



Science	History	Art
<u>Why are forces important?</u> I know: • Unsupported objects fall towards the Earth because of the force of gravity. • Gravity acts stronger when objects have more mass and are close together. • Air resistance, water resistance and friction act differently between moving surfaces.	<u>Tudor House Museum History Project</u> Year 5 pupils will develop key historical enquiry skills through a six-week project with Worcester's Tudor House Museum. Children will explore Worcester's wool and weaving industry, investigate the importance of wool to the local economy, and learn about the Tudor House Museum's origins as weavers' cottages and a clothier's home. Through examining evidence and asking historical questions, pupils will gain a deeper understanding of Worcester's local heritage.	<u>Drawing : Figures in Movement</u> I know: • Edgar Degas drew figures in motion. • Figures need to be drawn in proportion. • Graded pencils can be used for shading. • The direction of a light source informs the shadow. • I can sketch and shade a figure in movement.
Music	PE	Forest School
<u>Genre: Modern classical</u> Composer study: Gustav Holst • Instrument: Glockenspiel • I know the difference between 2/4, 3/4 and 4/4 time signatures. • I know how triads are formed. • — I know what a drone is.	Indoor — Gymnastics I know: • How to perform symmetrical and asymmetrical balances. • How to safely perform a range of rolls, jumps and inverted movements. • How to use canon, synchronisation, matching and mirroring in sequence work.	Forest School

	• How to create and perform sequences individually, with a partner and in a group. • How feedback can help to improve a performance. • That strength, flexibility, balance and control improve the quality of gymnastics performances. • How to work safely, collaborate with others and support my peers when learning new skills.	
RE	PSHE	
<u>What does it mean if Christians believe God is holy and loving?</u> I know: • Some different types of biblical texts, using technical terms accurately. • Connections between biblical texts and Christian ideas of God, using theological terms. • Clear connections between Bible texts studied and what Christians believe about God. • How Christians put their beliefs into practice in worship. • How biblical ideas and teachings about God as holy and loving might make a difference in the world today	<u>Being me in my world</u> I know: • How to set personal goals, face challenges positively and identify my hopes for the year. • My rights and responsibilities as a citizen and as a member of my school community. • That people may have different experiences, opportunities and life circumstances, and I can show empathy towards others. • How rewards, consequences and personal choices influence behaviour. • That my actions affect both myself and other people. • How cooperation, collaboration and participation help groups work successfully. • How democracy and having a voice can improve the school community. • Why a Learning Charter is important and how everyone shares responsibility for following it.	

Online Safety

I know:

- Self-image and identity can be adapted online, and photographs, videos and images may be edited using filters or AI and may not represent reality.
 - Online communication includes emojis, memes and gifs, and unhealthy online behaviours can have a negative impact on people.
- Some people online may build trust to gain personal information, photographs or secrets, and I should never keep secrets that make me feel uncomfortable, worried or unsafe.
- Cyberbullying can take many forms, including liking, forwarding, sharing or screenshotting harmful content, and I understand the difference between a bystander and an upstander.
 - Influencers, adverts, product placement and algorithms can affect the content I see online, and not all online content or products are truly represented.
 - My digital footprint tracks information about me online and can be used to target adverts and pop ups.
- Emails, messages, adverts and competitions may be scams, and phishing messages often encourage people to click links or share information quickly.
 - AI is artificial intelligence, can generate inaccurate information, and online information should be summarised rather than copied and pasted.
 - Work created by others should be credited appropriately.