



<p><b>History</b></p> <p><b>Content:</b>                  What is the history of our local area? (Goddards, Dringhouses Library, St Edward’s Church, York Racecourse, Terry’s)                  Why are the rivers in York important now and in the past?                  How has the environment changed over time?</p> <p><b>Skills:</b>                  Pupils should describe some of the main events, people and changes.                  Pupils should give some reasons for and the consequences of the main events and changes.                  Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.                  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p><b>Geography</b></p> <p><b>Content:</b>                  Map work and skills.                  Comparing and contrasting the local environment.                  Studying York’s rivers and another significant world river.                  World Ocean day and World Clean Air Day                  Fieldwork as part of study of our local area.                  Pond dipping</p> <p><b>Skills:</b>                  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.                  Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including                  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,.                  Linking with local history, map how land use has changed in local area over time.</p>	<p><b>Physical Education</b></p> <p><b>Content:</b>                  Spring 1 – Tennis                  Spring 2 – Cricket</p> <p><b>Skills:</b>                  Can bounce a ball on the spot with consistency.                  Can vary dynamics, speed, direction and level of their movements.                  Apply basic principles suitable for attacking and defending eg shot placement/bowling delivery.                  Use a range of tactics and strategies to overcome opponents in direct competition.</p>
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**KS2 Learning Project: Summer Term ‘Exploring Our Environment’**  
**Key Questions: What is special about our local environment?**

<p><b>Computing</b></p> <p><b>Content:</b>  <u>Visual Media</u>                  Create a visual tour of York.                  Edit images and texts appropriate to the audience.  <u>Music and Sound</u>                  Create a talking prospectus for Dringhouses Primary School                  Create and edit a piece of music to go over the broadcast.</p> <p><b>Skills:</b>                  Combine a mixture of text, graphics and sound to share my ideas and learning                  Understand how images from different sources (stills, video, graphics, animations) are used to enhance a presentation.                  Generate, amend and combine visual media from different sources for a specific audience.                  Evaluate and improve my work, as part of a design process.</p>	<p><b>Art and DT</b></p> <p><b>Content:</b>  <u>Sculptures</u>                  Sketch                  Design and make sculptures using clay                  Artist study – Henry Moore (Yorkshire artist).  <u>Sewing</u>                  Plan, design and create an item of clothing using recycled materials.</p> <p><b>Skills:</b>                  To use sketchbooks to record their observations and use them to review and revisit.                  Recognise designs have to meet intended audience needs                  Use simple cutting, joining, shaping and finishing techniques Select from and use a wider range of materials                  Evaluate their products against design criteria (purpose, appearance, conservation of materials)</p>	<p><b>PSHE</b></p> <p><b>Content:</b>  <b>Keeping Myself Safe</b>                  Personal safety and drugs, alcohol and tobacco awareness  <b>Moving on</b>                  Reflecting upon the year.                  Thinking about changes                  Preparing for changes.</p> <p><b>Skills:</b>                  I can identify positive achievements                  I can tell you about the changes I can make happen.                  I know some of the ways of dealing with the feelings that sometimes arise from changes.                  I can take part and reflect on a planned programme of transition to KS3.</p>
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Develop skills in using clay inc. slabs, coils, slips, etc

**Science (see Kent Scheme of Work)**

**Content:**

LKS2- Animals including humans (summer 1) and Plants (summer 2)

UKS2- Animals including humans (summer 1) and Living things and their habitats (summer 2).

**Skills:**

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Identify that Animals, including humans, including humans, need the right types and amount of nutrition.

Describe how living things are classified into broad groups according to common observable characteristics.

Describe the life process of reproduction in some plants and animals.

**RE**

**Content:**

LKS2 - **Why do people pray? What can we learn from religions about what is right and wrong?**

UKS2 - **What does it mean to be a Muslim in Britain today?**

**Skills:**

Use religious words to describe some of the different ways in which people show their beliefs.

Ask questions about the moral decisions I and other people make

Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals

Consider the challenges of belonging to a religion today with reference to my own and other people's views.

**Summer 1 – Trip to Askham Bryan (24<sup>th</sup> May), sketching at Goddard's**

**Summer 2 –Pond dipping, gallery and fashion show in the Hall**

**English Links: e.g. Class Novel / Cross-curricular Writing**

**Heroes story competition- linked to a local hero**

**Letters of complaint and persuasions regarding the local environment**

**Study of a local poet/ poetry based on the environment**