

# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Year 5 Curriculum Overview (2020-2021)



## 1. The Creative Curriculum at The Bliss Charity School

- **Intent** – *How is our creative curriculum designed, structured and sequenced?*

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative curriculum delivers the aims of the Early Years Foundation Stage Framework (<https://bit.ly/2HRJOYc>) and the National Curriculum for Key Stage 1 and Key Stage 2 (<http://bit.ly/1ciqczz>) in an engaging, cross-curricular, topic-based way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based. Where content is taught separately, staff ensure these units of work adhere to the principles of our creative curriculum.

- **Implementation** – *How is our creative curriculum taught?*

Our creative curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then be developed to teach knowledge and skills from other subjects.

With support, freedom and challenge from school leaders, teachers at The Bliss Charity School are trusted and empowered to design enriching, cross-curricular topics for the children they teach. Coupling this autonomy with class-based cost centres, provides teachers with the resources they need to create and deliver broad and balanced learning experiences in the most engaging, enjoyable and effective ways.

Underpinning the creative curriculum is our unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential. The Bliss Charity School’s ‘Metacognition Programme’ is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core skills and attitudes needed to self-regulate and succeed as independent learners. Metacognition is interwoven in everything we do at Bliss – it is the ‘language’ of our school.

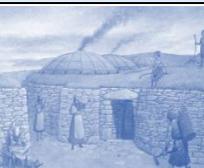
<b>Attitudes</b>					<b>Skills</b>				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

- **Impact** – *What are the end results of our creative curriculum?*

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives through enjoyable over-arching themes, pupils are not only engaged in their learning, they also acquire a depth of knowledge and language that can then be applied to the development of key skills. As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills.
- Good progress is then made through the reception year and cohorts go on to exceed the national average for a Good Level of Development on exit from the Early Years Foundation Stage.
- Pupils then make good progress through Key Stage 1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher by the end of Year 2.
- High levels of attainment are then maintained in Years 3-6, leading to outcomes at the end of Key Stage 2 which are above national.

## 2. Year 5 Topics – 2020-2021

	<b>Term 1</b> September 3 <sup>rd</sup> 2020 – October 23 <sup>rd</sup> 2020	<b>Term 2</b> November 3 <sup>rd</sup> 2020 – December 18 <sup>th</sup> 2020	<b>Term 3</b> January 5 <sup>th</sup> 2021 – February 12 <sup>th</sup> 2021	<b>Term 4</b> February 22 <sup>nd</sup> 2021 – March 26 <sup>th</sup> 2021	<b>Term 5</b> April 13 <sup>th</sup> 2021 – May 28 <sup>th</sup> 2021	<b>Term 6</b> June 7 <sup>th</sup> 2021 – July 20 <sup>th</sup> 2021
	<i>The Great Outdoors</i>	<i>Earth, Sun and Moon</i>	<i>Ancient Greece</i>	<i>The Tudors</i>	<i>The Shang Dynasty</i>	<i>The Stone Age</i>
<b>Class 5</b>						

## 3. Further information about the Year 5 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 5' page in the 'Pupils' section of our school website ([www.bliss.northants.sch.uk](http://www.bliss.northants.sch.uk)).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific, age-related objectives that underpin the Class 5 topics are available below (section 5). These objectives are used by school staff to plan their topics and to make assessments.

## 4. Published schemes used in Year 5

In Year 5, we use some published schemes of work to support the delivery of our curriculum:

Curriculum Area	Scheme Name	Overview
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see <a href="http://bit.ly/2vtgPf6">http://bit.ly/2vtgPf6</a>
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see <a href="http://kineticletters.co.uk/">http://kineticletters.co.uk/</a>
Physical Education	<i>Real PE</i>	'Real PE' is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The 'Real PE' programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development) – see <a href="https://jasmineactive.com/solutions/real-pe">https://jasmineactive.com/solutions/real-pe</a>

## 5. Age-related expectations at the end of Year 5 at The Bliss Charity School

English - Reading: Year 5
Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.
Determine the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology), on many occasions – see age-appropriate section of the NC Appendix 1.
Read many of the Year 5/6 common exception words – see age-appropriate section of the NC Appendix 1.
Understand and explain the function of higher level punctuation (e.g. semi-colons, ellipsis, brackets, hyphens and dashes).
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Infer messages, moods, feelings and attitudes across a text (e.g. a message that can be inferred by referencing different points in the story).
Discuss the difference between literal and figurative language and the effects of imagery.
Comment on the writer's intention, e.g. sarcasm or insincerity.
Identify and discuss explicit and implicit points of view in some texts at an appropriate level (e.g. obvious and underlying themes).
Recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this.
Identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.
Comment on the success of texts in provoking particular responses e.g. crying, laughter, sadness, anger.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Understand and explain/justify why a traditional tale, picture book or classic story/novel may have retained its lasting appeal or popularity across generations (e.g. The Gingerbread Man, The Very Hungry Caterpillar, and Oliver Twist).
Recall a range of poetry they have learnt by heart.

English – Spoken Language: Year 5
<i>The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.</i>
Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English.
Participate in discussions, presentations, performances, role play/improvisations and debates.
Gain, maintain and monitor the interest of the listener(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

English – Writing: Year 5
Create an atmosphere in narrative writing by using a variety of descriptive language features and a range of dramatic devices.
Use Standard English and formal sentence structures when the purpose of the writing requires a greater degree of formality.

Use a range of cohesive devices to link ideas within and across sentences and paragraphs (including connectives, adverbials and organisation features such as bullet-point lists).
Use adverbial phrase/subordinate clauses in different sentence positions (e.g. fronted or embedded), with control and accurate punctuation between grammatical boundaries.
Control the use of pronouns and nouns accurately to aid cohesion and clarity; and avoid ambiguity.
Write in the correct tense most of the time, including managing shifts in time.
Apply rules and conventions for dialogue and speech punctuation mostly accurately.
Apply many spelling rules/patterns from Upper KS2 (Y5) correctly – see NC Appendix 1.
Correctly spell some example words from the Y5 PoS and the Upper KS2 (Y5/6) ‘Word List’ – see NC Appendix 1
Begin to use higher level punctuation correctly: commas for clarity and parenthesis; dashes or brackets for parenthesis; semi-colons between related clauses; colons to introduce lists; and hyphens to avoid ambiguity.
Produce legible, fluent and neat handwriting which is sometimes joined.

### **Mathematics<sup>1</sup>: Year 5**

Count forwards and backwards with positive and negative whole numbers, including through zero.
Read and write numbers to at least 1 000 000 and determine the value of each digit.
Interpret negative numbers in context.
Order and compare numbers to at least 1 000 000.
Identify common factors and multiples, squares and cubes.
Solve problems involving scaling by simple fractions and problems involving simple rates.
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
Multiply and divide whole numbers up to 4 digits.
Read and write decimal numbers as fraction and percentages
Know percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.
Compare and order fractions whose denominators are all multiples of the same number.
Read, write, order and compare numbers with up to three decimal places.
Calculate percentages of whole numbers to solve problems.
Convert between different units of metric measure.
Calculate the perimeter of composite rectilinear shapes.
Calculate and compare the area of rectangles.
Measure and draw lines and angles, and apply knowledge of angles to solve problems.
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Interpret more complex tables, including timetables.
Create tables, including timetables.

### **Science: Year 5**

Work as part of a team to plan enquiries to answer questions, including recognising and controlling variables.
Take measurements, using a range of equipment, with precision, taking repeat readings when appropriate.
Record data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs.
Use test results to make predictions to set up further comparative investigations and fair tests.
Report and present findings, including conclusions, causal relationships and degree of trust, in oral and written forms.
Describe the changes as humans develop to old age.
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
Describe the life process of reproduction in some plants and animals.
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

<sup>1</sup> Only the ‘pupil can’ statements listed as ‘performance indicators’ (i.e. key objectives) have been included for mathematics.

Know that some materials will dissolve to form a solution, and describe how to recover a substance from a solution.
Use knowledge of solids, liquids and gases to separate mixtures, including through filtering, sieving and evaporating.
Give reasons, based on evidence from comparative investigations and fair tests, for the particular uses of everyday materials.
Demonstrate that dissolving, mixing and changes of state are reversible changes, and I can depict these with particle representations.
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and friction, acting between moving surfaces.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
Describe the movement of the Moon relative to the Earth.
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

### Computing: Year 5

Understand that information found online is not always true and unbiased.
Think critically about the information that I put online.
Understand the difference between a computer network and the internet.
Understand what a network is and how it links devices.
Use networks for communication and collaboration (e.g. working on shared documents).
Test my work with peers in order to evaluate and improve it.
Design, write and debug algorithms to solve real world problems using physical or digital devices.

### RE: Year 5

Begin to make connections between different beliefs and practices of all religions.
Begin to compare stories, beliefs and practices from different religions, including differences and similarities.
Understand – and begin to evaluate – the diversity of belief in different religions, nationally and globally.
Articulate – and begin to apply – the different responses to ethical questions from a range of different religions.
Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
Begin to respond thoughtfully to a range of sacred writings/stories, providing good reasons for what they mean to different faith communities.
Express their views about why belonging to a faith community may be valuable, relating this to their own lives and recognising those with no faith also have a belief system.
Discuss – and begin to apply – their own and others' ideas about ethical questions.

### Art: Year 5

Begin to use my sketchbooks to select relevant visual information and ideas for my work.
Experiment with materials and techniques to suit my own designs and ideas, using line, colour, pattern, texture, shape and space.
Begin to make personal choices about the shape, size, background or format of my work and the materials and techniques I use in both 2D and 3D.
Compare and identify the ideas, methods and approaches used in my own work with that of others, including artists, designers and craftspeople.
Begin to modify my work to reflect my own view of its purpose and meaning.

### DT: Year 5

Carry out research to identify the needs, wants and preferences of individuals and groups.
Create annotated sketches and cross-sectional drawings.

Explain my choice of tools and equipment in relation to techniques I will be using, and explain my choice of materials according to functional and aesthetic qualities.
Produce lists of what I need and formulate step-by-step plans.
Accurately measure, mark, cut, shape, join and combine materials.
Consider the views of others to improve work.
Critically evaluate the design, build/make and fitness-for-purpose as I work.
Compare my work to my design specification.
Investigate methods of construction, how much products cost to make, how innovative they are, and how sustainable product materials are.
With support, identify how pulleys, gears and cams work.
With support, identify how electrical circuits can create functional products.
With support, identify how to program a computer to control products I have made.
With support, identify how 3D textile products can be made from a combination shapes.
Prepare and cook savoury dishes safely and hygienically.
Know that recipes can be adapted to change the appearance, taste, texture and aroma of a dish.

<b>Geography: Year 5</b>
Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities.
Understand land use patterns and how they have changed over time.
Identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.
Understand similarities and differences between the United Kingdom and a region in a European country.
Describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.
Describe and understand key aspects of the water cycle.
Use the eight points of a compass, and four grid references on a map.

<b>History: Year 5</b>
Show a greater understanding of chronology and order of events, people and objects.
Have a greater understanding of how the past can be divided into different periods of time.
Pick out similarities and differences between different periods of time and know some significant dates.
Understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
Know, understand and can recall the historical events, people and changes of the period that I am studying.
Give reasons for the main events and changes for the period that I am studying.
Pick out and understand different ways that the past is shown and suggest reasons for this.
Beginning to show how features of the past have been retold and interpreted in different ways.
Beginning to understand how evidence is used to make historical claims.
Pick out and put together information from a range of sources for the period that I am studying.
Construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.

<b>Music: Year 5</b>
Sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques.
Sing a harmony part confidently and accurately.
Play more complex instrumental parts with rhythmic and dynamic control.
Use sound and ICT imaginatively and confidently when composing.
Select sounds and structures carefully to express an idea.
Create complex patterns.
Use different musical devices including melody, rhythms, chords and structures.
Take the lead in creating and performing and provide suggestions to others.
Understand how lyrics may have cultural and social meaning.

Hear how harmonies, drones and melodic ostinati are used to accompany singing.
Identify cyclic patterns.

PE: Year 5
Demonstrate precision, control and fluency in response to stimuli.
Link ideas, skills and techniques with control, precision and fluency when performing basic skills.
Vary dynamics and develop actions with a partner or as part of a group.
Understand composition by performing more complex sequences on the apparatus.
Continually demonstrate rhythm and spatial awareness.
Confidently describe how to refine, improve and modify my own performances and that of my peers.
Demonstrate specific aspects of warm-up and describe effects of exercise on the body.
Use a wide range of throwing and catching techniques well.
Vary the pace, length and direction of my throws.
Sustain a good running technique at different speeds.
Demonstrate some accuracy and technique in a range of throwing and jumping actions.
Select the appropriate sending and receiving technique during a game.
Find ways of attacking successfully.
Select the techniques taught in lessons and use them in race/competition style activities.
Explain ways of keeping possession of the ball as a team.
Understand that there is a need to defend as well as attack and use this in my performances.
Identify and explain good athletic performance.
Understand the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques.

PSHE <sup>2</sup> : Year 5
Identify the skills they need to develop to make their own contribution in the working world in the future.
Recognise how people manage money and learn about basic financial capability.
Make connections between their learning, the world of work and their future economic wellbeing.
Look after their money and realise that future wants and needs may be met through saving.
Show initiative and take responsibility for activities that develop enterprise capability.
Recognise that people can feel alone and misunderstood and learn how to give appropriate support.
Talk, write and explain their views on issues that affect the wider environment.
Reflect on how to deal with feelings about themselves, their family and others in a positive way.
Begin to set personal goals.
Take action based on responsible choices.
Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.
Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends.
Recognise that when the body changes during puberty it can affect feelings and behaviour.
Recognise when physical contact is acceptable and unacceptable.
Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene.
Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs.
Recognise that positive friendships and relationships can promote health and wellbeing.
Identify how to find information and advice through help lines.
Recognise how new relationships may develop.
Reflect on the many different types of relationships that exist.
Judge what kind of physical contact is acceptable or unacceptable in relationships.

<sup>2</sup> Including 'Health Education', 'Relationships Education' and 'Sex Education'.

Manage changing emotions and recognise how they can impact on relationships.

Talk with a wide range of adults.

**Languages: Year 5**

Speak in sentences using familiar vocabulary and phrases using a given structure.

Pronounce most familiar words correctly so that others understand me.

Understand a range of simple stories, songs, poems and rhymes.

Engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.

Read simple writing, showing understanding, including using a dictionary when prompted.

Explain some of the similarities and differences between English and another language.

Write simple phrases from memory and adapt these to create new sentences.

Apply knowledge of feminine, masculine and plural forms and beginning to understand the basic grammar related to these.