



**YEAR 5**

**CURRICULUM  
INFORMATION  
LETTER**

**TERM 1**

**2019 - 2020**

# ENGLISH LANGUAGE

In Literacy, students reviewed parts of speech through different texts to be able to create meaningful paragraphs. They were able to identify fiction and non-fiction texts with features of both texts. They researched the origin of their names and reasons behind it to be able to start writing their autobiography with all key features and elements. Integrating literature content as well, they researched the biography of Charles Dickens biography to identify the social factors that affected Dickens' writing as well as features of the Victorian Era. They then researched different biographies such as Steve Jobs, Graham Bell and Walt Disney to identify their contributions to the world and obstacles they faced. Students mastered the comprehension skill of author's purpose, making inferences and context clues. They then moved to persuasive language and techniques through reading different types of persuasive texts and identify their features. They skimmed school brochures around the world, compared/contrasted them. To enhance their writing, reading and structural skills, they were requested to punctuate different texts accurately and effectively, match adjectives to their meanings and identify and use accurately powerful verbs and adjectives. Students were introduced to variable sentence openers and were able to modify their writing pieces using them. Students were then introduced to prepositional and adverbial phrases. They used phrasal verbs correctly to create meaningful sentences using them in their writing. They then started writing their own persuasive essays about different topics. There was a constant emphasis on paragraphs and connectives and using high quality persuasive language. On the other hand, they enhanced listening skills through listening and speaking practice. They listened and read extracts from their book highlighting unfamiliar words and figuring out their meanings through context clues.

They collaborated and discussed issues in groups and then took part in a mini debate.

# LITERATURE

We started the term recognizing literary elements. That included our classroom activity of identifying elements in an unseen text. Following on, the class began by researching Charles Dickens biography and identifying the social factors that affected Dickens' writing as well as features of the Victorian Era. Students then analyzed character traits developing character profiles. They had to support their character analysis with evidence from the chapter. They also compared and judged "A Christmas Carol" characters with other characters (text to text & text to self) through Venn diagrams and mind maps. We then moved on to students composing their own meaningful questions.

# LITERATURE

They had to evaluate their peers' work and to make connections. They discovered how a novel include different themes and were able to detect them. They compared and contrasted author's technique in excerpts from his work. They were able to design, develop and role-play dialogues between characters of their story. They were introduced to literary devices and were able to relate, criticize and modify devices such as flashback, foreshadowing and symbolism. They could also differentiate between a static and a dynamic character. They were able to reframe all events in an accurate timeline. They defended their opinions whether they agree or disagree with evidence from the book. They valued aspects in their story and applied it in real life such as money doesn't buy happiness and that life is short, so we should enjoy and change our mistakes quickly before it's too late.

# SCIENCE

The first topic we covered was lab tools. Students identified the names and uses of lab tools. The second topic was about fair testing; students were able to analyze the given information and determine the variables. They defined the reasons for having a fair test and reliable results.

Students learnt to differentiate between types of graphs (Bar graph, line graph). They used given graphs to extract information and plotted the given results using suitable type of graph.

In flowering plants, students defined all the plants life cycle stages in details (pollination, fertilization, seed dispersal, germination)

Students compared between the different properties of the three states of matter (solids, liquids and gases).

# ARABIC

فى هذا الفصل الدراسى فى مجال القواعد النحوية تعرف الطلاب على أنواع الفعل و التمييز بينهم كما تعلم الطلاب كيفية استخراج الفاعل و أنواعه بطريقة صحيحة مع تمييز الفرق بينهم و استخدام ذلك فى جمل متناسقة و تعلم الطلاب كيفية استخراج الجمل الاسمية و الفعلية و التعرف على علامة الضبط و ذلك من خلال الأنشطة الجماعية و ألعاب السبورة الذكية.

أما فى مجال التعبير و الكتابة قام الطلاب بالتعرف على أسس كتابة موضوع تعبير متكامل و قاموا بتطبيق ذلك من خلال موضوعات تعبير متنوعة كما قارن الطلاب بين موضوعات التعبير المختلفة و استنباط أوجه الاختلاف بينها و ذلك من خلال رسم خريطة لموضوع التعبير قبل البدء فى الكتابة ، و تعاون الطلاب أيضًا فيما بينهم بكتابة نهاية جديدة لقصص خارجية قاموا بقراءتها و تصميم غلاف جديد للقصص ، قام الطلاب بربط المعلومات التى تم دراستها فى دروس القراءة بالأحداث الجارية مثل درس الكهرباء فى حياتنا و العلم النافع و تقدم المجتمع، كما تم تنمية مهارة الابتكار لدى الطلاب من خلال الأنشطة التعليمية و تقدير الابداعات المتنوعة من تمثيل و رسم و ألقاء ، أن يجيب الطلاب أنماط مختلفة من الأسئلة من أختيارات و اسئلة مقالية ، قام الطلاب باختيار شخصية ناجحة والتحدث عنها لربط المنهج بالحياة ، و فى مجال الاستماع و التحدث استنتج الأفكار الرئيسة و الفرعية لفيدوهات معروضة أمامهم مع صياغة هذا الافكار و كتابتها

# MATHEMATCS

This term, we covered how to read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit. Children used negative numbers in context and calculate intervals across zero. We solved addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. The children estimated the answers to calculations and determined, in the context of a problem, levels of accuracy. We multiplied simple 4-digit number by 1-digit and 2-digit numbers. We divided 4-digit number by 1-digit number. The children identified and classified triangles and described their properties. The children recognized different types of symmetry in regular polygons and Create patterns with two lines of symmetry. They also recognized and identified relation between lines.

# SECOND LANGUAGES

During this trimester, students learned all about themselves and their school. They learned vocabulary about first day of school (la rentrée). They were able to use this vocabulary to describe the 1st day of school in their school and to compare it with a school in France.

They also learned how to fill (la carte d'identité) with their personal information. They revised the question words to be able to understand and make questions. They revised some basic verbs that they were able to use in sentences like (verbes avoir, être, aller, faire, les verbes du 1er groupe ).

Students learned to present themselves orally and written by talking about themselves, their families, friends, pets, hobbies ---etc). Then students were able to describe their daily routine using verbs they learned ( les verbes de la routine / pronominaux ) and the time. They learned how to tell the time in French.

Then they learned about school subjects and how to express their opinion in subjects and teachers. They learned 3 new verbs related to this theme ( apprendre, comprendre et prendre) to use them to speak about school subjects. Then they moved to school games ( les jeux de la récréation ), they were able to identify them, use them in sentences and to compare between old games and modern games in schools.

During this trimester, students practiced their written and oral comprehension skills through many comprehension passages and listening exercises.

The German course introduces the culture and the daily life in the German speaking countries. Our course book **Planetino 3** helps students reach the required level in an interesting and easy way, following the most modern methods of learning and introducing themes of their interests.

The reader book **Abenteuer im Schnee** is to help the students enhance their comprehension and interpretation skills. It also enriches their vocab and to exposes them to some information about Bayern- Germany.

In the first term, students were able to describe where they spend their free time. They learned how to accept or to refuse an invitation. Students were able to talk about their hobbies and to relate them with the four seasons. Students were able to talk about themselves and how to use their personal information to fill in a personal card. They also have applied this information to write a card to a friend.

Students were exposed to authentic situations, topics and texts which helped develop their listening skills. They were required to answer listening based task sheets to ensure their understanding of what they read. Finally, they were exposed to new vocabulary words and expressions through the listening task, which they used later in their speaking activities.

فى الدرء الأول ناقش الطلاب مفهوم كلمة موارد و تحديد مفهوم الموارد الطبيعية و الموارد البشرية و قام الطلاب بمقارنة بين أنواعهم عن طريق الأنشطة المختلفة و تصنيف الموارد المائية إلى مياه عذبة و مياه مالحة و استنتاج أهمية كل نوع عن طريق المقارنة بينهم ، و تحديد أهم مصادر المياه العذبة و المالحة على خريطة صماء لمصر و فى الدرء الثانى عرف الطلاب معنى كلمة معادن و تم تحديد بعض أنواع الموارد المعدنية و استنتاج أهمية الحديد فى الصناعة ، و قاموا بتوزيع مناجم كل من الفوسفات و الحديد و المنجنيز على خريطة مصر ، و تعرفوا على أهمية كل منهم و إعطاء أمثلة لاستخدام الذهب فى الصناعة و فى الدرء الثالث قام الطلاب بتحديد أنواع وسائل النقل فى مصر و التمييز بين أرخص و أفضل الأنواع و عمل مقارنة بين التجارة الداخلية و الخارجية أما فى الدرء الرابع قمنا بتوضيح نشأة دولة البطالمة فى مصر عن طريق تسلسل الأحداث التاريخية بعد وفاة الإسكندر الأكبر ، و قام الطلاب بتحديد أهم إنجازات أشهر حكام البطالمة عن طريق مشاهدة فيديو ، و قاموا أيضاً بتحديد ما خلفه البطالمة من آثار و فنون فى مصر و قدروا احترام البطالمة لديانة و عادات و تقاليد المصريين و وضعوا استنتاجات لمعرفة كيف سقطت دولة البطالمة فى النهاية و أعطوا تفسيراً واضحاً لمفهوم المواطنة و فى النهاية حرصنا فى المادة على :  
عرض المحتوى بشكل مبسط و ربط الحاضر بالماضى و توقع المستقبل وكذلك الاهتمام بمهارات التفكير و القدرة على الاستنتاج و قراءة الرسوم و الأشكال و الخرائط و تحليله

## ICT

In this term, students were introduced to Adobe Photoshop software. They learned how to open a saved file or to open a blank page, how to set the page resolution, color mode, size and orientation, and how to save a project file.

They edited and created 3 different projects, through which they learned all about layers (add, rename, unlock, group, duplicate, rearrange, hide, merge and delete) layers, in addition to changing the Hue and Saturation, brightness and contrast of an image.

They practiced adding different custom shapes and applied different layer styles such as stroke, gradient overlay and color overlay. They learned the difference between regular selection tools (rectangular, elliptical, single row/column) marquee tools and irregular selection tools (lasso, magnetic and polygonal) lasso tools and how to cut a part of a picture and drag it to another.

They also learned to add a text layer and how to merge it with another layer.

Our young illustrators were excited by drawing using Photoshop as they used the pen tool to draw different paths and created a bike full of details.

# GLOBAL PERSPECTIVE

We started off by defining the term “History” - personally, locally and globally. Then, students were able to define the word “empire” as they explored all about the Roman Empire. They learned who is an emperor, analyzed the impact of the Roman invasion on Egypt. They were able to outline the social and political systems of the Roman Empire and identify and list key facts about the government and culture of the Roman Empire. Finally, they were able to describe the causes of the 3rd Century Crisis of the Roman Empire. In the second unit of study, they explained key facts about the Olmec and described the Olmec's way of life. They identified where the Olmec lived on a map.

They explored the Mesoamerican cultures:

- who they were, where they lived, how they lived, how they were alike, and how they were different from one another,
- the Mesoamerican writing systems and what we can learn from them
- Mesoamerican products and practices that changed the world when Spanish ships brought them from New Spain
- They identified cultural aspects of the three civilizations
- They compared and contrasted; made connections between the cultures
- They also made connections between the cultures and other civilizations today.

# ART

In the first two weeks to identify emphasis in artwork students produced a nature design using doodling technique. Later they created a design using Words by different lines and colors materials. To draw and complete figures through the observation of models students created a craftwork using colored papers. To recognize the characteristics of Op Art students drew a design using lines and shapes of various sizes to create a design that contains an optical illusion. In the end of the term they drew a Christmas drawing on colored paper and painted it with poster colors.

1. In football classes, boys practiced the following techniques
  - a. Passing, one of the most fundamental skills in soccer, moving the ball from yourself to another teammate.
  - b. Dribbling, the primary method of moving the ball up on the field
  - c. Receiving a ball, the second most important thing in soccer
  - d. Goalkeeping, the last line of defense in charge of doing whatever possible to keep the ball out of the net
2. In Swimming classes, girls practiced the following techniques:
  - a. Crawl, 25m crawl with breathing, 25m crawl with turn.
  - b. Back, 25m back with turn, 25m crawl \_back.
  - c. Breast, 25 m breast.
  - d. Breast, Dolphin kick with breast (arms only).