

Y2 No Place Like Home Learning Sequence

Synopsis: Children explore homes over time in their local area. They compare a range of houses, looking for similarities and differences. Children write a narrative based on a text about homes/houses eg *A House That Once Was*, using drama and role-play to explore characters.

In **History**, children explore how homes in their local area have changed over time.

In **Art**, children use paint and print to design/create wallpaper.

In **D&T**, children use mechanisms to make a household object eg pulley.

In **Computing**, children develop understanding of E-safety when using online sources to research.

Curriculum areas: English, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a description/short narrative based on a book

English Objectives

Comprehension

- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done
- Ask and answer questions

Text Structure & Features

- Become increasingly familiar with and retell a wider range of stories
- Draw on a wide range of stories and understand their features

Language & Vocabulary

- Discuss and clarify meanings of new words, making links to known vocabulary
- Use drama, and role-play to identify with and explore characters
- Recognise and use simple recurring literary language in stories

English Learning Sequence

- Look at a range of images of different homes from different locations and eras. Can you describe what you see? When and where do you think the house was built? Give reasons for your answer
- Encourage children to describe orally using noun phrases, verbs, adverbs and preposition phrases eg Thick, grey smoke is billowing from the chimney high up on the roof.
- Share fiction books and texts that feature homes/houses eg *A House That Once Was*. Ask children to predict from the title/front cover what they think the book is about. Pause occasionally during the story to ask what they think will happen next
- Plan questions to ask characters during role play/hot seating – include questions which will require inferential thinking for example

Grammar & Punctuation

- Use expanded noun phrases
- Use subordination (as, when)
- Use co-ordination (and, so, but)
- Use sentences with different forms
- Use *preposition phrases* (Y3)

Plan, Draft, Edit & Evaluate

- Plan/say aloud what they are going to write
- Write down key words/ideas/vocabulary
- Evaluate own writing with teacher/other pupils
- Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form
- Proof-read for errors in spelling, grammar and punctuation

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Role play/hot seat different characters from chosen book, exploring how they feel and what they do
- If relevant identify and evaluate the use of repeated words and phrases in the text – what effect does it have on the reader?
- Develop use of new and ambitious vocabulary eg explored, investigated, dilapidated. Can children explain meanings and use in correct context?
- Using book, note ideas and words for describing setting and plot, applying new vocabulary
- Model how to use notes and ideas to form complete sentences, orally then in writing
- Encourage children to use a range of sentence types, reminding them of conjunctions learned
- Proofread and edit writing and make improvements

History

Explore how homes in their locality have changed over time.

History Objectives

- Use a range of artefacts, pictures, stories and online sources to answer historical questions
- Understand different representations of the past by drawing comparisons
- Ask a wide range of questions about the past using parts of stories and sources
- Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods
- Know about changes within living memory and how they affected changes in national life

History Learning Sequence

- If appropriate, children bring in a picture of their own house to share with class
- Stimulus: children have to help local estate agent to sell some homes locally and they need to know the features of different houses. Can they help?
- Take children on a walk round local area, identifying houses and discussing similarities and differences. Which is the oldest? Which is the newest? Why do you think that?
- Back in classroom, order photographs of the houses in locality from oldest to newest on a class timeline
- To extend, attach dates to each house and explain using

- Know about local historical events, people and places
- Use a wider range of historical vocabulary eg decade, century, source

- appropriate historical language eg century, decade
- Use question cards to generate historically-valid responses about different houses eg *Why are some houses built of brick while others are built of stone? Why did houses change over time?*
 - Draw comparisons between two of the houses, highlighting similarities and differences
 - Children become 'estate agents' and create a 'For Sale' poster for chosen house
 - Model writing about a house, making historical references eg *This beautiful Edwardian house was built in 1903.*
 - Select images to accompany their writing
 - Set up an estate agent window to display work and invite other children to come and visit

Art

Paint and print to design and create wallpaper for a house.

Art Objectives

- In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns
- In painting, mix colours to make secondary colours
- In painting, add white to make tints and add black to make shades
- In print, use repeat or overlapping shapes (using objects to create print)
- Use a range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines
- Use correct artistic vocabulary eg tone, tint, shade
- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials
- Describe differences and similarities and make links to own work
- know about the work of a range of artists, craft makers and designers

Art Learning Sequence

- If appropriate, children bring in photos of wallpaper in rooms of their own home to share with class
- Look at real examples of wallpaper and discuss. What do you like/dislike? Where would you find this wallpaper?
- Ensure children are exposed to wallpaper from a range of eras/influences eg William Morris, Orla Kiely
- Choose a wallpaper they like and try to emulate, with a focus on pattern and colour
- Explain that children are going to design their own wallpaper and it must be a pattern that is easy to repeat
- Use pencils to sketch out initial ideas
- Use paint/print to create their own wallpaper pattern

D&T

Use mechanisms to make a household object eg pulley/sash window

D&T Objectives

- Design products for others and themselves that are purposeful, functional and appealing
- Generate, develop, model and communicate ideas through talking, drawing, templates and ICT
- Explore and use mechanisms
- Select from and use a wide range of materials and components according to their characteristics
- Select from and use a wide range of tools and equipment to perform practical tasks
- Evaluate own ideas and designs against given design criteria
- Explore and evaluate a range of existing products

D&T Learning Sequence

- Using stimulus of homes and houses, children explore simple mechanisms eg hinges, window openings, sliding doors. How many can you find?
- Record information and ask technical questions eg How does the object move? Which type of mechanism is it?
- Link to history by 'zooming in' on sash windows of 17th century, 19th century kitchen pulleys
- Research how these worked and which mechanisms were required
- Discuss their 'dream home'. What kind of moving features might it have eg sliding doors onto garden
- Provide a range of materials and components to design own household feature eg giving children springs, wool, reels
- Explore what can be made using tools, materials and components provided, using given design criteria
- Discuss and draw their design for moving feature – explain importance of aesthetics alongside function
- Make prototype
- Test and evaluate final design

Computing

Develop understanding of E-safety when using online sources to research.

Computing Objectives

- Use technology safely and respectfully keeping personal information private
- Identify where to go for help/support when concerned about content/contact on internet

Computing Learning Sequence

- Recap on class rules for safely using material online
- Sort between incidents that happen online that need reporting / do not need reporting (eg Someone tried to talk to me, something popped up on my screen without me doing anything, I saw a mean comment)