

Y2 Location, Location Learning Sequence

Synopsis: Children explore rural and urban settings using a range of texts, eg *Town Mouse Country Mouse* / *Tar Beach*. They retell a story using the key features.

In **Science**, children explore habitats and what lives there.

In **Geography**, children compare human / physical features of rural and urban settings (UK and non-UK).

In **Art**, children develop pencil / sketching skills.

In **D&T**, children design and build a house using a range of tools, materials and components.

In **Computing**, children use digital literacy skills to create an instruction manual for the house.

Curriculum areas: English, Science, Geography, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a story using key story language.

English Objectives

Comprehension

- Self-check to make sure text makes sense and correct any errors
- Make inferences on the basis of what is being said and done
- Take turns in high-quality discussions about what they have heard/read
- Ask and answer questions

Text Structure & Features

- Become increasingly familiar with a retell a wider range of traditional and well-known tales
- Draw on a wide range of stories, poems, plays and information books and understand their features

Grammar & Punctuation

- Use subordination (as, when, because)

English Learning Sequence

- Discuss which traditional/fairy tales they know – characters, plot, settings
- Clue cards for different fairy tales- can children sort them?
- Share a well-known tale, eg *Three Little Pigs* / *Town Mouse Country Mouse*. Discuss similarities and differences between the different stories – characters, location, events, ending. Do they know any other stories with similar features?
- Role play the story to embed characters and plot
- Hot seat some of the characters in turn considering which questions to ask and how they might be answered
- Ask questions about the characters and events which go beyond basic recall to explore how and why events happened or characters behaved as they did. Encourage children to listen to one another and build on what their peers have said

- Use co-ordination (and, so, but)
- Use sentences with different forms: command, statement, question and exclamation

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
- Proofread for errors in spelling, grammar and punctuation

Transcription

- Add suffixes -ment, -ness, -ful, -less, -ly

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.

- Read different versions of the tale, magpieing key literary vocabulary / story language - children read simple versions independently where possible checking that what they have read makes sense to them and recognising and correcting any errors
- Discuss the different versions of the story noting what is the same and what is different about them
- Character study – mind map noun phrases and verbs for pigs and wolf eg scared, little pigs; terrifying, sly wolf; snarled; growled; shrieked; cried
- Introduce adverbs (initially using the suffix -ly) to modify the verbs and add precision
- Stretch by adding adverbial phrases for precision eg with all his might; in a panic
- Plan own tale applying skills taught and appropriate story language – orally first then in writing
- Once first draft complete, go back and proofread/edit to improve

English

Write a postcard using informal style.

English Objectives

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

Grammar & Punctuation

English Learning Sequence

- Share a range of postcards with children – where are they from? Why do we write them? Who do we write them to?
- Grammar session on functions of sentences: commands, statements, exclamations and questions. Link with using appropriate punctuation for each sentence - question mark, exclamation mark etc
- Children generate a sentence of each form eg What a beautiful view that is! (exclamation)
- Grammar session on contractions. Children investigate how to remove letters / add apostrophe for contractions and understand this is appropriate for informal writing

- Use expanded noun phrases
- Use apostrophes for the contracted form
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required
- Use sentences with different forms: command, statement, question and exclamation

Plan, Draft, Edit & Evaluate

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- 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
- Proofread 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.

- Pick a destination, either rural or urban, and work together to generate language about what they can eg rolling hills, vast, open fields etc
- Model how to use these ideas to write their own postcard remembering to use contractions to reflect informal tone
- Edit and improve work with peer/teacher

Science

Explore habitats and what lives there.

Science Objectives

Scientific Knowledge

- Explore and compare the differences between things that are living, dead and have never been alive
- Identify that most living things live in habitats to which they are suited
- Describe how different habitats provide for the basic needs of different kinds of animals and plants
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

Science Learning Sequence

- Recap what habitats are and explore how habitats are not always large in size. Explain that there are a number of smaller habitats around local area and school (eg logs, rocks, stones)
- Sort images of animals to match the habitat including micro-habitats (which animal lives in a house like this?)
- Discuss choices by referring to scientific knowledge
- Explore local area and venture out on a bug hunt. During findings, use resource (bug hunting sheet) to gather and record data
- Recap what animals may eat and classification of carnivore, omnivore and herbivore by sorting images of animals into 3 groups

- Identify and name different sources of food

- Add images of insects etc. to this group and discuss what it is that these animals would eat
- Draw knowledge together by creating some basic food chains (eg. bird – slug – leaves) and recording these

Geography

Compare human / physical features of rural and urban settings (UK and non-UK).

Geography Objectives

- Identify similarities and differences in physical/human geography between an area of the UK and non-European area
- Develop geographical vocabulary eg *rural, urban, town, countryside, vegetation*
- Use aerial photos and plans to identify features human and physical
- Use world maps, atlases and globes
- Use simple compass directions and locational language to describe the location of features and routes on a map
- Devise simple maps and create a key using symbols
- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify the four countries of the UK, their capital cities and the surrounding areas

Geography Learning Sequence

- Recap continents, oceans and four capital cities of the UK
- Share aerial pictures and images of landscapes and discuss what they can see, eg river, bridge, building
- Introduce vocabulary of human/physical feature
- Sort physical/human feature (eg fields, valleys, hills, roads, bridges)
- Apply understanding of human and physical features to distinguish between rural/urban settings (eg I can see lots of green so I think it must be rural)
- Study aerial photos for key features. Using geographical language, discuss what this could be (eg motorway.)
- Using symbols and a key, draw a very simple map of a route, eg from a house to the local shop (through a field, over a bridge, along the river etc.)
- Compare images from different non-European regions and describe/identify similarities and differences

Art

Developing pencil / sketching skills.

Art Objectives

- 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

Art Learning Sequence

- Practise pencil skills and explore techniques of creating lines, dots and hatching etc.
- Sketch different natural stimulus (eg leaf, cone, seedlings or bark)

- Describe differences and similarities and make links to own work
- Know about the work of a range of artists, craft makers and designers

- Experiment with rubbing technique to create pattern (eg leaf, cone, seedlings or bark)
- Locate micro-habitat or habitat within local area and sketch aspects this area
- Share images of Monet's *Water Lilies* and *Water Lily Pond*. Discuss with children using artistic language
- Provide images of urban landscapes, eg city skyline, and use pencil skills to explore techniques of creating lines, dots and hatching etc.
- Introduce concept of perspective ie the further away an object is the smaller it is
- Use this understanding to create an accurate skyline

D&T

Design and build a house using a range of tools, materials and components.

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
- Build structures, exploring ways to stiffen, stabilise and strengthen
- 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

- Recap on knowledge of how to strengthen and stiffen materials
- Use a variety of sources to develop understanding of how houses are built.
- Use this information to design a house that is stiff, strong and stable
- Use a range of materials (eg plasticine, junk, card, Lego, construction) to experiment and test which material is most effective
- Create their house and evaluate effectiveness against design criteria

Computing

Use digital literacy skills to create an instruction manual for a house.

Computing Objectives

Computing Learning Sequence

- Use technology purposefully to create, store, retrieve, organise and manipulate digital content

- Explain how to use multimedia to combine text, images, graphics and sound
- Show examples of instruction manuals and analyse features
- Create instruction manual for building a house/shelter
- Create a graph by organising and classifying data (eg data from bug hunt)
- Recap on how to name, save and retrieve work
- Organise information within own personal file (eg using sub files, organising documents alphabetically or chronologically)