

Safa
British School



مدرسة الصفا
البريطانية

Curriculum booklet



Year 5

Contents

English

Maths

Science

Arabic

Islamic

MSCS

French

Creative Arts



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).



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.



English

Spelling, Grammar and Punctuation

Detail of content to be introduced

Word	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	<ul style="list-style-type: none"> • 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.

Statistics

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

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

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 estimate the area of irregular shapes.

Maths

Term 2

Number: Multiplication and Division

Multiply and divide numbers mentally drawing upon known facts.

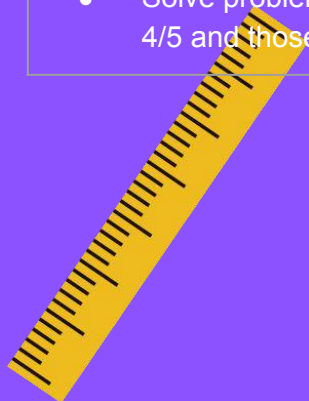
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- 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 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 $\frac{1}{2}$ a turn (total 180°) other multiples of 90°

Geometry: Position and Direction

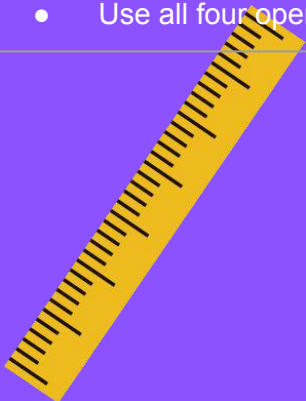
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

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

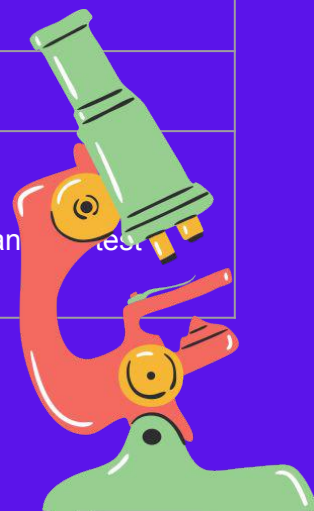
I can draw simple conclusions and explain my conclusion orally or in writing.

- 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 tests might be needed.



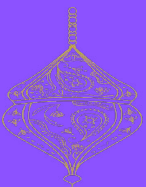
- أولاً: أساسيات القراءة
- تعرّف الكلمات والطلاقة
- أن يطبق المتعلم استراتيجيات القراءة الصحيحة لقراءة الكلمات والنصوص بدقة وطلاقة مع فهم المعاني والدلالات.
- ثانياً: قراءة النصوص الأدبية:
- معرفة الفكر الرئيسة والتفاصيل:
- أن يحدد المتعلم الفكر الرئيسة والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسة، أو الرسالة العامة، أو الدروس المقدمة في النصوص الأدبية.
- تحليل النص:
- أن يحدد المتعلم جوانب معينة في النصوص ويفهمها، ويحلل عناصر النص وخيارات المؤلفين في اختيار الكلمات والأساليب المناسبة لكتابتهم.
- تكامل المعرفة مع الفكر:
- أن يقرأ المتعلم نصوصاً شعرية وأخرى نثرية متنوعة ويحللها وقيّمها ويدمج الفكر المقدمة فيها، لبناء معرفة وفهم جيدين عن الفكرة المحورية والوسائل المتضمنة في الأعمال الأدبية.
- ثالثاً: قراءة النصوص المعلوماتية:
- معرفة الفكر الرئيسة والتفاصيل
- أن يقرأ المتعلم النص المعلوماتي بعمق وشمولية ويحدد الفكرة المركزية والفكرة الرئيسة، ويستنتج العلاقات ضمن النص الواحد والنصوص المختلفة.
- تحليل النص
- أن يحلل المتعلم عناصر النص واختيار الكاتب للكلمات، ويبين الطرائق التي تساهم فيها تراكيب الجمل في بناء النص، وأساليب عرض وجهة النظر، أو طريقة كتابة النص وطابعه.
- تكامل المعرفة مع المهارات
- أن يعين وظيفة النص من خلال الوسائط المختلفة، وينقد ما جاء فيها من معارف وآراء، ويبني خبرات جديدة ليوّظفها في نتائج متنوعة.
- رابعاً: الكتابة:
- البحث لبناء المعرفة وتطبيقها
- أن يبحث المتعلم عن المعلومات ويطبقها في موضوعات مختلفة مستنداً إلى أغراض محددة تظهر فهمه بالمادة التي يبحث عنها وتناسب مع غرض الكتابة وتطبيقاتها.
- إنتاج الأعمال الكتابية ونشرها
- أن ينتج المتعلم أعمالاً كتابية واضحة ومتنوعة تظهر توجهه نحو التنظيم والترتيب متلائمة مع المهمة والغاية.
- أن ينتج المتعلم نصوصاً تصف أشياء وأشخاصاً من محيطه، وتتحدث عن أحداث وخبرات مألوفة له، وتظهر كتاباته تقيداً بالسلامة اللغوية.
- أن يكتب المتعلم نصوصاً تعبر عن فكرة مركزية تظهر مقدرة على التنظيم والتركيز وتدل على وعي كامل بالمتلقي في علاقة و غرض و بموضوع الكتابة، مطوراً مهاراته الكتابية من خلال مراحل الكتابة (ما قبل الكتابة، المسودة، المراجعة)، وذلك لتحسين النص.
- أن ينتج المتعلم نصوصاً سردية ومعلوماتية وإقناعية ووصفية وتظهر كتاباته تقيداً بالسلامة اللغوية.
- خامساً: الاستماع والتحدث:
- أن يظهر المتعلم فهماً لمواد مسموعة، ويتواصل مع الآخرين مقدماً المعلومات والنتائج المدعومة بالأدلة لإقناع المستمعين واستمالتهم نحو الموضوع.
- أن يشارك المتعلم في نقاشات مع معلميه وزملائه مكيفاً كلامه وفقاً لمجموعة متنوعة من السياقات والمهام التواصلية محاولاً التحدث بلغة عربية فصحة.
- أن يستخدم المتعلم الوسائل الرقمية في العروض البصرية للتعبير عن المعلومات، ويفهم المادة المعروضة من خلال هذه الوسائط.



Arabic A



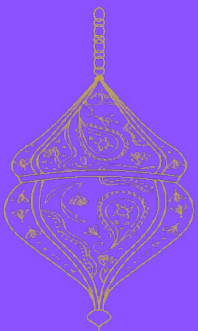
- سادساً: اللغة:
- اكتساب المفردات واستخدامها (المعجم):
- أن يكتسب المتعلم مفردات من خلال احتكاكه بمواقف غنية لغوياً.
- أن يفسر المتعلم المفردات الجديدة من خلال سياقاتها المختلفة.
- بنية اللغة العربية (النحو والصرف):
- أن يتعرف المتعلم المفاهيم النحوية والصرفية و يستخدمها استخداماً صحيحاً.
- بنية اللغة العربية (الإملاء):
- أن يكتب المتعلم الكلمات والجمل مراعيًا قواعد الإملاء والترقيم.
- بنية اللغة (الخط):
- أن يكتب المتعلم بخط واضح وجميل مراعيًا قواعد الخط العربي.
- بنية اللغة (البلاغة):
- أن يتعرف المتعلم المفاهيم البلاغية، ويتذوقها، ويوظفها في إنتاجه اللغوي.



Arabic B

Listening

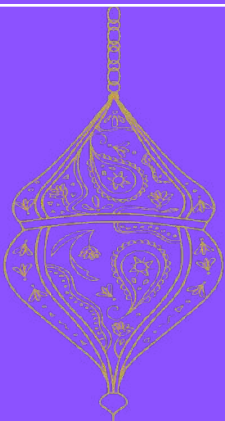
- The listener can understand the general idea of simple texts, presentations and short conversations about familiar topic
- The listener can understand most of the information contained in sentences (one sentence at a time) expressing basic personal and social contexts.
- The listener shows simple ability to understand oral texts composed of several sentences. The student can understand the timeframe set by the teacher to complete homework.
- The student can understand questions related to his study schedule or other types of schedules.
- The student can understand questions about likes and dislikes. The student can understand simple messages of praise and congratulation.
- The student can understand the general message in an audible announcement.
- The student can understand the time and the place of an event.
- The student can distinguish between the acceptance and the decline of an invitation in an oral discourse.
- The student can understand clear and repeated airport announcements about time of landing and departure and the boarding gate number



Arabic B

Speaking

- The speaker can engage in conversations about a number of familiar topics using simple sentences.
- The speaker can also handle uncomplicated daily social situations using some simple questions and answers. The speaker can successfully handle a limited number of simple communication tasks within simple social situations.
- The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These topics are related to basic personal information about self, family, home, daily activities, hobbies and favorite things. In addition, these may also incorporate topics related to ordering food at a restaurant and buying basic things from the market.
- The speaker can answer direct questions or respond to requests for information; however, he may falter. He can also pose few accurate questions appropriate to the context of the discourse.
- The speaker can express personal information through constructing his own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person he is conversing with.
- As the speaker searches for the appropriate vocabulary and structure, he hesitates in his talk and usually makes linguistic errors.
- The speaker's talk is characterized by repeated periods of silence, unsuccessful re-wording and self-correction.
- The speaker's pronunciation, vocabulary and structure are strongly affected by his mother tongue; however, he can convey intended meaning.
- The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine.
- The student can ask for help, make hotel or restaurant reservations, or arrange transportation.
- The student can describe favorite people, events, famous landmarks and popular places.
- The student can express his needs and desires which are related to his school and daily life.
- The student can give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday.
- The student can talk about his favorite programs or famous figures.



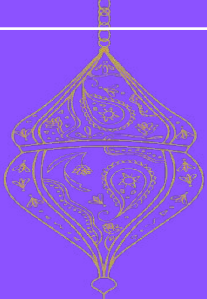
Arabic B

Reading

- The reader can understand some information and some details in short and simple texts when the topic is familiar.
- The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts.
- The reader at this level may encounter difficulties in understanding cohesive texts, regardless of length.
- The student can understand email from a friend about his interests and daily routines.
- The student can understand a friend's posts on Facebook.
- The reader can understand a friend's letter about an event.
- The student can understand a text accepting or rejecting an invitation.
- The student can recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations.
- The student can understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast.

Writing

- The writer can write short, simple texts on familiar topics, and can present information using a series of simple sentences.
- The writer can express few practical needs and is able to create phrases and ask questions based on familiar material.
- The writer can create a limited number of sentences using memorized vocabulary and structures. These sentences are simple and short, and derived from conversations with others, and limited to the present tense. Content is related to familiar topics and personal information.
- The writer will make predictable Grammatically and spelling errors.
- The student can write information about people he or she knows such as a describing their appearance and some personality traits.
- The student can write simple information about a familiar place, such as school, home or city.
- The student can write about an occasion, holiday or celebration.
- The student can write brief notes on an oral presentation he will deliver.
- The student can write about topics of personal interest such as a favorite movie or celebrity.
- The student can write instructions on how to prepare or make something as preparing a certain dish.



Islamic A

الوحي الإلهي:

يُسَمَّعُ السُّورُ الْقُرْآنِيَّةُ الْآتِيَّةُ مَجُودَةٌ: الْغَاشِيَّةُ، وَالْأَعْلَى، وَالطَّارِقُ، وَالْبُرُوجُ، وَالْأَنْشِقَاقُ، وَالْمُطَفِّفِينَ.

يُعَبَّرُ بِأَسْلُوبِهِ عَنِ الْمَعْنَى الْإِجْمَالِيِّ لِلْسُّورِ الْمَقْرُورَةِ.

يُطَبَّقُ أَحْكَامُ التَّجْوِيدِ: اللَّامُ الشَّمْسِيَّةُ وَالْقَمَرِيَّةُ (لَامُ لَفْظِ الْجَلَالَةِ).

يُسَمَّعُ ثَمَانِيَّةٌ مِنَ الْأَحَادِيثِ النَّبَوِيَّةِ الشَّرِيفَةِ.

يَسْتَنْتَجُ أَهَمُّ الْهَدَايَاتِ النَّبَوِيَّةِ الَّتِي تَتَضَمَّنُهَا الْأَحَادِيثُ الشَّرِيفَةُ.

العقيدة الإسلامية:

- يَعدُّدُ الْكُتُبَ السَّمَاوِيَّةَ وَعَلَى مِنْ أَنْزَلَتْ مِنَ الرِّسْلِ.
- يَسْتَنْتَجُ أَوْجُهَ التَّشَابُهِ وَالْإِخْتِلَافِ بَيْنَ الْكُتُبِ السَّمَاوِيَّةِ وَالْقُرْآنِ الْكَرِيمِ.

قيم الإسلام وآدابه:

يَبْرَهِنُ عَلَى أَهْمِيَّةِ قِيَمَةِ حُسْنِ الْمَعَامَلَةِ، وَأَثَرِهَا عَلَى الْمُسْلِمِ فِي الدُّنْيَا وَالْآخِرَةِ.

يَسْتَخْلَصُ آثَارَ قِيَمَةِ الْكَرَمِ عَلَى الْفَرْدِ وَالْمَجْتَمَعِ.

يَقْتَرِحُ الْوَسَائِلَ الْمَعِينَةَ لِلنَّفْسِ عَلَى التَّسَامُحِ مَعَ الْآخَرِينَ.

يَحْفَظُ دُعَاءَ دُخُولِ الْمَنْزِلِ وَالْخُرُوجِ مِنْهُ.

يُطَبِّقُ آدَابَ دُخُولِ الْمَنْزِلِ وَالْخُرُوجِ مِنْهُ.



Islamic A

أحكام الإسلام ومقاصدها:

يُميز بين الصلوات المفروضة والسُنن الرواتب.

يُوضّح أحكام الصيام ومقاصده الشرعية.

يُبيّن أنواع الصدقة وفضلها.

السيرة والشخصيات:

يدلّل على صبر النبي صلى الله عليه وسلم على قومه وإرادته الخير لهم.

يكتب بلغة مناسبة معبراً عن كيفية تأسيه بالنبي صلى الله عليه وسلم بحكمته في الدعوة إلى الله وأبرز صفاته الأخرى.

يدلّل على حياء عثمان رضي الله عنه وإنفاقه المال في سبيل الله.

يستنتج سبب تسمية أم المؤمنين زينب بنت خزيمة رضي الله عنها بأُم المساكين.

يدلّل على اقتدائه بعثمان بن عفان وأُم المساكين رضي الله عنهما.

الهوية والقضايا المعاصرة

يعبّر بلغة مناسبة عن مدى الحاجة للأماكن العامة.

يشرح خطة يضعها لحماية جهود الدولة في توفير المرافق العامة والحفاظ عليها.

يستنتج العلاقة بين نظافة البيئة وسعادة الإنسان.

يقترح طريقتين للتخلص من النفايات.

يدلّل على حبه للنظافة من خلال المشاركة بعمل تطوّعي مناسب



Islamic B

Divine Revelation:

- Recites the following surahs with Tajweed: Al Ghashia, Al Alaa, Al Tareq, Al Broug, Al Inshqaq, Al Motafifyen.
- Expresses in his/her own way the total meaning of the surahs included in the curriculum.
- Applies the rules of Tajweed: Allam Al Shamsyah and Allam Al Qamariyah (Allam in the word Allah).
- Recites 8 hadiths:
 - - "A believer who is strong (and healthy) is better and dearer to Allah than the weak believer.
 - - It is enough for a man to prove himself a liar when he goes on narrating whatever he hears."
 - - "Salat in congregation is twenty-seven times more meritorious than a Salat performed individually."
 - - "He who believes in Allah and the Last Day, let him show hospitality to his guest.
 - - The Prophet never used bad language neither a "Fahish nor a Mutafahish. He used to say "The best amongst you are those who have the best manners and character."
 - - "Fear Allah wherever you are, do good deeds after doing bad ones.
 - - "Allah will be pleased with His slave who praises Him (i.e., says Al-hamdu lillah) when he eats and praises Him when he drinks".
 - - Kindness is not to be found in anything but that it adds to its beauty.
- Concludes the most important Prophetic guidance included in the hadiths.
- States the Heavenly Books and the prophet to who they revealed.
- Concludes the similarities and differences between the Heavenly Books and Holy Quran.

Creed:

- Explains the methodology of scientific thinking to solve problems in Islam.
- Applies the steps of scientific thinking in solving the problem in assumed situations.

Islamic Values and Morals:

- Provides evidences on the importance of the value of good treatment and its impact on Muslim in the life and the Hereafter.
- Concludes the impacts of the generosity on individual and society.
- Suggests means that helps people the self to tolerate with others.
- Memorizes the prayer of entering and leaving the house.
- Applies the morals of the prayer of entering and leaving the house.



Islamic B

Islamic Rules:

- Distinguishes between the compulsory prayers and additional voluntary prayers.
- Explains the rules of fasting and its legal purposes.
- Explains the charity and its virtue.

Seerah:

- Provides evidences on the prophet Mohammed patience on his people and wishing good for them.
- Writes in a proper language on how he/she follows the way of prophet Mohammed in terms of his wisdom in calling for Allah and the other most distinguished qualities.
- Provides evidences on shyness and spending money for Allah sake.
- Concludes the reason of naming the mother of believers, Zainab Bint Khuzaymah, as mother of poor people.

Identity and contemporary issues

- Suggests means that helps people the self to tolerate with others.
- Provides evidences that he/she follows the steps of Othman Ibn Affan and mother of poor people.
- Expresses in proper language the need for public places.
- Explains a plan he/ she develops to protect the country efforts in providing general utilities and to keep them.
- Concludes the relationship between the environment cleanness and the human happiness.
- Suggests two ways to dispose wastes.
- Provides evidences on his/her love of cleanness by participating in proper voluntary work.



MSCS

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



MSCS

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



MSCS

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

Countries and nationalities

- Can ask and answer the question 'where are you from?'
- Can say their nationality and the country where they are from
- Can read and recognise basic information in a text, such as name, age, place of living and nationality
- Can write a short text introducing themselves: age, name, address, date of birth and nationality
- Can write a simple text describing their physical appearance and personality, using nouns and adjectives

Physical and personality description

- Can understand someone's physical and personality description
- Can describe their physical appearance and personality using nouns and adjectives
- Can read and understand a text describing someone
- Can write a simple text describing their physical appearance and personality, using nouns and adjectives

Body Parts

- Can name body parts
- Can understand someone talking about health issues and body parts
- healthy life and health issues "je suis malade"
- Can ask and answer if they are feeling unwell
- Can write a few sentences expressing health issues

House

- Can identify the rooms of the house in a spoken description
- Can describe a house using nouns and adjectives
- Can read a short text about a house, identifying the key information
- Can write an accurate description of a house using nouns and adjectives



French

Places of living

- Can understand the spoken description of a place of living (beach, mountain, countryside, city)
- Can ask and say where they live describing the landscape
- Can read and understand a landscape description matching it with an image
- Can write a simple description of a landscape (city, mountain, beach, countryside)

Weather and seasons

- Can understand weather phrases
- Can ask what the weather is like and can give a response
- Can understand weather description
- Can write sentences describing the weather

Food and meals

- Can identify meals and food
- Can listen to and understand a restaurant dialogue and the items ordered and the cost of the items
- Can participate accurately in a shopping dialogue ordering food and drinks. Prices and table language to be included.
- Can write a short dialogue at a restaurant, ordering food, drinks, asking prices and using table 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.



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.

