



SAFA
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SCHOOL

Curriculum booklet



Year 5



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Contents

English

Mathematics

Science

MSC

French

Creative Arts

Physical Education





English

Reading

Decoding

- I can read age-appropriate books with confidence and fluency (including whole novels).
- I can read aloud with intonation that shows understanding.
- I can work out the meaning of words from the context.
- I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.
- I can respond to more sophisticated punctuation.
- I can read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognise their meaning through contextual cues.

Comprehension

- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss complex narrative plots.
- I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.
- I can retrieve information from non-fiction.
- I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- I can draw out key information and summarising the main ideas in a text.

Inference

- I can explain understanding of what I have read, drawing inferences and justifying these with evidence.
- I can predict what might happen from details stated and implied.
- I can draw information from different parts of the text to infer meaning.
- I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.
- I can recognise different points of view.





English

Reading

Language Features

- I can evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can identify and describe the styles of individual writers and poets.
- I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.
- I can recognise language features of a range of non-fiction text-types that support understanding.
- I can analyse the use of language, including figurative language and how it is used for effect.

Personal Responses

- I am able to talk about themes in a story and recognise thematic links with other texts.
- I can recognise ways in which writer's present issues and points of view in fiction and non-fiction texts.
- I can talk about the author's techniques for describing characters, settings and actions.
- I can consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters)

Wider Reading

- I can make comparisons within and across books. How do these books deal with the same theme?
- I can compare the openings of a particular novel with the beginnings of other novels read recently.
- I understand that texts reflect the time and culture in which they were written.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can read for pleasure, discuss, compare and evaluate in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.





English

Writing

Handwriting

- Write legibly, fluently and with increasing speed.
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages of writing.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (oracy).





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English

Spelling, Grammar and Punctuation

Spellings

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, *knight*, *psalm*, *solemn*].
- Continue to distinguish between homophones and other words which are often confused.
- Use dictionaries to check the spelling and meaning of words.
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Grammar and Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (ie omitted) relative pronoun.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semicolons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.





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English

Spelling, Grammar and Punctuation

Detail of content to be introduced

Word	• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	• Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	• modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



Maths

Term 1

Number: Place Value

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number: Addition and Subtraction

- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number: Multiplication and Division

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19





Maths

Term 2

Number: Multiplication and Division

Multiply and divide numbers mentally drawing upon known facts.

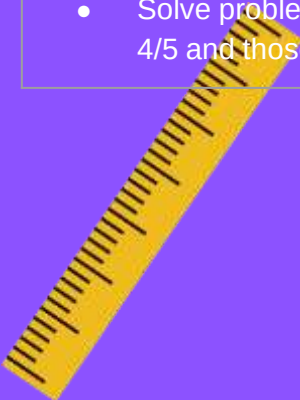
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign

Number: Fractions

- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example $0.71 = 71/100$]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number: Decimals and Percentages

- Read, write, order and compare numbers with up to three decimal places
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25





Maths

Term 2

Statistics

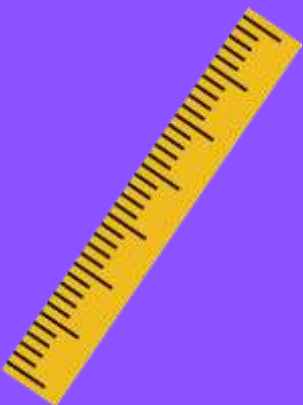
- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables.

Number: Decimals and Percentages

- Read, write, order and compare numbers with up to three decimal places
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Perimeter and Area

- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.





Maths

Term 3

Number: Decimals

- Solve problems involving number up to three decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry: Properties of Shapes

- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (o)
- Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and 1/2 a turn (total 180°) other multiples of 90°

Geometry: Position and Direction

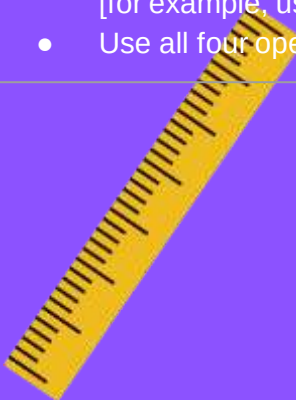
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement: Converting Units

- Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.

Measurement: Volume

- Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- Use all four operations to solve problems involving measure.





Science

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. **The effect of Gravity should be explained.**
- Describe the movement of the Moon relative to the Earth **which is governed by the effects of Gravity.** Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- **Use the tilt of the Earth to help explain how we get different seasons.**

All living things in their habitats

- 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.
- Different animals and plants found in different habitats and how they are suited to these habitats

Properties and changes of materials

- 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.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- 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 non-reversible changes occur when new materials are formed during a reaction including link to importance to Human life.





Science

Forces

- 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, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.
- Forms of energy and energy transfer and how to draw forces on paper using correct arrow notation

Animals, including humans.

- Describe the changes as humans develop to old age.
- **Human health, linked ways of maintaining good health, disease, transmission and prevention of disease.**





Science

Questioning

I can ask my own questions.

Use their scientific experiences to explore ideas and raise different kinds of questions.

Scientific Enquiry

I can plan and set up different type of enquires.

Talk about how scientific ideas have developed over time. Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.

Simple test

I can set up my own simple tests.

Recognise when and how to set up comparative fair tests and explain which variables that needs to be controlled and why.

Classification/grouping

I can Identifying and Classifying my data.

Use and develop keys and other information records to identify, classify and describe living things and materials, identify patterns that might be found in the natural environment.

Secondary Sources

I can use secondary sources when required.

Recognise which secondary sources will be most useful to research their ideas and begin to separate opinions from fact.





Science

Equipment/measurement

I can use different equipment to measure accurately in standard units.

Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.

Observation

I can make careful observations.

- To make their own decisions about what observations to make, what measurement to use and how long to make them for.
- Look for different casual relationships in their data and identify evidence that refutes or supports their ideas.

Record data

I can gather, record, classify and present data in different ways eg. Labelled diagram.

Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Conclusion

I can draw simple conclusions and explain my conclusion orally or in writing.

- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
- Use oral and written forms such as displays and other presentations to report conclusions and explanations of degree of trust in results.

Further Questioning

I can suggest improvements and raise further questions.

Use their results to make predictions and identify when further observations, comparative and fair test might be needed.





MSC

Moral, Social and Cultural Studies

Character and Morality

- 7 Explain and give examples of the key qualities of compassion, empathy, respect and tolerance
- Recall occasions when compassion and tolerance have, or have not been shown
- Consider the wider world and identify groups of people who are intolerant of others or who are themselves the victims of intolerance
- Explain why self-respect is a necessary part of respecting others
- Demonstrate a greater understanding of how to solve conflicts at home and at school
- Explain how communication is the key to conflict resolution
- Demonstrate, independently, how a compromise was reached
- Identify possible sources of conflict and how these can be prevented
- Identify and demonstrate appropriate and sensible decisions
- Illustrate the consequences of specified actions
- Illustrate how to show personal responsibility in specific situations
- Demonstrate how one can care for oneself and property

Individual and Community

- Demonstrate how to manage changes by identifying when they occur and communicate their concerns to others
- Demonstrate how to manage changes by identifying when they occur and communicate concerns to others
- Explain what well-being means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional
- Identify who to ask for help to deal with change and loss, for oneself and others, drawing on support from the community
- Demonstrate an understanding of how to learn and the benefits of accepting help from other people to improve their learning
- Explain how to make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships
- Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities





MSC

Moral, Social and Cultural Studies

History

- Identify, explain and analyse causes and effects of historical local and regional events
- Identify the importance of historical sites
- Explain the characteristics of political authorities
- Distinguish between political, cultural, social changes in society
- Utilise maps to compare and contrast a particular region at different points in time

Geography

- Compare, contrast and interpret various types of maps, such as, political, physical, population, etc
- Categorise regions based on their human and physical characteristics
- Utilise technology to create maps; adding and sharing information with others
- Interpret information from a variety of maps, such as, contour, population density, natural resources, historical maps, etc
- Identify why particular locations are used for certain activities
- Create maps and other geographical representations of familiar and unfamiliar places
- Distinguish between, compare and explain the importance of various types of maps

Sociology

- Analyse the relationship between environmental factors and population distribution both locally and globally
- Examine how the weather and climate affect people's lives
- Explain ways in which the earth's physical features and man-made features change over time
- Explain economic principles, such as, initiative, production, goods, services, saving, etc
- Illustrate the importance of innovation and initiative in job performance and improving productivity

Economics

- Distinguish the differences between human, natural and capital resources
- Explain how land, natural resources, labour, trade and/ or technology, affect economic activities in a local community
- Explain how and for whom, communities produce goods and services
- Illustrate the importance of innovation and initiative in job performance and improving productivity
- Explain the purpose of a bank
- Explain how fees and taxes are used by government





MSC

Moral, Social and Cultural Studies

Information Literacy

- Select information from primary and secondary sources on various topics
- Demonstrate understanding of questions related to social studies from printed and nonprinted sources
- Select information on social studies topics and relate findings in the form of a presentation using visuals and citing sources
- Distinguish between cause and effect, facts and opinion and main ideas and supporting details

Information Processing

- Demonstrate collaboration in collecting evidence from one or two sources regarding a certain phenomenon
- Examine printed and digital sources that suggest solutions to various social, local issues
- Demonstrate collaboration in assessing the sources and distinguishing different points of view of a certain event
- Summarise claims and explanations in the form of a presentation using various technologies

Heritage

- Demonstrate the importance of building relationships based on trust and respect, applying communication skills to maintain supportive relationships
- Analyse and explain findings on the impact of economic expansion on society and the environment
- Explain, at a simple level, the benefits and potential problems of interconnectivity between different people
- Demonstrate a basic understanding of the concepts needed for economic literacy

Civics

- Explain how governments provide basic services
- Identify the norms and traditions of UAE society and compare these with other societies
- Explain how a constitution provides structure for the government





French

My Pets

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions *et* (and) and *mais* (but) to make more complex and interesting sentences.
- Describe your pet.

Clothing

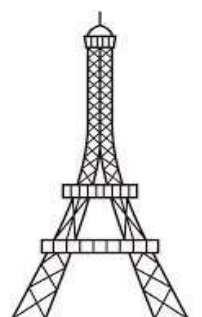
- Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners.
- Understand more about adjectival agreement when describing the colours of items of clothing.
- Express what we wear in 4 different scenarios in French using the verb '*Je porte*' (I wear) and the conjunction '*et*' (and).

My house

- Say and write in French whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure *chez moi il y a...* and *chez moi il n'y a pas de/d'...*
- Use the conjunction '*et*' (and) to link two sentences together.

My town

- Recall 10 places in a town in French along with their respective definite articles/determiners.
- Follow 5 different directional instructions in French and their combinations.
- Ask where a location is and respond with a description of relative distance (nearby/far away) in French.
- Use prepositions to give the precise location of one place in relation to another in French.
- Conduct a dialogue in French about where places are in a town using transactional language.





Creative Arts

Art

Creating and Exploring

- I can use research to develop my own personal ideas.
- I can review and revisit my sketchbook to assess how I will develop my ideas.
- I can independently experiment with techniques and materials I know to achieve different effects.

Evaluating

- Regularly analyse and reflect on their progress taking account of what they hoped to achieve.

Generating Ideas

- Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.
- Confidently use sketchbooks for a variety of purposes including: recording observations, developing ideas; testing materials; planning and recording information.

Knowledge

- Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- How to describe the processes they are using and how they hope to achieve high quality outcomes.

Making

- Confidently investigate and exploit the potential of new and unfamiliar materials (for instance try out several different ways of using tools and materials that are new to them).
- Use their acquired technical expertise to make work that effectively reflects their ideas and intentions.





Creative Arts

Music

Improvising and Composing

- I can improvise and compose including using simple tuned instruments.
- I can improvise, compose and refine with an awareness of context and purpose.
- I can represent sounds with detailed symbols.
- I can combine sounds when composing.

Listening and Understanding

- I can listen to music with a variety of textures.
- I can compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent.
- I can identify some of the structural and expressive aspects of music heard.
- I can identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).
- I can recognise how certain types of music have developed over time.

Performance: Instrumental

- I can play simple parts with accuracy.
- I can accurately maintain an independent part within a group, using controlled playing techniques.

Performance: Vocal

- I can sing simple part songs with control and an awareness of phrasing.





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Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

