



CURRICULUM HANDBOOK

Year 5

2023 - 2024

EXPERIENCING LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



gemsmetropoleschool-dubai.com

GEMS
EDUCATION



Introduction

Welcome to Junior School

On behalf of all of the staff at GEMS Metropole, it is a pleasure to welcome you and your family this academic year.

In the Junior School we believe that everyone can be leaders, promoting leadership in a range of capacities whether it be leading their own learning or leading others. Our Junior School focuses on student voice and building confidence in our students preparing them to become global leaders. Students have opportunities within the junior school to be confident leaders and learners supporting them transitioning to the prep school, senior school and beyond, focusing on public speaking, performing arts, languages and literacy skills.

Parents are strong partners in our learning and it is a pleasure to invite you in to share our journey through the year to a variety of exciting events.

Simon Longdon
Head of Junior School



Welcome to Year 5

On behalf of everyone in our GEMS Metropole Community, I am delighted to welcome you and your child to Year 5. All of the Year 5 teachers are excited to meet you all and begin this new journey in upper key stage two.

The Year 5 team are experienced, innovative and creative teachers and we are really looking forward to working with our students this year and exploring our thought-provoking topics together.

This year will consist of lots of enriching, stimulating and engaging topics that will allow your child to develop their communication, collaboration and critical thinking skills along with delving into their creative abilities.

We will also go on some external trips where the students will consolidate their learning and further develop friendships and interpersonal skills. You can find out more about the learning which will be covered in the curriculum section below and also find out any dates where you are invited in to see the incredible learning journey itself!

Conor Downey
Head of Year 5





Junior Leadership Team

1



1 Simon Longdon
Head of Junior School

2



3



2 Emily Shepherd
Deputy Head of Primary

3 Neil Corrigan
Deputy Head of Primary

4



5



4 Alexander James
Assistant Head of Primary

5 Brynn Cooper
Assistant Head of Primary

6



7



6 Gemma Brown
Assistant Head of Primary

7 Erin Nelson
Assistant Head of Primary



The Metropole Curriculum Journey

At Metropole, our programme of learning embodies the GEMS Education core values and ensures that students receive a high-quality education in a happy, supportive and nurturing environment, where they are encouraged to explore and take risks.

Teachers plan challenging, well-organised and interesting lessons which engage and motivate our students. There are regular opportunities for leadership, enquiry-based learning, critical thinking, decision-making and problem solving where students are encouraged to take an active role in the learning opportunities they encounter. All staff have high expectations of both students and each other.

Early Years Foundation Stage Curriculum – FS1 and FS2

Children learning in Foundation Stage follow the statutory Early Years Foundation Stage framework (EYFS) for teaching and development. This stage is very important in a child's life as it helps prepare your child for school 'readiness' as well as for their future learning and successes.

Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All 7 areas of learning are used to plan children's learning and activities. Teachers make sure that the activities are suited to your child's unique needs.

The National Curriculum of England Years 1-11

From Years 1-11 students follow The National Curriculum of England and are exposed to a wide range of compulsory subjects which includes: Mathematics, English, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education and Modern Foreign languages.

The national curriculum is a non-textbook curriculum which provides pupils with an introduction to the essential knowledge they require to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievements.

Ministry of Education Curriculum

Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies.

The UAE leaders along with GEMS Metropole promote the learning and using of Arabic language as it is considered a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions. The Arabic framework supports both native and non-native Arabic speakers. This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). Where Arabic is the student's non-native language, the curriculum links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.

Leadership Curriculum

Through a bespoke inspiring leadership curriculum, students in the junior school are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have dedicated lessons which focus on the teaching of core leadership skills. Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities. At the end of every academic year, students are involved in a leadership conference led by our students in which they can share their learning with the wider Metropole community.



High Performance Learning at GEMS Metropole

GEMS Metropole School is on a very exciting journey to become world-class! Students at Metropole develop the language and skills to help them explain the current stage of their learning and the next steps they need to take to improve and deepen their understanding. The High Performance Learning approach recognises that all learners have the potential to achieve the very highest results and develops the attitudes and performance characteristics required for this to happen.

High Performance Learning is based around a framework that includes 30 generic characteristics that students need to develop to be high performing learners. These are based around, 'How we think' and 'How we behave'.

High Performance Learning is embedded throughout the curriculum at Metropole and across the wider school. We truly believe that all students can be high performance learners and we strive for all our students to have a performance mind-set and reach their potential and beyond!



Termly Topic Overviews

Term 1A: What is beyond our world?

In this topic we will be investigating our Solar System and the planets within it. The students will have an experience day where they will train to become astronauts at Metropole Space Academy which will involve physical and mental independent and team challenges! This will get them ready for their journey into space! We will be mostly focusing on the planet Mars throughout the topic thinking about how humans may need to leave Earth and settle on another planet (Mars).

We will be looking at Earth and Space in science alongside how to grow seeds and plants that would be suitable for Mars, how to identify living organisms, learning about different energy sources and different forces and their effects. In geography we will be looking at geographical features of Mars and how we can prove that there was once water there.

In design and technology we will look at technology that has been used to explore Mars and how to design and make a new robot and shelter for our stay. In history, we will look at the history of space travel and look at proving and disproving intelligent life on Mars. We will also travel to a planetarium for a school trip to consolidate our learning.

Term 1B: Where should I go on my holidays?

This term, the children will be learning all about different regions around the world. Students can pick one city, country or region to research and when they come to school, they will get to sample some foods from these different countries. In Science, we will be examining different types of forces including gravity and friction. We will apply our learning to the real world and help Emirates design a prototype during our learning about air resistance and we will also help Sheikh Hamdan during our learning about water resistance. At the end of the term, parents will be invited into school and the children will share their learning about the region and they will try to convince their parents that they should travel to this region.

Term 2A: Will all civilisations collapse?

This topic will begin with an experience day where the children will create Ancient Maya masks. We will be looking at artefacts from different ancient civilisations to create questions we would like to find out alongside taking on roles of different characters from the past. Throughout the topic, we will be looking at what holds an empire together – is it faith? Is it dependency? Is it leadership? In history, we will be finding out about the Maya from buildings and artefacts they left behind, how they used glyphs for writing and why the empire declined.



Termly Topic Overviews

Term 2A: Continued

We will use different historical sources to find information. We will also find out what happened to make this civilisation collapse. Students will be informed that many other civilisations have also collapsed and we will discuss whether it is inevitable or not that all civilisations will collapse? By the end of the topic, the children will carry out their own debate on this topic.

Term 2B: What makes a good leader?

During this topic we will be looking at different Kings and Queens from history. We will look at their different leadership styles and make comparisons between these. We will look at the pros and cons of their leadership styles and deduce from these what makes a good leader. We will write a biography on one of these kings or queens to help us get a detailed account on their life. In science, we will be looking at plant reproduction and lifecycles of different animals. At the end of this topic, parents will be invited in to school and students will share with them what they think makes a good leader.

Term 3: Titanic- What happened to this 'unsinkable ship?'

The term will begin with a Titanic dress up experience day where the children will become guests upon the world famous cruise ship! During the topic, we will be looking at the history of the Titanic – the timeline of events, the crew members on board and the passengers through use of different historical sources. Students will have the opportunity to debate who was to blame for the sinking of the Titanic and try to come up with a conclusion.

We will then move onto looking at our polar regions and what life is like in the Arctic and Antarctic for both humans and animals.

In science, we will be looking at plant reproduction and lifecycles of different animals. At the end of the topic, the students will create their own Titanic from materials and test them to see if they float.

Our writing will involve creating an information text on an Arctic animal and also a writing a letter from the point of view of a passenger on board the Titanic. To get some idea of what it would be like to travel to a polar region, we will embark on a school trip to Ski Dubai.



Year 5: Curriculum

English: Reading

The Reading curriculum here at GEMS Metropole focuses on word reading and comprehension by encouraging students to maintain positive attitudes to reading and demonstrating an understanding of what they read through the reading strategies. Reading lessons at GEMS Metropole are taught as a whole class providing ample opportunities for students to practise the skill of reading aloud fluently with intonation that shows understanding and developing their verbal reasoning skills to aid comprehension during a comprehension lesson based on the class texts. To support students' progress and development in reading we ensure we make strong links between home and school reading. Students are assessed termly on reading skills through the NGRT reading assessment. Throughout the school year there are ample opportunities for students to engage in a range of book based activities as well as our student leadership opportunities for students in the Junior School.

English: Writing

At GEMS Metropole, the English curriculum is based upon the National Curriculum of England with some adaptations to suit the needs of our students in the UAE and focuses on spelling and transcription, vocabulary, grammar, punctuation, handwriting and composition.

English writing lessons here at Metropole are taught using the Talk for Writing approach which allows students to internalise a text through oral rehearsal and its key features to support higher writing outcomes. This approach is based on the principles of how children learn – by providing pupils with visual, auditory and kinaesthetic learning opportunities.

Talk for Writing enables children to imitate the language and structure they need for a particular story by creating pictorial story maps and practising retelling a story orally, before reading and analysing it, and then writing their own version of the story. Throughout their time at Metropole, children will also receive specific handwriting and spelling lessons which will supplement and support our Talk for Writing approach to English and aid children to develop their skills as a writer.

At Metropole, children begin their English journey in FS where lessons will centre around, and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider.

As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going on to invent their own characters and stories. Children will also be introduced to non-fiction writing where they will write instructions, information texts and much more.

In Key Stage 2 children will continue to develop their writing skills by being exposed to a variety of different text types, authors and literature. Children in these year groups will be given a plethora of opportunities to hone, develop and express their writing creativity and skill within a wide variety of writing genres and styles – whether they be newspapers, stories, diaries, information texts, speeches and much more.





Year 5: Curriculum

Year 5 English Overview by Terms

Term 1

In Term 1 students will be reading the book 'Boy at the back of the class.' Students will read this book each week and use this to help develop their comprehension skills. In addition to this, students will also look at a variety of different non-fiction types and use these to develop comprehension skills. In term 1A students will write a postcard from space explaining what it feels like to be in this new environment and describing what we see. Students will also write a narrative based on an adventure linked to space. In term 1B, students' writing will be based around a city of their choosing. They will create an information piece trying to persuade us to travel there. In addition to this, we will also compose an adventure narrative. Through their writing, students will develop a range of different grammatical skills.

Term 2

In Term 2, students will be reading 'Boy in the Tower.' They will write a newspaper report based on a crime committed in a fictional tale and the students will then imitate this and write it as if it was based in an ancient civilisation. Students will also use an extract from Explorers to write an adventure narrative. They will explore an adventure in the Amazon and then they will apply these skills through writing an adventure narrative based in Maya civilisation. In term 2B, students will be writing a biography based on a monarch and also writing a traditional tale narrative. Through their writing students will develop a range of different grammatical skills.

Term 3

In Term 3, students will read Sky Song. They will complete many different writing styles this term including writing a letter from the point of view of a passenger on the Titanic. The students will also complete an information text in the style of a wiki page based on an Arctic Fox. Students will complete some narrative writing and a poetry unit. Through their writing, students will develop a range of different grammatical skills.





Year 5: Curriculum

Mathematics

At GEMS Metropole, we follow the White Rose maths curriculum and long term plan, using additional lesson resources from a variety of other resources. Mastery teaching ensures high expectations for all pupils, and use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding.

Teaching maths involves employing a range of approaches to help students develop a deep and secure knowledge and understanding of mathematics at each stage of their learning so that by the end of every school year children will have acquired mastery of the mathematical facts and concepts they've been exposed to, equipping them to move on confidently and securely to more advanced material.

Our teaching ensures high expectations from all pupils and the use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding from Concrete (handling objects, resources, manipulatives), on to Pictorial (visual images and representations), and then Abstract (symbolic stage with more formal strategies).

Year 5 Math Overview by Terms

Term 1

In Term 1, students will begin the year focusing on number and place value. Pupils will be taught to recognise, compare and order numbers up to one million. They will recognise the place value of each digit within these larger numbers. Further into the term, students will focus on addition and subtraction. They will use written methods learnt in year 4 to add and subtract 4-digit numbers. They will apply this knowledge to solve two step addition and subtraction problems.



Year 5: Curriculum

Year 5 Math Overview by Terms (continued)

In the second part of the term, students will spend two weeks on statistics which will involve reading and interpreting different forms of graphs and tables.

The final part of the term will focus on multiplication and division. Students will learn about factors, prime, square and cube numbers. They will learn to multiply and divide by 10, 100 and 1000. Pupils will then use written methods to multiply 3- and 4-digit numbers by 2-digit numbers and divide 4-digit numbers by 1 digit.

Term 2

The learning will move towards fractions in Term 2A. After a brief recap of equivalent fractions, pupils will be introduced to improper fractions and mixed numbers. They will recognise both types of fractions and will learn how to convert between improper fractions and mixed numbers. Students will add and subtract fractions first involving the same denominator before moving onto adding and subtracting fractions with different denominators using their knowledge of multiples to find the lowest common multiple.

They will expand this knowledge through learning how to add and subtract mixed numbers. They will complete Term 2A through multiplying a fraction by an integer. Term 2B will begin with Area and Perimeter with children being taught how to measure and calculate the Area and Perimeter of different shapes. The second part of Term 2B focusses on Decimals and Percentages. Students will begin to recognise the link between Decimals, Percentages and Fractions and represent these, for example, a percentage as a decimal.

Term 3

In Term 3, students will further build on the decimal knowledge by learning to add and subtract decimals both within and by crossing the whole. They will also be able to tackle adding and subtracting decimals with differing numbers of decimal points.

The second part of Term 3A will be focused on measurement and knowing how to convert between different units of measure as well as time. Students will finish the first part of the term understanding volume and specifically how to compare and estimate volume.

During the final part of the year, students will focus on Geometry and Properties of Shape. Pupils will first identify, compare and measure angles using a protractor. They will calculate angles on a straight line and around a point and within specific shapes. They will also classify different types of triangles and quadrilaterals using their knowledge of properties. Finally, students will plot shapes using given coordinates, they will learn how to translate shapes following instructions and carry out shape reflection.

Science

At GEMS Metropole School our science lessons are of a practical, investigative nature. Children are allowed time to explore which further develops the children's natural inquisitive nature. Exploring leads to open-ended discussions about science in real life contexts and helps the children to understand the world they are living in and their place within it.. Within their lessons, children learn to ask scientific questions and discover how science affects their future. Our lessons are based upon the National Curriculum of England and have been amended to suit the needs of the UAE. In the primary school, science is taught by class teachers and is incorporated throughout other subjects and the relevant topic at the time. This ensures a holistic approach in the acquisition of scientific skills and knowledge. Children have science lessons on a weekly basis and cover both knowledge and working scientific skills within these. 'Working scientifically' specifies the understanding of the nature, processes and methods of science.



Year 5: Curriculum

Year 5 Science Overview by Terms

Term 1

Earth and Space: In this unit, students will learn all about space and our solar system. By the end of the topic, students will be able to describe the Sun, Earth and Moon as approximately spherical bodies, describe the movement of the Earth, and other planets, relative to the sun in the solar system. We will also be examining the movement of the moon relative to the Earth, and we will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces: In this unit, students will be learning all about forces through planning and carrying out a series of investigations. These investigations will aim to find out: the effects of gravity on falling objects, the effect of friction on moving objects and exploring the effects of air and water resistance. We also be looking at mechanisms and beginning to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. When carrying out the investigations children will ensure that they are recording their results accurately so that they create a variety of different graphs to portray their results.

Term 2

Materials: In this unit students will 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. They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. They will use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating and will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Students will also 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.

Animals including humans: In this unit, students will describe the changes as humans develop through each stage of life, in particular beginning to look at the changes to our bodies through teenage years.

Term 3

Living things and their habitats: In this unit, the students will be looking at mammals, birds, amphibians and insects' life cycles and how they reproduce. They will be able to describe the life processes of living things. On top of this, we will be investigating the life of different plants and how they reproduce. This will include dissecting a flower and identifying the reproduction parts of the flowers. Throughout, the students will be using their enquiry and critical thinking skills through carefully planned investigations and presenting our finding in a variety of different ways.



Year 5: Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole we follow the Moral, Social and Cultural Studies curriculum as published by the Ministry of Education in the UAE. This curriculum focuses on three domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. Moral, Social and Cultural Studies outcomes are incorporated across all areas of the curriculum from Year 2 to Year 6 for 40 minutes each week. In addition, some of the time will be integrated throughout discovery lessons when necessary. When teaching Moral, Social and Cultural Studies, we aim to contribute to the making of better global citizens through the development of human capital capabilities, promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world. We provide students with an awareness of the world around them to help them navigate and be successful in the future, making informed and reasoned decisions as members of a tolerant and culturally diverse society. This will include deepening their understanding of social, political and economic systems. At the end of each term, students will complete a project to enhance their Moral, Social and Cultural Studies knowledge and skills.





Year 5: Curriculum

Year 5 Moral, Social & Cultural Studies Overview by Terms

Term 1

This term students will be learning about compassion and empathy. They will look at respect, both respecting ourselves and others. We will look at empathy, understanding what we can do when others are upset and how to help them. We will also look at discrimination and the importance of tolerance. We will then move onto the requirements for healthy growth and development. We will look at how to promote and maintain our well-being and how to cope with loss.

Term 2

During this term we will look at weather and climate. We will look at the difference between both and examine the climate zones of different countries. We will then move onto conflict and peer mediation. We will look at how conflict occurs and the role that peer mediation can play in resolving conflict. We will role-play scenarios to demonstrate how peer-mediation can resolve conflict in our everyday lives. Finally, we will learn all about trade. We will examine the traditional trade routes and how camels impacted these trade routes. We will then look at how the UAE trades with the wider region and the effects trade has on the formation of cities both in the UAE and the wider region.

Term 3

In Term 3 we will look at how we can help and make a difference not only in our classrooms and homes but also within our wider community. In addition to this, we will also begin to explore services in the UAE. We will look at Government services as well as justice, health and social organisations. We will take a look at citizenship and think about how we can make the UAE a better place to live in.

Humanities

At GEMS Metropole School, each year group has a range of topics which are taught throughout the course of the year. The topics are history or geography based and usually alternate each half term, giving an even divide of both humanities subjects. Topics begin with an exciting hook, which allows children to explore the new unit and develop a desire and curiosity to learn. The cross-curricular topic is then linked within a variety of curriculum subjects, creating a fully immersive learning experience.

History and geography are taught through 'discovery time' at GEMS Metropole, allowing flexibility and creativity within the subjects, as there are no set restrictions on time and content. We provide children with the skills and resources to inquire about topics and independently research and discover new learning. Throughout the topics, children are working towards answering a big question which they showcase in a finale – a final showcase or project which has driven their learning for the term.



Physical Education

In Year 5 PE, learners will extend their knowledge of games-based sports and different elements within fitness to include complex skills and tactics. This will be completed through exciting and engaging activities, the students will learn to apply more sophisticated, organised approaches within their lessons to both attacking and defending as well as the different principles utilised within these, whether it's technical based sports such as athletics, cricket and tennis / badminton or invasion-based sports such as football, netball, hand ball or tag rugby.

Learners will also strive to develop their fitness further, suggesting and applying suitable activities for improving flexibility and strength. Furthermore, the students will also aim to gain an overall improvement on their confidence and stamina in both athletics and gymnastics as well as begin to recognise and understand how strength, flexibility and other principles of fitness apply to a variety of different sporting games.

Learners will be working collaboratively throughout the year as well as developing their individual skill level to ensure progress in all sports. They will be engaged in independent learning using their creativity to achieve learning objectives.



Year 5: Curriculum

Performing Arts



In Year 5 we introduce students to 'Performing Arts' through the disciplines of Drama, Dance and Music. Students are taught by specialist performing arts teachers once a week in their class groups. In Music we continue to develop their singing skills by introducing students to singing in rounds, and singing with appropriate phrasing and accurate pitching. We continue to develop their listening skills by looking at music from 'Around the World,' and comparing it to music that we are familiar with. We also have the opportunity for our Year 5 students to take part in the Primary Choir who, represent Metropole at a variety of events throughout the academic year. In composing, students are introduced to the technique of drones, grooves and beat. We begin to create a link between composing music to a theme and how to evoke an image by the listener. In Dance, students are taught short, simple choreographed routines. Students are also given the opportunity to choreograph their own routines in small groups to selected pieces of music. Students also explore how dance has evolved through the ages. In Drama, students continue developing their understanding of how to create a performance and learn the techniques of 'Tableau' and 'cross-cutting,' looking at how to use them in short scripted performances.

Year 5: Curriculum

Art

At GEMS Metropole, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In KS2 pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught to create works to record their observations and use them to review and revisit ideas. Students will gain an understanding of new techniques, including drawing, and painting with a range of materials. They will also be able to gather knowledge about great artists, architects and designers in history.



Year 5: Curriculum

Modern Foreign Language (MFL)

In Year 5, students have been studying either French or Spanish for at least one year. If your child is new to Metropole at the start of Year 5, they will be asked to choose either French or Spanish and will be assigned to a class. Please note that students continue with their choice of language throughout their time at Metropole School, and unfortunately, are not allowed to move between subjects. Students receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department in a specialist language classroom.



Year 5: Curriculum

Computing and Innovation

At Metropole we deliver a high-quality computing education which will equip pupils to use computational thinking and creativity to understand and change the world.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Students are given exciting opportunities to explore computing programmes and write simple block coding using online platforms. Building on these skills, students apply their computational thinking to programming hardware – such as robots – to complete simple courses.

Moving forward with this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Students create digital documents, such as posters, presentations and information texts, for a range of purposes. Media is also a focus; students are shown how sound and video interlink and the basic ways this can be edited.

Projecting ourselves in to the future of technology, Metropole offers students virtual and augmented reality experiences using specialist headsets and software.

Computing ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Throughout their lessons students are informed about the importance of E-Safety and how their actions online can have an impact on others as well as how to keep themselves safe.



Year 5: Curriculum

Arabic A

يقوم منهاج الصف الخامس على المهارات والمفاهيم التالية: المهارات اللغوية من خلال تفاعل الطلبة الواعي مع مضامين النصوص وأفكارها، ويكونون شركاء فاعلين في عملية التعليم والتعلم، ولا يقتصر دورهم على التلقي السلبي فقط، والمنهاج مُقسم إلى ثلاثة فصول، في كل فصل ستة أقسام وهي:

مهارة القراءة: يقرأ الطالب النصوص المقررة بطلاقة مُراعياً الضبط السليم كما يُظهر الوعي بالعلاقات بين المفردات ومعانيها كما يفسر معاني المفردات مستعيناً بسياقها ومرادفاتها وأضدادها.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير "الإبداعي والوظيفي" مثل: القصص وكتابة النصوص السردية والإقناعية المعلوماتية والوصفية.

المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التعبير الحقيقي والتعبير المجازي - التشبيه) ويتذوق جمالياتها ويستخدمها في التعبير.

المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (أشكال الخبر في الجملة الاسمية/ إركان الجملة الفعلية ويضبطهما).

مهارة الاستماع: حيث يصني الطالب للنصوص المسموعة ويظهر فهمها لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم ويقيم النص وفق معايير محددة ويلتزم آداب الاستماع.

مهارة التحدث: مجموعته يظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنغيم، والنبر، والإيماء، والإشارات...، ويشارك بفعالية في عروض تقديمية يعدها مع مجموعته، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

Arabic B

By the end of Year 5, the students will be able to use grammatical concepts correctly (speaking and writing), imitating patterns through pictures and drawings. The students will be able to know the spelling of visual words from their linguistic environment, including names, verbs and letters related to the following: the self (name, gender, body parts, feelings) - the house - the neighbourhood. The students will be able to write words and sentences observing its rules and showing a clear tendency towards order and writing in a clear handwriting. The students will recognise figurative expressions and distinguishes poetry from prose. In listening and speaking, the students will understand the meaning through the tone of voice and the coloring of the performance. Also they will be able to recognise the subject of the speech that will be presented.

Year 5: Curriculum

Islamic

كي يكون الطالب مُلمًا بتعاليم الإسلام، ولديه وعي حقيقي بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطالب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلاً كالتالي :
محور الوحي الإلهي (القرآن والحديث) : يتلو الطلاب السور القرآنية المقررة تلاوة مجودة ومتقنة، ثم ينتقلوا إلى شرح وتحليل المعاني الواردة في الآيات الكريمة، ومن خلال الأحاديث النبوية الصحيحة يقوم الطلاب بتحديد الصفات والسلوكيات التي تدل على قوة إيمان المسلم والصفات والسلوكيات التي تدل على ضعفه.

محور السيرة النبوية:
يتعرف الطلاب على أهم جوانب حياة رسولهم الكريم محمد(صلى الله عليه وسلم)، ثم يقوموا باستنتاج بعض الأخلاق والسلوكيات التي تحلى بها سيدنا محمد في تعامله مع الجميع، ثم يقوم الطلاب بشرح كيفية الاقتداء بخاتم الأنبياء والمرسلين محمد(صلى الله عليه وسلم).

محور الأحكام والعبادات:
يقارن الطلاب بين مفهوم العبادات ومفهوم المعاملات في الإسلام ومنها يحددوا بعض العبادات التي يجب على كل مسلم الالتزام بها ، ثم يقوموا باستنتاج الأحكام والشروط الخاصة بهذه العبادات والتي تضمن لهم تطبيقها بشكل صحيح.

محور القيم والآداب:
يتعرف الطلاب على الكثير من القيم والآداب التي جاءت بها الشريعة الإسلامية ومنها يقوم الطلاب بشرح كيفية تطبيق هذه الآداب في تعاملهم مع جميع أفراد المجتمع.

محور العقيدة الإيمانية:
يتعرف الطلاب على مفهوم العقيدة الإسلامية ومنها يقوموا بتحديد ما يجب الاعتقاد به ومالا يجب الاعتقاد به من خلال النصوص القرآنية والأحاديث النبوية الصحيحة.

محور الهوية والقضايا المعاصرة:
يتعرف الطلاب على أهم القضايا والمستجدات الحياتية المعاصرة، ومنها يقوم الطلاب بتحليل بعض التحديات التي تواجه المجتمع الآن وعرض بعض الحلول التي تساعد على تجاوز هذه التحديات والتعامل معها بشكل واقعي مناسب.



Year 5: Curriculum

Leadership Curriculum

Through a rich and inspiring leadership curriculum, students in the Junior School are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have weekly lessons which will be dedicated to core leadership skills. Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day. during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities. At the end of every academic year, students are involved in a leadership conference lead by our students in which they can share their learning with the wider Metropole community.

Key Skills to be developed through the Junior leadership programme:

Management
Empathy
Teamwork
Responsibility
Organisation
Presentation
Optimism
Loyalty
Empowerment

All students have a leadership portfolio which they develop and add to over their time in the Junior School to showcase their learning and their own personal leadership journey.



Year 5: Curriculum

Extra Curricular Opportunities

At GEMS Metropole education does not belong solely in the classroom. Opportunities for enrichment activities help students to develop their interest and abilities, provides valuable learning experiences outside their studies and promotes independence and inter-personal skills. Educational visits off-site are complemented by numerous cultural events in school. Our curriculum also includes specific events to enrich the lives of our students: dedicated days to learn about key life skills such as internet safety and eco weeks supplement our students' learning. We offer a fantastic range of extracurricular activities: our pupils are lively and curious so we love to feed their enthusiasm!

Masterclass

We run a fantastic Masterclass program which gives students opportunities to get involved in a wide range of projects, societies and activities, creative and performing arts as well as academic subjects. Many activities are run by our own staff but we also work with external organisations and specialist providers to ensure a high-quality offer for students. Masterclass is a timetabled lesson in which students get to select the activity they take part in to further develop a skill or to learn a new one! Activities range from arts and crafts to water polo, rounders, and theatrical face painting. In every year group there is a wide range of activities to suit every child's passion.



Year 5: Curriculum

Assessment

At GEMS Metropole School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning. Assessment is a continuous process integral to learning and teaching.

It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment is at the heart of teaching and learning: We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.

Assessment for learning focuses on how students learn: We recognise that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning is a key skill for all educators: We ensure that all staff are skilled in assessing students' learning, identifying the next steps and helping the students to progress effectively through the triangulated use of CAT4, Progress Tests, PASS and teacher judgement.

Assessments are always sensitive, constructive and accurate: We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged to fulfil their full potential.

Assessments motivate learners: We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed: We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.



Year 5: Curriculum

Resources To Support My Child

It is expected that all students should read for 25 minutes each night at home and also spend 10 minutes on their Times Tables Rockstars app to practise times tables.

Parents should check with their child and ensure that this is being completed. They can check their communication journal to see what books have been read by their child.

Below are some websites that you may find useful in supporting your child's learning:

<https://www.khanacademy.org/>

useful for videos explaining how to complete activities, e.g. fractions

<https://classroom.thenational.academy/>

again, useful videos

<https://www.topmarks.co.uk/>

useful for many subjects particularly maths

<https://www.ictgames.com/>

useful for many subjects

<https://readtheory.org/>

<https://scratch.mit.edu/>



Year 5: Communications

Year 5 Communication

Over the year we will communicate with you in a variety of ways. You can expect to receive communication for your children in the following ways:

Class Email

Each week your child's class teacher will email out information specific to your child's class. This will include learning what has happened that week as well as what will be coming up in the following week. It will also detail any upcoming events, trips or important information.

Weekly Junior Newsletter

Every Friday you will have access to the year group newsletter. This includes information relevant to the Junior School and can be accessed through GEMS Connect as well as through your email.

Head of Primary Newsletter

This will be received bi-weekly and will be available on GEMS Connect. This newsletter contains a wider view of what is happening within the school.

GEMS Connect / School Reports

You will receive two reports each term which will be available on GEMS Connect for you to review & download.





Student Wellbeing

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.





