

GEMS Westminster Ras Al Khaimah

Curriculum Information

Grade 5 / Year 6

Spring Term

<p>English</p> <ul style="list-style-type: none"> ● Use formal vocabulary and structures, including subjunctive forms. ● Use relative clauses. ● Use advanced punctuation. ● Convert nouns or adjectives into verbs using suffixes. ● Identify and discuss non-fiction themes and conventions in and across a wide range of writing. ● Draw inferences and justify with evidence. ● Retrieve and summarise information from texts, identifying key details. ● Identify the differences between a biography and an autobiography. ● Discuss non-fiction books; explain their understanding and justify their views. ● Children will apply this SPAG and writing knowledge to write their own adventure stories, autobiographies and biographies. ● Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss poetry. 	<p>Mathematics</p> <ul style="list-style-type: none"> ● Interpret and construct line graphs and use these to solve problems ● Interpret and present discrete and continuous data using appropriate graphical methods, including dual bar charts ● Understand and analyse data using Mean and calculate and interpret the mean as an average. ● Recognise that shapes with the same areas can have different perimeters and vice versa ● Recognise when it is possible to use formulae for area and volume of shapes ● Estimating the areas of triangles that involve sections of squares greater and less than half and creating their own triangles with a specific area. ● Finding the areas of right-angled triangles. 	<p>Science</p> <ul style="list-style-type: none"> ● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. ● Recognise the impact of diet, exercise, and lifestyle on the way their bodies functions. ● Describe the ways in which nutrients and water are transported within animals, including humans. ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. ● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● Compare and give reasons for variations in how components function, including the brightness 	<p>Moral Education</p> <p>Settlement, Family and Kinship in the UAE:</p> <ul style="list-style-type: none"> ● Describe and explain the main changes that have taken place with families and people coming to and settling in the UAE. ● Appreciate the importance and value to the individual of a family and the kinship bonds. ● Explain and discuss relevant concepts and terminology. ● Develop an understanding of moral character, virtues and virtue ethics. ● Develop an understanding of patience and forgiveness. ● Discuss and develop an understanding of the values and moral that make a good person. ● Discuss and study change and personal development. <p>ICT</p>
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Integrity

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<ul style="list-style-type: none"> ● Recognise simple recurring literary language in poetry. ● Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Cross Curricular Geography- Location</p> <ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use 	<ul style="list-style-type: none"> ● Extend the knowledge of finding the area of a right-angled triangle to find the area of any triangle. ● Explore the area of a parallelogram, identifying and using a formula. ● Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units. ● Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. ● Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ● Recognise that shapes with the same areas can have different perimeters and vice versa. 	<p>of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> ● Use recognised symbols when representing a simple circuit in a diagram <p>Social Studies A</p> <p><u>الوحدة الأولى: خليجنا واحد</u></p> <p>الدرس الأول: مجلس التعاون لدول الخليج العربية طبيعياً الدرس الثاني: مجلس التعاون لدول الخليج العربية تاريخياً الدرس الثالث: السكان في دول مجلس التعاون الخليجي</p> <p><u>الوحدة الثانية: زايد والبيئة</u></p> <p>الدرس الأول: زايد فارس البيئة-1 الدرس الثاني: المحميات الطبيعية في بلادي-2 الدرس الثالث: المشاريع الخضراء في بلادي-3</p> <p>Social Studies B</p> <ul style="list-style-type: none"> ● To understand how the plague affected the social and economic system in Europe. 	<p>Digital Literacy: Common Sense Media</p> <ul style="list-style-type: none"> ● Be a respectful user ● To give credit. ● To understand digital footprint. ● To understand what cyberbullying is. <p>Computational thinking/ Programming</p> <p>Scratch</p> <ul style="list-style-type: none"> ● To understand algorithm and program? ● To create an algorithm? ● Create a program? ● How to make changes to an algorithm so it meets a new requirement? ● How to make a program that controls the movement of objects on the screen? ● To plan and create a program with a conditional loop. ● Advantages and disadvantages of using a conditional loop.
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<p>patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> ● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Physical Education</p> <ul style="list-style-type: none"> ● Athletics (sprint, relay, long jump, jumping hurdle and throwing shot put and javelin) ● Dynamic Dance. ● Volleyball (Passing, Receiving and Serving) ● throw ball (Serving ,Catching and shooting) <p>History: Ancient Greece</p> <ul style="list-style-type: none"> ● To develop an understanding of Ancient Greek civilisation and order events on a timeline. 	<p>Art</p> <ul style="list-style-type: none"> ● Identify form in specific works of art. ● Understand the difference between shape and form. ● Recognize where forms exist in our environment. ● Understand the role of forms in nature. Be aware of Op Art as a style dominated by optical effects. ● Use lines, shapes, colours and spaces to create the illusion of motion in a drawing. ● Analyse how artists use lines to suggest patterns in art works. ● Create a crayon etching with a variety of effects created by lines 	<ul style="list-style-type: none"> ● To understand how the European Age of Discovery contributed to globalization. ● To understand how the plague affected the social and economic system in Europe. ● To identify lasting effects of European exploration during the Age of Exploration on Countries outside Europe. ● To understand the importance of rivers to people who live around them and in particular to complete a study about the river Nile. <p>Moral Education A:</p> <p>الوحدة الثالثة : الاستقرار الأسري في دولة الإمارات العربية</p> <p>الدرس الأول : المواطن القبلية الأولى الدرس الثاني : التعلم من الماضي الدرس الثالث : مجتمعات وظروف متنوعة</p>	<ul style="list-style-type: none"> ● To use coordinates to position a sprite on the screen. <p>Things to do at home</p> <ul style="list-style-type: none"> ● To practise the spellings being sent out weekly – children should be able to read and write each word as well as use it within a sentence. ● To practise solving questions relating to the four operations in maths, using a method your child is comfortable with. ● To read every day. After reading a few pages, a chapter or the book; discuss what has happened in the book and ask questions to develop their comprehension skills. <p>Arabic A</p> <p>الوحدة الرابعة قصة أنا حر - النص المعلوماتي تاريخ الأحذية - كان وأخواتها أنواع خبرها - نشيد وطن النجوم -</p>
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<ul style="list-style-type: none"> ● To identify and explain significant events from the history of Ancient Greece. ● To develop knowledge about the Greek Empire, how it was established and maintained and the impact on the wider world. ● To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped. ● To understand the Ancient Greek writing system and know some well-known Greek writers and stories. ● To research and describe an important Ancient Greek artefact: Vases. 	<p>Islamic A</p> <p><u>الوحدة الثالثة : (وقل اعملوا فسير الله عملكم و (رسوله والمؤمنون)</u></p> <p>- سورة عبس</p> <p>- القرآن شفيعي</p> <p>- آداب ركوب وسائل النقل</p> <p>- فاطمة بنت مبارك.</p> <p><u>الوحدة الرابعة فيما رحمة من الله لنت لهم.</u></p> <p>- سورة النازعات</p> <p>- القلب الرحيم</p> <p>- الرفق خير</p> <p>- يسروا ولا تعسروا</p> <p>- الهجرة إلى المدينة .</p>	<p>شرح التغيرات التي حدثت في حياة الأشخاص في حياة الأسر والمجتمعات بالنسبة للفرد والمجتمع.</p> <p>الدرس الرابع قبيلتي، عائلتي</p> <p>الدرس الخامس التغير والاستمرارية - الغوص على اللؤلؤ الفرق بين المهن القديمة من الغوص على اللؤلؤ والصيد والأنشطة الاقتصادية في الوقت الحاضر</p> <p>Islamic B</p> <ul style="list-style-type: none"> ● To read Surat-al-Naziat with proper Tajweed. ● Explain terms mentioned in Holy verses. ● To discover: What is Al Masbuq Prayer. ● To compare between the rewards of praying individually and praying in a group. ● To conclude the useful deeds. ● To conclude that righteousness lies in any good deed. 	<p><u>الوحدة الخامسة</u></p> <p>قصة الخوف يأتي من الداخل - النص المعلوماتي : الانتصار على الخجل - أحوال خبر كان واخواتها - كتابة نص إقناعي - نشيد القمر -</p> <p>Arabic B</p> <p><u>الوحدة الثالثة</u></p> <p>مدن عالمية International Cities دبي Dubai لندن London شنغهاي Shanghai الأسماء الموصولة</p>
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Spring: Grade 5 (Year 6) – Spelling Words



Grade 5, Term 2 (Spring Term) – A

Objectives that are in green are Grade 4 and Grade 5 (Year 5 and 6) statutory requirements. Words that are in green are from the Grade 4 and Grade 5 (Year 5 and 6) statutory spelling list. The additional words and sets (in black) either reinforce the rule/pattern being taught; practise a spelling rule linked to a Grade 4 and Grade 5 (Y5 and 6) statutory requirement, revisit previous year group skills or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum. Each set of spellings contains 10 words linked to the objective.

<u>List 1</u> Adding suffixes beginning with vowel letters to words ending in -fer	<u>List 2</u> Words with long /e/ sound spelt 'le' or 'el' after c (and exceptions)	<u>List 3</u> Words with long /e/ sound spelt 'le' or 'el' after c (and exceptions)	<u>List 4</u> Word families based on common words, showing how words are related in form and meaning	<u>List 5</u> Word families based on common words, showing how words are related in form and meaning	<u>List 6</u> Statutory Spelling Challenge Words
referring referred referral reference referee preferring preferred preference transferring transference	siege niece grief chief fiend shriek believe achieve convenience mischievous	deceive conceive receive perceive ceiling receipt protein caffeine seize neither	commit committee transmit submit commitment emit permit intermittent omit unremitting	interrupt interfere intercept interject intertwine interim internal intersperse interloper interest	attached available average competition conscience controversy correspond embarrass especially exaggerate
Challenge Words: theory disagree	Challenge Words: were certain	Challenge Words: probably establishing	Challenge Words: physical definite	Challenge Words: buried identify	Challenge Words: affect populations

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Grade 5, Term 2 (Spring Term) – B

Objectives that are in **green** are Grade 4 and Grade 5 (Year 5 and 6) statutory requirements. Words that are in **green** are from the Grade 4 and Grade 5 (Year 5 and 6) statutory spelling list. The additional words and sets (in black) either reinforce the rule/pattern being taught; practise a spelling rule linked to a Grade 4 and Grade 5 (Y5 and 6) statutory requirement, revisit previous year group skills or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum. Each set of spellings contains 10 words linked to the objective.

<u>List 1</u> Words with endings which sound like /shuhl/ after a vowel	<u>List 2</u> Words with endings which sound like /shuhl/after a consonant letter	<u>List 3</u> Words with a 'soft c' spelt /ce/	<u>List 4</u> Word families based on common words, showing how words are related in form and meaning	<u>List 5</u> Word families based on common words, showing how words are related in form and meaning	<u>List 6</u> Statutory Spelling Challenge Words
official special artificial social racial crucial facial beneficial superficial antisocial	partial confidential essential substantial torrential sequential potential spatial martial influential	cemetery certificate celebrate necessary deceased december sacrifice hindrance nuisance prejudice	accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate	signature assign design designate significant resignation resign insignificant assignment signal	foreign apparent appreciate persuade individual language sufficient determined explanation pronunciation
Challenge Words: theory disagree	Challenge Words: were certain	Challenge Words: probably establishing	Challenge Words: physical definite	Challenge Words: buried identify	Challenge Words: affect populations

Our book this term...

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