

# Reception – Knowledge Organiser – **People Who Help Us** – How Does That Building Stay Up?

## Understanding the World

- \*Know that buildings are used all over the world and that they are used for lots of different reasons.
- \*Understand that we can make a building or structure using a variety of materials.
- \*Know that people who design and build buildings are trained to make sure they are safe.
- \*Explain some similarities and differences between houses and people's jobs in this country and in others.
- \*Begin to understand how people's jobs have changed over the years when designing and building buildings.

## Physical Development

- \*Use a variety of tools to make a range of structures and buildings safely and accurately.



## Expressive Arts and Design

- \*Know that some materials are good for making buildings and structures and others are not.
- \*Begin to plan and design before making models.



## Maths

- \*Subitise when creating structures or buildings.
- \*Name some 2D and 3D shapes when using them to create models.
- \*Compare and measure different sizes of building materials.



## Vocabulary

- \*Structures and buildings – strong, weak, joints, walls, roof
- \*Size – tall, short, small, big, wide, long
- \*Types of buildings – detached, semi-detached, flats, castles, hut, igloo, den
- \*Materials – wood, glass, plastic, fabric, straw, bricks,
- \*Jobs found on construction sites – architects, builders, engineers



## Personal, Social and Emotional Development

- \*Understand that there are rules we need to follow to stay safe when using tools to build structures.
- \*Understand that people who work on construction sites always need to wear or use safety equipment.



## Fun Facts

- \*There are lots of different types of buildings.
- \*Buildings are shelters for people and animals.
- \*Buildings can be made from lots of different materials.
- \*Bob the Builder is a children's television character based on a construction worker.
- \*Egyptians had the first recorded architects and engineers.

