

Investigate a street *Playground/classroom activity*



Key Stage: 1

Materials: Chalk (or paper, crayons and masking tape), street plan resource (supplied)

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[Go to street plan resource supporting this activity](#)

[Go to 52 colour images supporting this activity](#)

Activity summary:

- To consider what elements make up a street
- To allow pupils to create a street and participate in considering the needs of a community
- Links can be made with National Curriculum schemes of work:
 - Art: A sense of place (Unit 6C)
 - D&T: Homes (Unit 1D)
 - Geography: Around our school – the local area, Improving the environment (Units 1, 6, 8, 12, 19, 21)
 - IT: Finding information (Unit 2c) –
(For resource CD *Panorama of*

Kingsland Road, Hackney email:
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History: Homes, Living in the past (Unit 2, 18)

Science: Habitats (Unit 4B)

Citizenship: shared environments

What makes a community?

- Extension tasks:

Art: Draw the structure

D&T: make small-scale models of the buildings

Geography & IT: children could investigate aspects of a local street and assemble data e.g. types of buildings, materials, types of homes, number of shops, crossings, bus stops, cars parked etc.

History: Identify evidence of where the use of buildings has changed in a local street e.g. house into shop

Art & Literacy: children could draw or cut silhouettes and make their own panorama of a street and write a story about it

Lesson Plan:

Introduce the street

1. A street comprises a number of different elements: road, pavement, road markings, shops, houses, terraced houses, flats, places of worship, offices, hospital, areas for recreation, street furniture, people. Some are to organise the use of the space (cars, street furniture e.g. bus stop & people), some are to serve the needs of people (buildings, street furniture e.g. telephone box, bins)

Relate to a street pupils know near the school

Identify how the different elements these reflect the needs of a community which may change depending on the location of the street

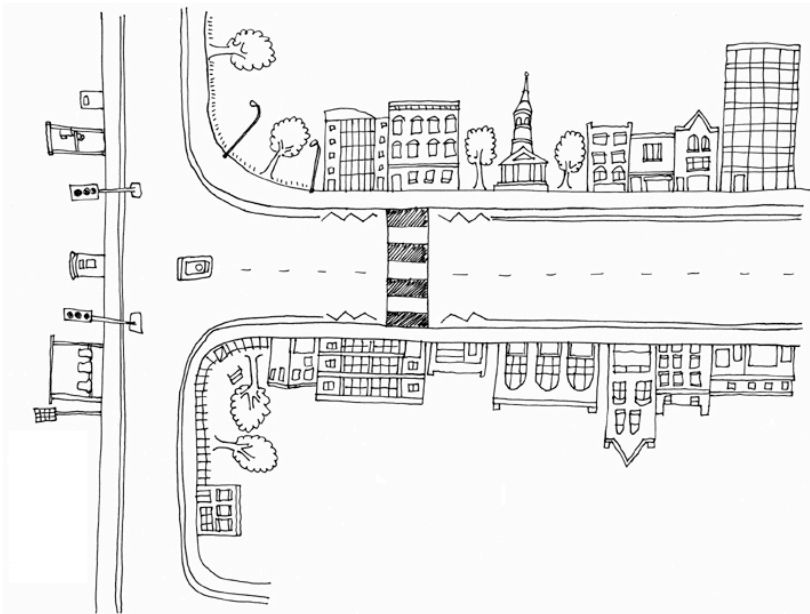


Visualise the street

2. This can be realised as a chalk drawing in the playground or on large paper indoors.

Draw the elements stage by stage (go to plan supplied)

Show children the different styles of buildings that can make up a street– use as hand out or work from imagination





Extend the activity

3. Consider different *viewpoints* of 3 dimensional structures, what can be seen from different locations on a street
 Consider the *smells and sounds* of a street
 Consider the range of *building materials* used
 Consider the different *roles of people* using a street: shopkeeper, policeman, construction worker
 Consider the means of *navigating* a street: walking, cycling, car, bus, scooter

Make structures to place on the street map



Recommendations:

- Ensure the initial plan is large enough for children to work within
- Take photographs of a street near school to support the activity
- Use cardboard boxes as an alternative means of introducing buildings – these could be decorated with different architectural facades

- If using paper rather than playground surface, tape down with masking tape before drawing

([print resource](#)) ([download resource](#))

