able to interpret data to solve problems.</p>
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the text review identifying what style of home the students live in.</p> <ul style="list-style-type: none"> • Enter information on the Homes and Buildings Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to write in a style to suit a particular purpose.</p>	<p>Younger students – teacher scribe to produce final draft. Older students write/re draft text account.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to make detailed observations.</p> <p>Students learn to draw representations of their observations.</p>	<ul style="list-style-type: none"> Show the students a photo of a home. Ask the students what they can see in the photo. <p>Younger students</p> <ul style="list-style-type: none"> Teacher demonstration of how to draw the outline of the home using observation skills. Give the students paper on which to copy teacher demonstration of drawing the home. <p>Older students</p> <ul style="list-style-type: none"> Discuss what detail can be seen on the photo of the house Give the students paper on which to draw the house in the photo. 	<p>Students are able to draw from observation with increasing accuracy.</p>	<p>Inform the parents/carers of the students about the activity.</p> <p>Ask the students to bring in a photo of their home.</p> <p>It may be appropriate to provide students with access to a digital camera that can be taken home.</p>
<p>Students learn to make an observational representation.</p>	<ul style="list-style-type: none"> Students make observational representations of their homes. Use a variety of mediums for this activity. Some students could use a computer based drawing program. Some students could make pencil sketches. Some students could paint pictures. Some students could make a collage representation of their home. 	<p>Students are able to make observational representations.</p>	<p>Link activity to Art by looking at the work of well-known artists e.g. Lowry.</p>
<p>Students learn how to scan work.</p>	<ul style="list-style-type: none"> Students share their finished work. Discuss with the students how a scanner can be used to present work on a web site. The students decide which one of their home representations to enter onto the Homes and Buildings Project Publisher. Older students may be able to scan their own work. Younger students will need support. 	<p>Students know that a scanner can be used to make a copy of work that can then be displayed on a web site.</p>	<p>The scanned work is immediately displayed.</p>
<p>Students learn to enter scanned work on the project publisher.</p>	<ul style="list-style-type: none"> Enter information on the Homes and Buildings Project Publisher. 	<p>Students know that scanned work can be used on a website.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to evaluate data collection results.</p> <p>Students learn how to write a collaborative text.</p>	<p>Prepare the overall text review.</p> <ul style="list-style-type: none"> • The account should include references to the results of data collection activities. • Describe the location of the students' homes. • Describe the type of home most of the students live in. • Describe the style of home most students live in. <p>Younger students</p> <ul style="list-style-type: none"> • Teacher scribe the review on strips of paper that can be reorganised. <p>Older students</p> <ul style="list-style-type: none"> • Use a word processing program to produce shared text accounts that can then be combined to make the final draft of the review. • Enter information on the Homes and Buildings Project Publisher. 	<p>Students are able to evaluate data collection results.</p> <p>Students are able to write in a style to suit a particular purpose.</p>	<p>Younger students – teacher scribe to produce final draft.</p> <p>Older students write/redraft text account.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Show the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	
Students learn how to use a spell check.	<ul style="list-style-type: none"> Explain that the data and the text needs to be proof read before it is published on the project web site. Show older students how to use a spell check. 	Students will be able to use a spell check when using a word processing program.	Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.
Students learn how to upload the data collection results and text overview on the project web site.	<ul style="list-style-type: none"> Show the students how to upload their work to the web page. Older students could independently upload their work. 	Students know that their work will be shared with others when it is published.	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> Discuss with the students their uploaded work. Do they think the style of the presentation of their collected information on the web page is suitable for their intended audience? Explain to the students the function of the Publish button. The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to prepare and input data into a database.	<ul style="list-style-type: none"> The students enter the information they have collected on the style, type of home, data recording sheets on to a data collection form on the project web site. This immediately generates a graph. 	Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.	
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the information they have obtained through the data collection activities. 	Students are able to change the layout of text in a word processing program.	
Students learn to use a word processing program to organize text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site the students could decide which font, colour and size would be appropriate for another type of display – e.g. a classroom display, an information book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be used on a web site.</p>	<ul style="list-style-type: none"> Using a photo of their home, the students make a representational graphical image of their home. A graphical image is scanned then published on the project website. 	<p>Some students will be able to use a scanner.</p> <p>Some students will know that a scanned image can be displayed on a web site.</p>	The photos taken by the students could be used for classroom display, part of a class book or as part of a multi media presentation.

Objectives	Web site	Description	Outcomes	Notes
QCA Link	www.standards.dfes.gov.uk/schemes2/art/art2c/?view=get	Unit 2C Can buildings speak?	The web links enable teachers to find and use appropriate project linked information.	<p><i>Disclaimer</i> <i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes. Where suitable we will provide links to other sites on the Internet. These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i></p>
	www.standards.dfes.gov.uk/schemes2/geography/geo1/?view=get	Unit 1: Around our school - the local area.		
	www.standards.dfes.gov.uk/schemes2/geography/geo6/?view=get	Unit 6: Investigating our local area.		
	www.standards.dfes.gov.uk/schemes2/it/itx2b/?view=get	Unit 2B: Creating pictures.		

The purpose of this week is for each group of students to establish the materials that have been used to construct their homes. By conducting surveys of which materials have been used to construct the walls of their home, the roof of their home, and the type of windows they have in their home the students will collect, record and analyse numerical data. The students write a review of the collected data giving them the opportunity to write in a style that is appropriate to the task – sharing information.

The students use the data submitted in week 1 to compare type and style of their home with the homes of other students around the world. The students use the descriptive text accounts to find information about other participating groups of students.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graph form.
English	<ul style="list-style-type: none"> • To be able to read a variety of texts. • To be able to read for information. • To be able to write for a wide audience. • To be able to share written accounts.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience.
Science	<ul style="list-style-type: none"> • To be able to recognise and name common types of material. • To be able to compare everyday materials on the basis of their properties.

The main focus of this week is for each group of students to collect information about the building materials used in the construction of their homes.

Step	Title	Notes
1	Review time	Compare previous week’s work published on the project web site.
2	The Walls	Whole class data collection.
3	The Roof	Whole class data collection.
4	The Windows	Whole class data collection.
5	What We Have Discovered	Collaborative writing.
6	Publish Our Work	Publish the data collection results and text overview on web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> • Building Materials • The Walls • The Roof • All About Windows • The Windows <p>Optional</p> <ul style="list-style-type: none"> • Digital camera

Vocabulary																																																								
<p>Keywords support sheet</p> <table> <tr> <td>tally</td> <td>graph</td> <td>chart</td> <td>list</td> </tr> <tr> <td>data</td> <td>total</td> <td>survey</td> <td>collect</td> </tr> <tr> <td>criteria</td> <td>label</td> <td>axis</td> <td>observe</td> </tr> <tr> <td>brick</td> <td>stone</td> <td>wood</td> <td>tile</td> </tr> <tr> <td>slate</td> <td>thatch</td> <td>roof</td> <td>pitched</td> </tr> <tr> <td>hipped</td> <td>gabled</td> <td>chimney</td> <td></td> </tr> <tr> <td>asphalt</td> <td>cement</td> <td>corrugated iron</td> <td></td> </tr> <tr> <td>breeze block</td> <td>concrete</td> <td>window</td> <td>sash</td> </tr> <tr> <td>casement</td> <td>patio door</td> <td>French window</td> <td></td> </tr> <tr> <td>bay window</td> <td>skylight</td> <td>window frame</td> <td></td> </tr> <tr> <td>shutters</td> <td></td> <td></td> <td></td> </tr> <tr> <td>interpret</td> <td>evaluate</td> <td>compare</td> <td>retrieve</td> </tr> <tr> <td>information</td> <td>completion</td> <td>publish</td> <td>audience</td> </tr> <tr> <td>collaborate</td> <td></td> <td></td> <td></td> </tr> </table>	tally	graph	chart	list	data	total	survey	collect	criteria	label	axis	observe	brick	stone	wood	tile	slate	thatch	roof	pitched	hipped	gabled	chimney		asphalt	cement	corrugated iron		breeze block	concrete	window	sash	casement	patio door	French window		bay window	skylight	window frame		shutters				interpret	evaluate	compare	retrieve	information	completion	publish	audience	collaborate			
tally	graph	chart	list																																																					
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information	completion	publish	audience																																																					
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Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> • use a tally chart to collect information • interpret data using a tally chart • identify common materials <p>Some students will be able to</p> <ul style="list-style-type: none"> • record data in different graphical forms • interpret data from a variety of graphs • solve problems using information displayed in graphical form • recognise the suitability of a material for a task

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the data and text that they posted on the project web site in week 1. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 1 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to read and interpret data.</p> <p>Students interpret and use data in problem solving activities.</p>	<ul style="list-style-type: none"> • The students view the data collection results of other participating students. • Discuss the other participating students data collection results. • Use the data results to ask the students comparative questions. • Younger students use the graphical information to make direct comparisons. How many students live in a village? How many students live in a semi detached house? Or set questions that interrogate the graphical information. How many more students live in a house than in a bungalow? • Older students use the graphical information to solve problems that involve further calculations. Using the graphical data from 3 or 4 groups of students calculate the fraction of the total that have a given criteria – live in a flat. Or calculate the percentage number of students with a given criteria – live in a detached house. 	<p>Students are able to read and compare information and data.</p> <p>Students are able to select an appropriate calculation method in problem solving activities.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>If possible when making direct data comparisons ensure that the groups of students are of a similar size.</p> <p>Students may need to use a calculator when calculating percentages.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students identify materials that are used in the construction of a home.	<ul style="list-style-type: none"> • Discuss with the students the meaning of ‘construction’. • Ask the students if they know what materials have been used for the construction of the walls of their home. • Show the students the keyword flashcards brick, wood, stone, metal. 	Students are aware of the different types of materials used to construct the walls of homes.	It would be appropriate to have examples of the different building materials.
Students learn how to collect and record data.	<ul style="list-style-type: none"> • Give the students the data recording sheet Walls. • Define to students the types of materials listed on the data recording sheet. • Each student identifies the material that has been used to construct the walls of their home. • Revise the method used for making a tally chart. • Complete the Walls data recording sheet using tallying. • Older students use the recorded data to construct an individual bar graph. • Younger students, with teacher support, use teacher-recorded data to construct an individual bar graph. 	Students are able to use collected data to construct a graph.	Use a photocopier to enlarge the Walls data collection sheet and use to tally information. The enlarged sheet can then be used for problem solving activities.
Students learn how to collect and record data.	<ul style="list-style-type: none"> • Give the students the information sheet Building Materials. • Explain to the students that this sheet is to be used to record the materials used in the construction of their own home. • The students complete the ‘walls’ part of the information sheet. 	Students are able to read questions. Students are able to answer questions with accuracy. Students are able to record factual information.	<p>Choose the version of the Building Materials information sheet that is appropriate to the age of the students.</p> <p>Use a photocopier to enlarge the Building Materials data collection sheet. The enlarged sheet can then be used for problem solving activities.</p>
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> • Enter the ‘walls’ information onto the Homes and Buildings Project Publisher. • Class activity using interactive whiteboard. • Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	Data is immediately displayed in graphical form.

Objectives	Lesson Activities	Outcomes	Notes
Students identify materials that are used in the construction of a home.	<ul style="list-style-type: none"> Ask the students if they know what materials have been used for the construction of the roof of their home. Show the students the keyword flashcards slates, tiles, thatch, wood, asphalt, corrugated iron. 	Students are aware of the different types of materials used to construct the roof of homes.	It would be appropriate to have examples of the different building materials.
Students learn how to collect and record data.	<ul style="list-style-type: none"> Give the students the data-recording sheet Roof. Define to students the types of materials listed on the data recording sheet. Students identify the material that has been used to construct the roof of their home. Revise the method used for making a tally chart. Complete the Roof data recording sheet using tallying. Older students use the recorded data to construct an individual bar graph. Younger students, with teacher support, use teacher-recorded data to construct an individual bar graph. 	Students are able to use collected data to construct a graph.	Use a photocopier to enlarge the Roof data collection sheet and use to tally information. The enlarged sheet can then be used for problem solving activities.
Students learn how to collect and record data.	<ul style="list-style-type: none"> The students complete the 'roof' part of the information sheet Building Materials. 	Students are able to read questions. Students are able to answer questions with accuracy. Students are able to record factual information.	
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> Enter the 'roof' information onto the Homes and Buildings Project Publisher. Class activity using interactive whiteboard. Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	

Objectives	Lesson Activities	Outcomes	Notes
Students identify different types of windows.	<ul style="list-style-type: none"> Show the students the enlarged copy of the information - recording sheet All About Windows. Discuss with the students the style of windows that are illustrated on the sheet. Show the students the keyword flashcards casement, skylight, dormer, sash, patio. Look at the illustration of each window type and relate the keywords to each illustration. Give the students the information - recording sheet All About Windows. Students complete the sheet by labelling the window illustrations with the correct words. 	Students are able to correctly identify different styles of windows.	<p>Print out the keywords.</p> <p>Use a photocopier to enlarge the information - recording sheet All About Windows.</p> <p>The enlarged sheet can then be used to illustrate the different types of windows.</p>
Students identify materials that are used in the construction of a home.	<ul style="list-style-type: none"> Ask the students if they know what materials have been used for the construction of the window frames of their home. Show the students the keyword flashcards plastic, wood, metal. 	Students are aware of the different types of materials used to construct the windows of homes.	It would be appropriate to have examples of wood, plastic, metal.
Students learn how to collect and record data.	<ul style="list-style-type: none"> Give the students the data-recording sheet The Windows. Revise the method used for making a tally chart. Complete the The Windows data recording sheet using tallying. 	Students are able to use collected data to construct a graph.	Use a photocopier to enlarge the Our Windows data collection sheet and use to tally information.
Students learn how to collect and record data.	<ul style="list-style-type: none"> Give the students the information sheet Building Materials Explain to the students that this sheet is to be used to record the materials used in the construction of their own home. The students complete the 'windows' part of the information sheet Building Materials. 	<p>Students are able read questions.</p> <p>Students are able to answer questions with accuracy.</p> <p>Students are able to record factual information.</p>	
Students learn how to enter information onto a data collection form.	<ul style="list-style-type: none"> Enter the 'window' information onto the Homes and Buildings Project Publisher. Class activity using interactive whiteboard. Look at the submitted data in graphical form and encourage the students to compose number statements to support their data analysis. 	Students understand that numerical data can be presented in a graphical form.	Data is immediately displayed in graphical form.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the final overall text review.</p> <p>The students use their completed information sheet Building Materials to make a collaborative text overview.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the comparisons the students made using the week 1 data • examples of what the group has discovered about the construction of their home • students explanations of the use of certain materials in the construction of their home <p>Teacher scribe the younger students’ conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Homes and Buildings Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload and publish their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	Students know that their work will be shared with others when it is published.	<p><i>Before publishing the students' work check the schools Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to prepare and input data into a database.</p>	<ul style="list-style-type: none"> The students enter the information they have collected on the walls, roofs and windows data-recording sheets on to a data collection form on the project web site which immediately generates a graph. 	<p>Students develop an understanding of the potential use of a computer to generate information from a database and to solve problems using a database.</p>	
<p>Students learn to use ICT appropriately to communicate ideas through text.</p> <p>Students learn to use a word processing program to organize text.</p>	<ul style="list-style-type: none"> Students use a word processing program to assemble the information they have obtained through the data collection activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. The students use a copy of their text account on the project web site on a classroom display or as part of an information book. They decide which font, colour and size would be appropriate for a given type of display. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display 	<p>Students are able to change the style and layout of text in a word processing program.</p> <p>Students are able to use a word processing program to produce a text which is suitable for the intended audience.</p>	<p>The students could make labels for the display of building materials.</p> <p>The students could formulate and make question cards to use with the examples of building materials.</p>
<p>Students learn to save their work.</p> <p>Students learn to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> Students print and save the text account. Students retrieve the saved text account at a later date. 	<p>Students are able to print and save work.</p> <p>Students are able to retrieve saved work.</p>	

Objectives	Web site	Description	Outcomes	Notes
Students learn that the Internet is a source of information.	www.splaat.com	Safe Play at All Times web site for children	The web links enable students and teachers to find and use appropriate project linked information.	<p><i>Disclaimer</i> <i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes.</i></p> <p><i>Where suitable we will provide links to other sites on the Internet. These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i></p>
	www.coruseducation.com	Information for teachers. Interactive resources and a picture gallery.		
QCA Links	www.standards.dfes.gov.uk/schemes2/science/sci1c/?view=get	Unit 1C: Sorting and using materials		
	www.standards.dfes.gov.uk/schemes2/science/sci3c/?view=get	Unit 3C: Characteristics of materials		

The purpose of this week is for each group of students to share information about local and national important buildings. The students write an account of a significant building found in their locality. The students make a graphical representation of the local important building.

The students are provided with the opportunity to research a national important building. The students produce a text account based on the results of their research.

The students use the data and text accounts submitted in week 2 by other participating students to make comparisons of the materials used in the construction of homes.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> • To be able to collect, present and interpret data. • To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> • To be able to communicate with others. • To be able to organise and explain information. • To be able to write for a variety of audiences. • To be able to share written accounts. • To be able to read for information.
Art	<ul style="list-style-type: none"> • To be able to record from experience. • To be able to record the use of shape, space and pattern in local buildings. • To be able to use a range of materials and processes.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to communicate and handle information. • To be able to present information with an awareness of audience. • To be able to use a variety of word-processing functions. • To be able to search for information. • To be able to capture an image.
History	<ul style="list-style-type: none"> • To be able to select and record information relevant to the focus of enquiry. • To recall, select and organise historical information. • To be able to communicate their knowledge and understanding of history in a variety of ways.

The main focus of this week is for the students to share information about local and national significant buildings. Students research and then share information. Students use a variety of techniques to make a graphical image.

Step	Title	Notes
1	Review Time	Compare previous week's work published on the project web site.
2	Local Buildings	Whole class data collection.
3a	An Important Local Building	Collaborative text account.
3b	An Important Local Building	Graphical representation of local important building.
4a	In Our Country	Collaborative text account.
4b	In Our Country	Graphical representation of a national important building.
5	Publish Our Work	Upload and publish the data collection results and text overview to project web site.

Resources
<p>Data collection sheets</p> <ul style="list-style-type: none"> Local Buildings <p>Support sheets</p> <ul style="list-style-type: none"> Local Important Building In Our Country <p>Optional</p> <ul style="list-style-type: none"> Digital camera

Vocabulary																																
<p>Keywords support sheet</p> <table> <tr> <td>tally</td> <td>graph</td> <td>chart</td> <td>list</td> </tr> <tr> <td>data</td> <td>total</td> <td>survey</td> <td>collect</td> </tr> <tr> <td>criteria</td> <td>label</td> <td>axis</td> <td></td> </tr> <tr> <td>library</td> <td>supermarket</td> <td>church</td> <td>fire station</td> </tr> <tr> <td>hospital</td> <td>hotel</td> <td>shopping centre</td> <td></td> </tr> <tr> <td>factory</td> <td>religious building</td> <td>theatre</td> <td></td> </tr> <tr> <td>evaluate</td> <td>compare</td> <td>retrieve</td> <td>information</td> </tr> <tr> <td>completion</td> <td>publish</td> <td>audience</td> <td>collaborate</td> </tr> </table>	tally	graph	chart	list	data	total	survey	collect	criteria	label	axis		library	supermarket	church	fire station	hospital	hotel	shopping centre		factory	religious building	theatre		evaluate	compare	retrieve	information	completion	publish	audience	collaborate
tally	graph	chart	list																													
data	total	survey	collect																													
criteria	label	axis																														
library	supermarket	church	fire station																													
hospital	hotel	shopping centre																														
factory	religious building	theatre																														
evaluate	compare	retrieve	information																													
completion	publish	audience	collaborate																													

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> enter data with accuracy share information about a topic of interest <p>Some students will be able to</p> <ul style="list-style-type: none"> research and select relevant information present information in a simple presentation form

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that information and data can be stored and retrieved.</p>	<ul style="list-style-type: none"> • Show the students the data and text that they posted on the project web site in week 2. • Discuss with the students the success of their style of text account. • Ask the students if there are any changes they would make to the style of text account. 	<p>Students are able to evaluate the success of the presentation style of their work.</p> <p>Students are able to suggest changes they would make.</p>	<p>Activity suitable for use on an interactive whiteboard.</p>
<p>Students learn to evaluate the effectiveness of different formats and layouts.</p>	<ul style="list-style-type: none"> • The students view the Week 2 web pages of other participating students. • Discuss with the students the similarities and differences in the style chosen for the text account. • Ask the students to decide which text accounts they prefer. • Encourage the students to give reasons for their preferences. 	<p>Students are able to express a preference.</p> <p>Students are able to give reasons for their preference.</p>	<p>If possible ensure that comparisons of text are made between similar aged students.</p> <p>Activity suitable for interactive whiteboard or individual computer use.</p>
<p>Students learn to read and interpret data.</p> <p>Students interpret and use data in problem solving activities.</p>	<ul style="list-style-type: none"> • The students view the data collection results of other participating students. • Discuss the other participating students data collection results. • Use the data results to ask the students comparative questions. • Younger students use the graphical information to make direct comparisons. – How many homes have brick walls? How many students live in a home with a tiled roof? Or set questions that interrogate the graphical information. How many more students have patio doors than have sash windows? • Older students use the graphical information to solve problems that involve further calculations. - Using the graphical data from 3 or 4 groups of students calculate the fraction of the total that meet a given criteria – home with stone walls or calculate the percentage number of homes with a given criteria. 	<p>Students are able to read and compare information and data.</p> <p>Students are able to select an appropriate calculation method in problem solving activities.</p> <p>Students are able to use recorded information in problem solving activities.</p>	<p>If possible when making direct data comparisons ensure that the groups of students are of a similar size.</p> <p>Students may need to use a calculator when calculating percentages.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students are able to identify important local buildings.</p>	<ul style="list-style-type: none"> • Define with the students the information they are going to collect. • Discuss the meaning of ‘important.’ • Discuss with the students the buildings that they know in the locality of the school. <p>Either</p> <ul style="list-style-type: none"> • Show the students photos of the important local buildings. • Ask the students if they recognise the building. • Define the buildings to be included in the survey. • Students enter the information on the Local Buildings support sheet. <p>Or</p> <ul style="list-style-type: none"> • Take the students on a ‘building spotting’ walk. • The students take photos of the buildings. • In the classroom show the students photos of the buildings. • Ask the students if they recognise the building. • Define the buildings to be included in the survey. • Students enter the information on the Local Buildings support sheet. <p>Use the information recorded on the Local Building support sheet to formulate sentences to record on the text overview. Enter the text on the Homes and Buildings Project Publisher as part of the text overview section.</p>	<p>Students know the meaning of important buildings.</p> <p>Students are able to identify local important buildings.</p> <p>Students are able to use the digital camera to record an image.</p>	<p>If appropriate take the students on a local buildings walk to view the important buildings.</p> <p>Digital Camera</p> <p>Whilst on the walk the students use the camera to take photos of the buildings.</p> <p>Or have photos available in the classroom. Print or use an interactive whiteboard to display the photos.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students select and record information.</p> <p>Students learn how to write a collaborative text.</p>	<ul style="list-style-type: none"> • Discuss with the students the important buildings they located. • Choose one of the buildings. <p>Older students</p> <ul style="list-style-type: none"> • The students read information, provided by the teacher, about the building. • Students work in groups and note facts about the building to be included in a final draft. What it is used for? How old it is. What materials have been used to build it? • The groups share their notes and decide on the facts to be included in the text. • Discuss with the students the style of the text. • Students individually prepare a final text account of a local important building. <p>Younger students</p> <ul style="list-style-type: none"> • Show the students the photos of local important buildings. • Identify the building that is to be the focus of the text account. • Ask the students to share any facts they know about the building. • Encourage the students to identify what the building is used for. How old it is. What materials have been used to build it? • Teacher scribes a list of facts about the building. • Discuss the style that would be appropriate to present the information. • Ask the students to suggest sentences about the important building. • Teacher scribes the sentences. • Ask the students to rearrange the sentences into the best order. • Teacher scribe the final draft. • Enter information on the Homes and Buildings Project Publisher. 	<p>Students are able to identify important facts.</p> <p>Students are able to write in note form.</p> <p>Students are able to write in a style to suit a particular purpose.</p> <p>Students are able to recall and share information.</p>	<p>Before the activity select and collect information about the important building.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students use first hand observation to make a graphical representation. Students use secondary resources to make a graphical representation.</p>	<p>Using the photos or annotated sketches -</p> <ul style="list-style-type: none"> • Ask individual students to describe the shapes and textures they can see in the chosen building. <p>Older students</p> <p>Using the photos and/or sketches the students</p> <ul style="list-style-type: none"> • Use a painting program to make a representation of the important building. <p>Younger students</p> <p>Using the photos and/or sketches the students either</p> <ul style="list-style-type: none"> • Use a painting program to make a representation of the important building. <p>Or</p> <ul style="list-style-type: none"> • Produce a pencil sketch of the important building. • Students share their final pencil sketches and choose one for the web site. • Explain to the students that the sketch needs to be scanned before it can be entered on to the project publisher. • Scan the pencil sketch. <ul style="list-style-type: none"> • Enter results onto Homes and Buildings Project Publisher • Class activity using interactive whiteboard. 	<p>Students are able to describe in terms of pattern and texture features of buildings, e.g. materials used, surfaces, doorways, window shapes, roofing materials.</p> <p>Students are able to represent and interpret first hand observations or observations made from secondary sources.</p>	<p>Outline sketches with notes on textures and shapes observed, could be undertaken whilst on the ‘building spotting’ walk.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students identify an important national building.</p>	<ul style="list-style-type: none"> • Recap with the students the meaning of important buildings and recall the identified local important building. • Ask the students for the names of any nationally important buildings. <p>Older Students</p> <ul style="list-style-type: none"> • Discuss with the students how to conduct a search on the Internet using a search engine. See notes. • Provide the students with a list of buildings to research. • Either give the students a list of questions to answer on a particular building • Or ask the students to select appropriate information and copy into a word processing document. • Students redraft the copied information to write their own informative account. • Students share their researched information. • Students choose one building to prepare a collaborative text based on the results of their research. <p>Younger Students</p> <ul style="list-style-type: none"> • Show the students photos of important buildings. • Ask the students to identify the buildings. • Tell the students that they are going to share with students in another country information about one of the buildings. • Select one of the buildings. • Ask the students to share any information. • Teacher scribe the information given by the students. • Ask the students to reflect the appropriateness of the information. • Review the teacher scribed information. • Prepare a collaborative text description of an important national building • Enter the collaborative text account onto Homes and Buildings Project Publisher 	<p>Students know the meaning of important buildings.</p> <p>Students are able to identify local important buildings.</p> <p>Students are able to use the digital camera to record an image.</p>	<p>Using The Internet Refer to your school’s guidelines on the use of the internet.</p> <p>Search Engines Check the school’s guidelines on the safe use of Search Engines.</p> <p>Bookmark relevant sites if appropriate.</p> <p>Encourage students to rewrite copied text. Check copyright of text. Remember to acknowledge the source of any material from web sites your students have used.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the final overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the comparisons the students made using the week 2 data • examples of what the group have discovered about local and national important buildings. <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Homes and Buildings Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Support sheets could be made giving the students instructions to follow.
Students learn how to use a spell check.	<ul style="list-style-type: none"> Remind the students that the data and the text needs to be proof read before it is published on the project web site. Older students use a spell check. 	Students will be able to use a spell check when using a word processing program.	
Students learn how to upload their work.	<ul style="list-style-type: none"> Remind the students how to upload their work. Remind the students to check to see if they think the style of the presentation of their collected information on the web page is suitable for their intended audience. Revise the function of the Publish button. The teacher checks the contents of the web page when the students have decided that the uploaded work is ready to publish. Select the Publish button. Show the students their web page on the project web site. 	<p>Students know that their work will be shared with others when it is published.</p> <p>Students are aware of the need to present work in a style suitable for the intended audience.</p>	<p><i>Before publishing the students' work check the schools Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that the Internet can be used to research a specific topic.</p> <p>Students learn how to capture a picture from a web site.</p> <p>Students are able to add a captured image to text.</p>	<ul style="list-style-type: none"> • Students use a search engine or a bookmarked site to find information. • Students copy, paste and redraft text to produce their own information. • Students add a captured image to text. 	<p>Students develop an understanding of the potential use of the Internet to research a given topic.</p>	<p>Some students will be able to refine their search by redefining the criteria for the search.</p>
<p>Students learn to use ICT appropriately to communicate ideas through text.</p> <p>Students learn to use a word processing program to organize text.</p>	<ul style="list-style-type: none"> • Students use a word processing program to assemble the information they have obtained through their research activities. The activity will enable the students to use copy, cut and paste to reorganize the text. The students will be able to spell check their final draft. 	<p>Students are able to change the style and layout of text in a word processing program.</p>	<p>Students will be able to use this skill whilst using ICT in other curriculum areas e.g. writing an account of a science investigation.</p>
<p>Students learn to decide which text is visually effective when displayed.</p>	<ul style="list-style-type: none"> • The students could use their text accounts to produce information sheets or advertising posters for important local and national buildings. • The students decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p>	<p>Students will be able to use this skill to produce captions and labels for classroom displays.</p>
<p>Students learn to save their work.</p> <p>Students learn to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Students print and save the text account. • Students retrieve the saved text account at a later date. 	<p>Students are able to print and save work.</p> <p>Students are able to retrieve saved work.</p>	<p>Students will be able to use this skill to retrieve any saved work.</p>

Objectives	Web site	Description	Outcomes	Notes
QCA Links	/www.standards.dfes.gov.uk/schemes2/it/itx2b/?view=get	Unit 2B: Creating pictures	The web links enable teachers to find and use appropriate project linked information.	<p>Disclaimer</p> <p><i>learning-lincs endeavours to provide high quality and informative global educational projects. Whilst we try to ensure that our projects are educationally sound and safe we cannot guarantee your results with any procedure or project, nor can we be held liable for your activities or outcomes.</i></p> <p><i>Where suitable we will provide links to other sites on the Internet. These links are checked frequently but we cannot be held responsible for the content or quality of materials on these other sites.</i></p>
	www.standards.dfes.gov.uk/schemes2/it/itx4a/?view=get	Unit 4A: Writing for different audiences		
	www.standards.dfes.gov.uk/schemes2/it/itx3a/?view=get	Unit 3A: Combining text and graphics		

The students use the text accounts and the data collection information on the web site to identify similarities and differences between the homes of similar aged students in different parts of the world. The students use the data and text accounts to make comparisons of building materials. Older students make suggestions as to the suitability of the materials. The students use the text accounts to learn about important buildings.

The students submit an evaluation of the project.

Curriculum focus	Learning Objectives
Mathematics	<ul style="list-style-type: none"> To be able to collect, present and interpret data. To be able to compare data in graphical form.
English	<ul style="list-style-type: none"> To be able to read a variety of texts. To be able to read for information. To be able to write for a wide audience. To be able to share written accounts. To be able to write an evaluation of a task.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> To be able to communicate and handle information. To be able to present information with an awareness of audience. To be able to evaluate the success of using ICT to communicate information and to share data. To be able to evaluate the success of using the Internet as a research tool.
History	<ul style="list-style-type: none"> To be able to use secondary resources (ICT) to find information. To be able to select and record information relevant to the focus of enquiry. To recall, select and organise historical information. To be able to communicate their knowledge and understanding of history in a variety of ways.

The purpose of this week is for the students to interpret comparative data by reviewing the work submitted by other schools on the project web site.

Step	Title	Notes
1	Review Time	Overall comparisons.
2	What We Have Learnt	Overview observations of the project.
3	Goodbye	Final text communications and graphic.
4	Publish Our Work	Publish the final text and graphics.

Resources
<p>Optional</p> <ul style="list-style-type: none"> Digital camera

Vocabulary
Evaluation evaluate compare retrieve information completion publish audience collaborate summary

Expectations
<p>Most students will be able to</p> <ul style="list-style-type: none"> retrieve stored information make comparisons using retrieved information communicate and handle information present information with an awareness of audience <p>Some students will be able to</p> <ul style="list-style-type: none"> compare information and decide on the fairness of the comparison

Objectives	Lesson Activities	Outcomes	Notes
Students learn how to retrieve work that has been saved.	<ul style="list-style-type: none"> Remind the students how to find the web page on which the data and text has been previously entered. 	Students will be able to retrieve their saved project work.	Older students could be given a list of questions to answer using the information displayed on the project web site.
Students learn how to compare information.	<ul style="list-style-type: none"> The students review the work submitted by other schools on the web site. 	Students will be able to compare their homes with others.	Parents and carers of younger students could be invited into school to share the project web site.
Students learn how to make data comparisons.	<ul style="list-style-type: none"> The students use the data collection information on the web site to discuss similarities and differences between their homes and those of other project participants. 	Students will understand that the homes of people in other places may be different from their own.	
Students learn that there are different types of homes around the world.	<ul style="list-style-type: none"> The students use the text accounts, graphical information and images to make comparisons with their own homes. Older students make the comparisons and express their opinions as to the reasons for the similarities and differences. 	<p>Students will be able to compare and contrast differing home styles and home construction materials.</p> <p>Students will be able to appreciate and be sensitive to the homes of others.</p> <p>Students will be able to develop good relationships and respect the differences between people.</p> <p>Students will be able to think about the lives of people living in other places.</p>	Use the activities in Personal, Social and Health and Citizenship lessons to enable the students to understand that the lives of people in other places may be different from their own.

Objectives	Activity	Outcomes	Notes
<p>Students learn to present information in text form.</p> <p>Students learn how to write in a style suitable for the task.</p> <p>Students learn how to write a collaborative text.</p> <p>Students learn to evaluate text and data collection results.</p>	<p>Prepare the whole project overall text review.</p> <p>The final text review should include-</p> <ul style="list-style-type: none"> • examples of the types and style of homes the students observed in their own group • examples of the different building materials used in home construction • examples of the use of different building materials the students observed using the data from other participating groups • examples of information the students retrieved using their own local building survey • examples of information the students retrieved from the text accounts of other students about an important local building. • examples of information the students retrieved from the text accounts of other students about an important national building. <p>Teacher scribe the younger students' conclusions. Write sentences on strips of paper so that they can be rearranged to produce the final draft.</p> <p>Older students write and reorganize their own final draft.</p> <p>Enter information on the Homes and Buildings Project Publisher.</p>	<p>Students are able to choose, when writing, a form and content to suit a particular purpose.</p> <p>Students are able to evaluate data collection results.</p> <p>Students are able to interpret data to solve problems.</p> <p>Students are able to communicate in a style best suited to a task.</p> <p>Students are able to summarize information.</p>	<p>The text accounts could be used to make comparisons of styles of writing.</p> <p>Older students use a word processing program to write and reorder their final text draft.</p> <p>Older students input the final text draft onto the saved web page.</p> <p>Younger students – teacher scribe to produce final draft.</p> <p><i>If using individual student's names before uploading the students' work check the schools Internet policy</i></p>

Objectives	Activity	Outcomes	Notes
Students learn how to write in a style suitable for the task.	<ul style="list-style-type: none"> The students write goodbye messages to other participating students. The students write a collaborative goodbye message. 	Students are able to communicate in a style best suited to a task.	<p><i>Before publishing the students' work check the schools Internet policy.</i></p>
Students learn how to take a photo using a digital camera.	<ul style="list-style-type: none"> The students decide on a 'goodbye' photo. This could be of the group, the school or a display linked to the project. Students take a number of photos and the select the one for the web site. 	<p>Students are able to use a digital camera.</p> <p>Students know that photos taken with a digital camera can be published on a web site.</p>	<p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>
Students learn how to write a collaborative text.	<ul style="list-style-type: none"> Prepare the goodbye messages. Individual students indicate what they enjoyed most about the project. Enter goodbye messages on the Homes and Buildings Project Publisher. Enter the photo on the Homes and Buildings Project Publisher. 	<p>Students are able to share information.</p> <p>Students are able to write in a style to suit a particular purpose.</p>	<p>Younger students – teacher scribe to produce final draft.</p>

Objectives	Activity	Outcomes	Notes
Students publish their goodbye messages and images on the web site.	<ul style="list-style-type: none">• Revise the function of the Publish button.• The teacher checks the contents of the web page when the students have decided that the uploaded work is ready to publish.• Select the Publish button.• Show the students their web page on the project web site.	Students complete the project. Students are able to retrieve and share their work by logging on to the project web site.	The completed web site will provide other teachers and groups of students within the school with access to data collection results and information text that could be used in problem solving and information retrieval activities.

Project Resources

Week 1	Resource
Where We Live	Individual data collection.
We Live In A ...	Whole class data collection.
My Style of Home	Whole class data collection.
My Home	Worksheet for students to write an individual text account.
Week 2	Resource
Building Materials	Worksheet to support younger students identification of building materials.
Building Materials	Worksheet to support older students identification of building materials.
The Walls	Whole class data collection.
The Roof	Whole class data collection.
All About Windows	Worksheet to support identification of different types of windows.
The Windows	Whole class data collection.
Week 3	Resource
Local Buildings	Whole class data collection.
An Important Local Building	Worksheet for students to write a text account.
In Our Country	Worksheet for students to write a text account.
Week 4	Resource
What Have We Learnt?	<i>No worksheets are required for this week</i>

Name _____ Date _____

Where We Live

city	town	village	hamlet
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We live in a _____

My Address

The School Address

Name _____

Date _____

We Live In A ...

Type of Home

Total

House		
Bungalow		
Dormer Bungalow		
Flat/Apartment		
Mobile Home/Caravan		
Other		

Name _____

Date _____

My Style of Home

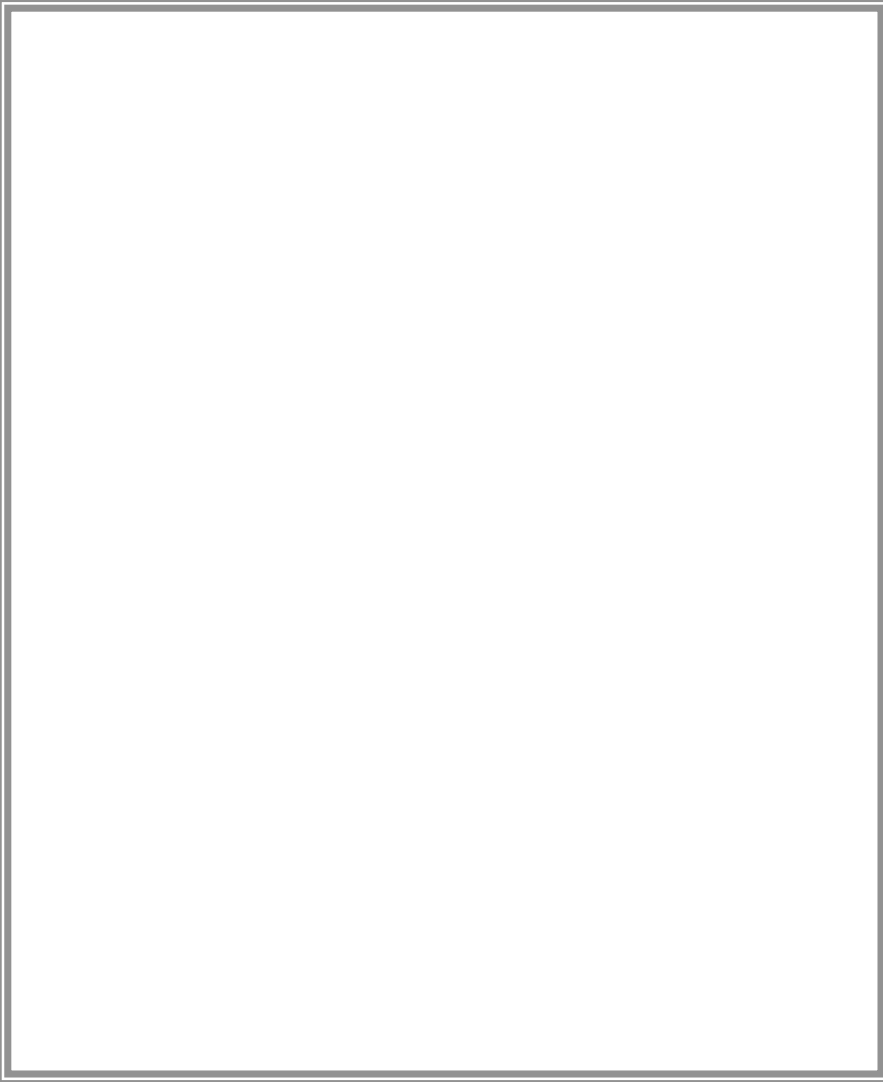
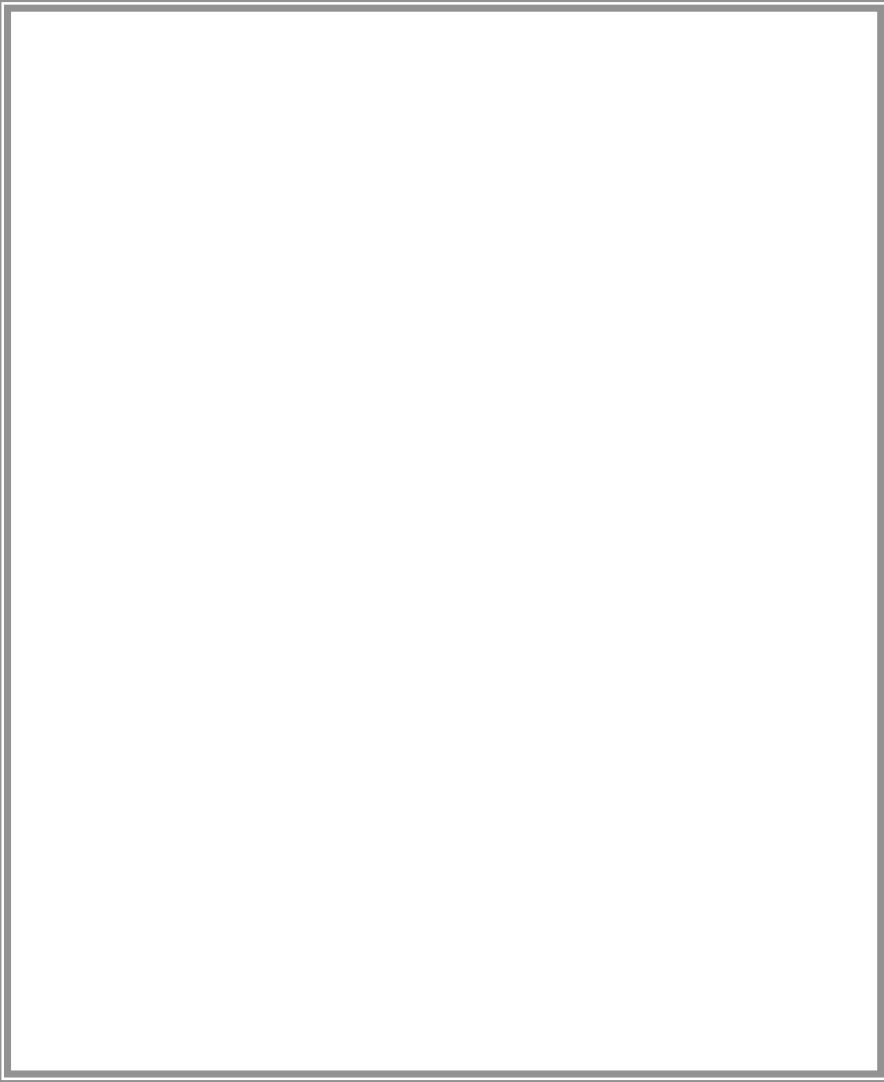
Style

Total

Detached		
Semi detached		
Terraced		
Other		

Name _____ Date _____

My Home



Building Materials

What material has been used for the outside walls of your home?

brick stone wood metal

What material has been used for the roof of your home?

slates tiles thatch

wood asphalt corrugated iron

What material has been used for the window frames of your home?

wood plastic metal

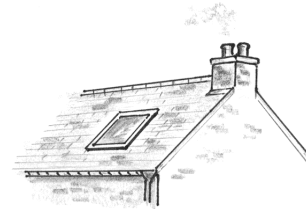
Are most of your windows

single glazed

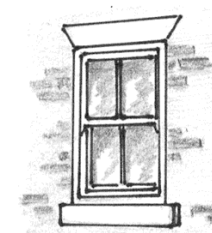
double glazed

triple glazed

How many of each of these windows do you have?



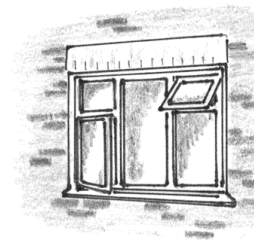
skylight



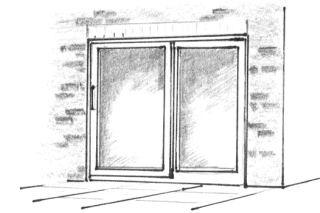
sash



dormer



casement



patio

Building Materials

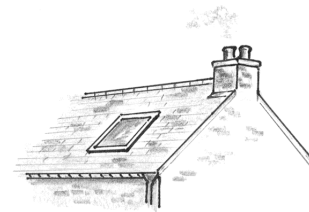
What materials has been used for the outside walls of your home?			
brick	stone	wood	metal
The outside walls of my home are made of			

What materials has been used for the roof of your home?		
slates	tiles	thatch
wood	asphalt	corrugated iron
The roof of my home is made of		

Are the majority of your windows		
single glazed	double glazed	triple glazed
Most of my windows are		

What materials has been used for the window frames of your home?		
wood	plastic	metal
The window frames of my home are made of		

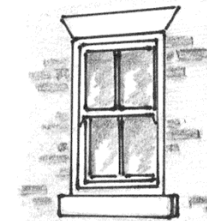
How many of each of these windows do you have?



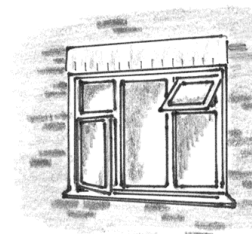
skylight



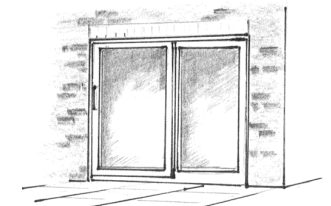
dormer



sash



casement



patio

Name _____

Date _____

The Walls

Materials	Total
Brick	
Stone	
Wood	
Metal	

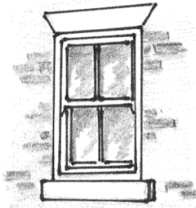
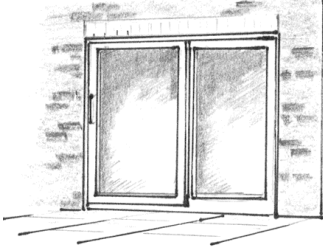

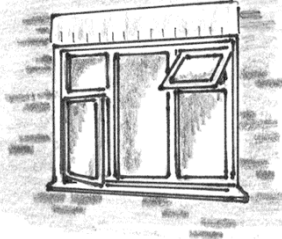
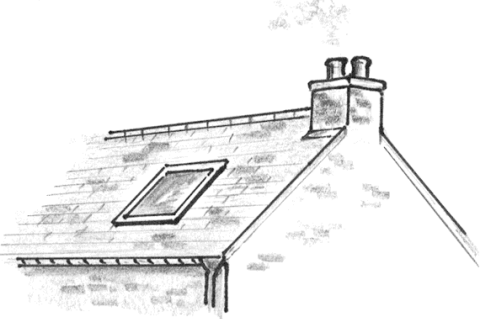
Name _____ Date _____

The Roof

Materials		Total
Slates		
Tiles		
Thatch		
Wood		
Asphalt		
Corrugated Iron		

All About Windows

Can you identify these different types of windows?

 <input data-bbox="840 579 1104 630" type="text"/>	 <input data-bbox="1780 579 2045 630" type="text"/>
 <input data-bbox="840 866 1104 917" type="text"/>	 <input data-bbox="1780 866 2045 917" type="text"/>
 <input data-bbox="1780 1209 2045 1260" type="text"/>	

- | | | | | |
|----------|----------|--------|------|-------|
| casement | skylight | dormer | sash | patio |
|----------|----------|--------|------|-------|

Name _____ Date _____

The Windows

Style		Total
Skylight		
Sash		
Dormer		
Casement		
Patio		

Name _____ Date _____

Local Buildings

	Total
Religious Building	
Fire Station	
Shopping Centre	
Cinema	
Library	
Supermarket	
Hotel	
Police Station	
Hospital	

Name _____ Date _____

Local Important Building

A large rectangular box with a double-line border, containing ten horizontal dotted lines for writing.

A large rectangular box with a double-line border, containing ten horizontal dotted lines for writing.

