



CURRICULUM HANDBOOK

Year 5

2024 - 2025
EXPERIENCING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



Introduction

Welcome to the Values School

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

Our Values School, also known as the Junior School, embraces traditional values, with high expectations in a school where academic excellence, empathy and future leaders thrive. We believe that education should not simply be about delivering a curriculum and assessments, but that real learning stems from stimulating intellectual curiosity, a strong grounding and nurturing a love for the subjects taught. With a focus on values, we aim to ensure all students are equipped with the skills and identity to lead in a globalised and forward-thinking world.

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 School, I am delighted to welcome you and your child to Year 5. All 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





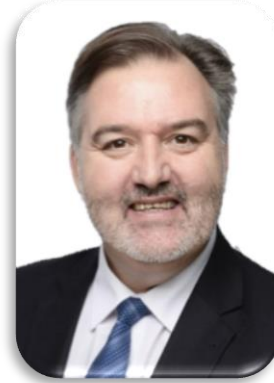
Junior School Leadership Team



Simon Longdon
Head of Junior School



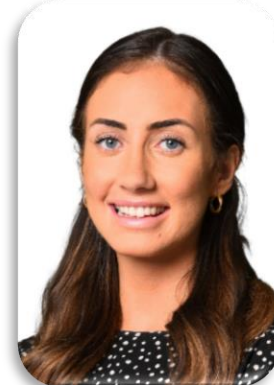
Lucy Nicholls
Deputy Head of Primary
Achievements



Chris Ebbinkhuysen
Deputy Head of Primary
Pastoral



Brendan Eveleigh
Assistant Head of Primary
Year 3 and Year 4



Melissa Jones
Assistant Head of Primary
Year 5 and Year 6



School Values

Respect

Respect at GEMS Metropole means valuing ourselves, others, and our surroundings. We cultivate an environment where students appreciate differences, treat everyone with dignity, and maintain a courteous attitude towards peers, staff, and the wider community. Through various initiatives, including assemblies, workshops, and classroom activities, we emphasise the importance of respect in building a harmonious and effective learning environment.

Kindness

Kindness is at the heart of our school ethos. We encourage students to act with thoughtfulness and generosity in their daily interactions. Through our buddy systems, charity drives, and community service projects, we provide opportunities for students to practise kindness, experiencing the joy of giving and the importance of supporting one another. Our staff model kindness in their interactions, creating a nurturing atmosphere where every student feels valued and cared for.

Compassion

Compassion at GEMS Metropole is about recognising the struggles of others and responding with understanding and support. We integrate compassion into our curriculum through lessons on social responsibility and empathy, and by promoting activities that involve caring for others. Our school counsellors and teachers work closely with students to develop their ability to respond to others' needs with sensitivity and concern.

Empathy

Empathy involves putting oneself in another's shoes to understand their feelings and perspectives. We cultivate empathy through interactive activities such as role-playing, storytelling, and discussions that challenge students to consider different viewpoints. Our inclusive practices at GEMS Metropole ensure that every voice is heard and respected, helping students build strong, empathetic relationships with those around them.

Leadership

Leadership at GEMS Metropole is about empowering students to take initiative, inspire others, and contribute positively to their communities. We offer numerous opportunities for leadership development, including student council, extra-curricular masterclasses and school ambassador programmes. We believe that every student has the potential to lead, and we provide the guidance and resources they need to develop their leadership skills in a supportive and encouraging environment.



The Metropole Curriculum Journey

At GEMS 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, Modern Foreign languages. The national curriculum is a non-textbook curriculum which provides students with an introduction to the essential knowledge they require to be educated citizens. It introduces students 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 Values 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 accredited as a World Class High Performance Learning School! 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: Olympic Games

In Term 1A, Year 5 students will explore the captivating world of the Olympics, delving into its history, cultural significance, and the science behind the games. In English, students will enhance their persuasive writing skills by crafting letters advocating for their favorite Olympic sport to be included in the next games, learning to articulate their arguments and engage their audience. Mathematics lessons will incorporate the games by using Roman numerals to track the history of the Olympics, as well as rounding numbers to analyze scores and times in various events. Our science curriculum, focusing on living things, will draw comparisons between the native flowers of the UAE and those found in France, the host of the upcoming Summer Olympics, exploring how different environments support diverse plant life. This multidisciplinary approach will not only deepen their knowledge of the Olympics but also foster a love for learning across all subjects.

Term 1B: 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.

Term 2A: The Race to Space: What was it?

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).



Termly Topic Overviews

Term 2A: The Race to Space: What was it? *Continued*

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 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.

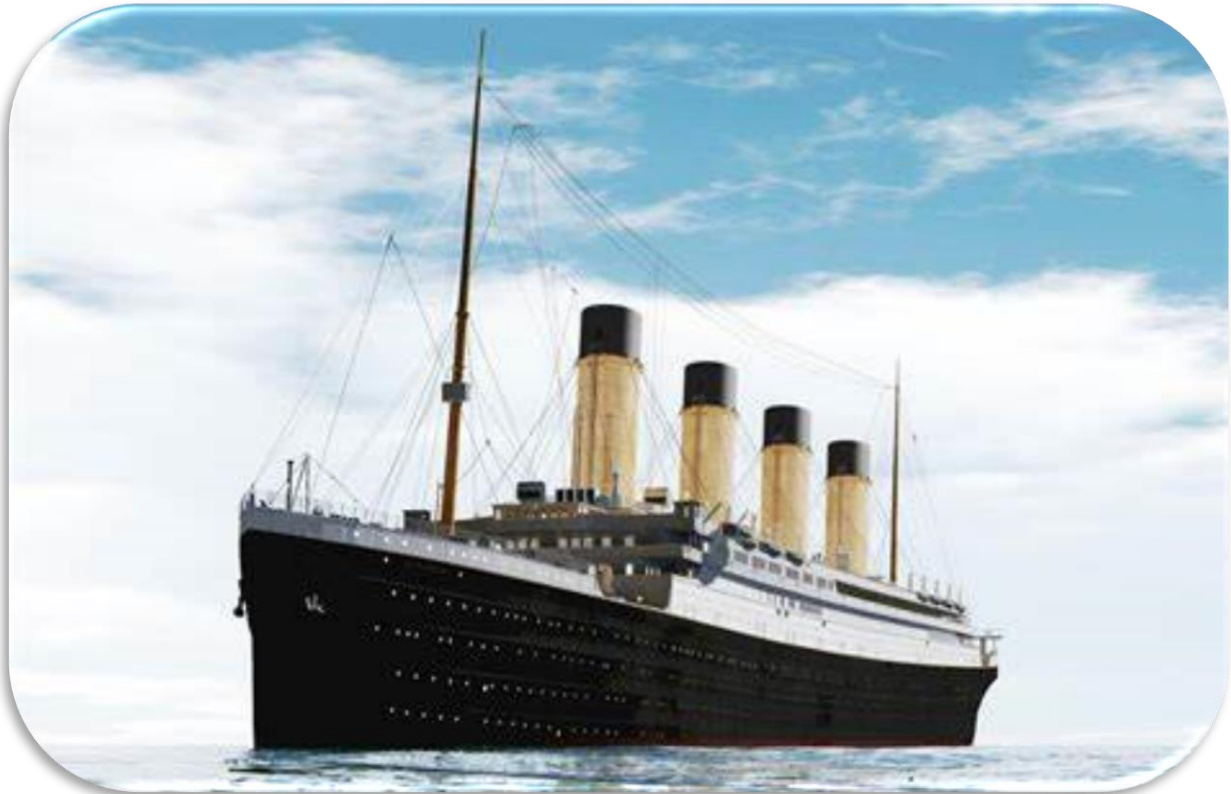
Term 3A: Could you survive in the Arctic?

In Year 5, students will dive into the fascinating world of the Polar Regions through an interdisciplinary study that spans the curriculum subjects. In English, students will immerse themselves in the icy landscapes of the Arctic and Antarctic through writing adventure stories that feature intrepid explorers and resilient wildlife, and non-chronological reports that present detailed facts about these extreme environments. In Science, the focus will be on Forces, where students will investigate how different forces such as gravity, friction, and air resistance operate in the harsh conditions of the poles, influencing everything from animal movement to human exploration. In Maths, students will tackle Converting Units, learning to measure and convert distances and temperatures essential for understanding polar expeditions, as well as Position and Direction, where they will navigate and plot coordinates on maps of the Polar Regions. This integrated approach will not only enhance their subject-specific skills but also provide a comprehensive understanding of the unique and fascinating world of the Polar Regions.

Termly Topic Overviews

Term 3B: 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 that develop students' fluency as they read aloud with expression and intonation, fostering their verbal reasoning skills to aid comprehension 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 are taught using the 'The Write Stuff' approach by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our students to write effectively and coherently. In 'The Write Stuff' approach to writing, children explore high-level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children in their writing:

Fantastics – ideas for writing **Grammartastics** – tools for writing **Boomtastics** – writing techniques

With the approach, pupils will write for a range of purposes. They will use their vast knowledge of vocabulary to excite, inform and entertain the reader. Pupils will also be able to understand and use a range of grammatical devices.

At GEMS 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 onto 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.



Year 5: Curriculum

Year 5 English Overview by Terms

Term 1

In Term 1, students will enhance their persuasive writing skills by crafting letters advocating for their favorite Olympic sport to be included in the next games, learning to present compelling arguments and use persuasive language effectively. They will also delve into fantasy stories, creating their own narratives where characters embark on epic quests, mirroring the determination, heroism, and teamwork of Olympic athletes. Through these writing activities, students will develop their ability to craft detailed descriptions, build engaging plots, and create dynamic characters, all while drawing inspiration from the Olympic spirit of striving for excellence.

Term 2

This term in English, our Year 5 students will embark on an exciting journey through the vast expanse of Earth and Space. They will engage in journal writing, where they will document their imagined travels through the solar system, detailing their adventures on different planets and their observations of celestial phenomena. This activity will enhance their descriptive writing skills and expand their scientific vocabulary, allowing them to creatively express their understanding of the universe. In the Kings and Queens topic, students will delve into the fascinating histories of notable monarchs. They will research and write biographies, learning to present factual information in a compelling chronological format. This will involve exploring the lives, achievements, and legacies of these rulers, helping students to develop their research skills, understand historical contexts, and improve their ability to write detailed and engaging biographical accounts.

Term 3

In Term 3, students will embark on an exciting journey to explore the Polar Regions through the lens of adventure stories and non-chronological reports. As part of this unit, students will delve into the icy realms of the Arctic and Antarctic, using their imaginations and research skills to craft compelling narratives set in these extreme environments. They will create adventurous tales featuring brave explorers, resilient animals, and the majestic yet treacherous landscapes of the poles. Additionally, students will develop their informational writing skills by producing detailed, non-chronological reports that present fascinating facts about the unique climate, wildlife, and challenges of life in the Polar Regions. Through these writing outcomes, students will enhance their creativity, expand their vocabulary, and strengthen their ability to convey information clearly and engagingly.



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 students, 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 students 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 Mathematics Overview by Terms

Term 1

In Term 1, students will begin the year focusing on number and place value. students 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.

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. students will then use written methods to multiply 3- and 4-digit numbers by 2-digit numbers and divide 4-digit numbers by 1 digit.



Year 5 Curriculum

Year 5 Mathematics Overview by Terms *continued*

Term 2

The learning will move towards fractions in Term 2A. After a brief recap of equivalent fractions, students 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 focuses 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. Students 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.

Year 5: Curriculum

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

In Term 1, Year 5 students will explore the topic of Living Things and Their Habitats through the exciting overarching theme of the Olympics. This unit will draw fascinating links between the plant life of the United Arab Emirates (UAE) and France, the hosts of the 2024 Summer Olympic Games. Students will study various habitats found in both countries, from the arid deserts and coastal regions of the UAE to the diverse ecosystems of France, including its forests, mountains, and urban environments. They will investigate how different living things, particularly flowers, have adapted to thrive in these distinct habitats. Through comparative studies and hands-on activities, students will learn about the unique species native to each region, such as the date palm and desert flowers of the UAE, and the lavender fields and alpine flowers of France. This integrated approach will deepen their understanding of biodiversity and adaptation, while also celebrating the global spirit of the Olympics and fostering an appreciation for the natural world in diverse geographic contexts.

Term 2

In Term 2, Year 5 students will embark on an exciting journey through the topic of Earth and Space in science. This unit will cover the fundamental concepts of our planet, the solar system, and beyond, with a special emphasis on making connections to the United Arab Emirates (UAE). Students will explore the UAE's contributions to space exploration, such as the Emirates Mars Mission and the launch of the Hope Probe, highlighting the country's advancements in space science and technology. Additionally, students will delve into the topic of Animals, including Humans, focusing on the human lifecycle under the overarching theme of Kings and Queens. They will study the stages of human development, from infancy to old age, drawing parallels to historical and contemporary monarchs' lives. Through hands-on experiments and engaging activities, students will deepen their understanding of astronomical phenomena and human biology, while appreciating the UAE's role in the global space community and exploring the fascinating lives of kings and queens.

Term 3

In Term 3, Year 5 students will embark on a scientific exploration of Forces and the principles of Working Scientifically, centered around two captivating topics: the Titanic and the Polar Regions. The Forces unit will delve into the tragic voyage of the Titanic, where students will investigate the forces at play, such as gravity, buoyancy, and resistance, that influenced the ship's journey and its ultimate sinking. In the second half of the term, the Working Scientifically unit will focus on the Polar Regions, where students will hone their scientific inquiry skills. They will conduct experiments and observations related to the unique environmental conditions of the Arctic and Antarctic, exploring how scientists study these extreme habitats.

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 two 40-minute lessons each week. 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 knowledge and skills.





Year 5 Curriculum

Year 5 Moral, Social & Cultural Studies Overview by Terms

Term 1

In Term 1, Year 5 students will explore empathy, tolerance, respect, and developing the mind and body for success in Moral, Social, and Cultural studies, with the overarching theme of the Olympics. Students will examine how the Olympic Games bring together diverse cultures, promoting peace, unity, and mutual respect, and learn about the importance of these values in both sports and everyday life. The UAE's commitment to these principles, highlighted through initiatives like the Special Olympics World Games in Abu Dhabi, will be showcased. Additionally, students will study trade in the past and present in the UAE, linking it to globalisation, under the theme of the Ancient Maya civilisation. By comparing the trade systems of the Ancient Maya with those of the modern UAE, students will gain insights into historical trade practices and the UAE's role as a global trading hub. This integrated approach will deepen their understanding of social studies and foster a greater appreciation for cultural exchange, economic development, and global connectivity.

Term 2

In Term 2, Year 5 students will delve into the topics of community organisations, government services, safety, and security in Moral, Social, and Cultural studies, under the overarching theme of Earth and Space. This unit will help students understand how various community and governmental bodies work together to ensure the well-being and security of citizens, drawing parallels to how Earth operates within the larger system of space. Additionally, students will explore conflict resolution and acting responsibly through the intriguing lens of kings and queens. By examining historical and contemporary examples of monarchs handling disputes and governing with responsibility, including the wise leadership of UAE rulers, students will learn valuable lessons in leadership, empathy, and making informed decisions. This integrated approach will not only enhance their understanding of social structures and governance but also inspire them to act thoughtfully and responsibly in their own communities.

Term 3

In Term 3, Year 5 students will explore the topics of weather and climate in Moral, Social, and Cultural studies under the overarching theme of Forces. This unit will help students understand how various forces shape weather patterns and climate, and how these elements impact communities and the environment. Students will examine the social and cultural implications of extreme weather events and climate change, fostering a deeper awareness of global challenges and the importance of sustainable practices. Additionally, students will delve into money, goods/services, and enterprise through the lens of the Polar Regions. By studying the economic activities and enterprises unique to these extreme environments, students will learn about resource management, trade, and the innovative ways communities adapt to harsh climates.

Year 5 Curriculum

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.



Year 5 Curriculum

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 students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In KS2, students 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. Students 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 Languages

In Year 5, students have been learning either French or Spanish for one year. If your child is new to Metropole School, at the start of Year 5 they will be asked to choose either French or Spanish and will be assigned to the correct 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.

If a student is already an advanced speaker of French or Spanish, they will be assigned to the language that is new to them. For example, if a pupil can already speak Spanish, they will be placed into a French class. Students receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department.

Students in Year 5 follow an engaging scheme of work adapted from the rachelhawkes.com website. This curriculum focuses on the five key areas of learning a language: listening, speaking, reading, writing and grammar. In Year 5, students will cover topics that include time, food, sport, music and reasoning. When possible, the department sometimes adapts the content of MFL lessons to reflect the topic that your child is studying with their class teacher.

There is no formal homework in KS2 for MFL; however, we do recommend some useful websites, should students wish to continue with their learning at home: www.duolingo.com and www.languagenut.com (login details provided by the teacher).



Year 5 Curriculum

Computing and Innovation

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

The core of computing is computer science, in which students 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, students 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 into 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

في السنة الخامسة، يركز منهاج اللغة العربية على تعزيز وتوسيع المهارات اللغوية المكتسبة، مع التركيز على تطوير القدرة على القراءة والفهم العميق للنصوص المتنوعة. يتعلم الطلبة قراءة نصوص أكثر تعقيداً تشمل الأدب الكلاسيكي، المقالات، القصص الواقعية، والشعر العربي. يتم تدريبهم على تحليل النصوص بشكل نقدي، فهم معاني الكلمات الجديدة من السياق، واستخلاص الأفكار الرئيسية والتفاصيل الداعمة. يواصل الطلبة تعلم القواعد النحوية والإملائية بشكل متقدم، بما في ذلك تعميق فهمهم للأفعال وتصريفاتها، الجمل الشرطية، وأدوات الربط بين الجمل.

تطوير مهارات الكتابة والتعبير

يتم تعزيز مهارات الكتابة من خلال تمارين متقدمة تشمل كتابة مقالات مفصلة وفقرات تعبر عن آرائهم وتحليلهم الشخصي للموضوعات المطروحة. يُشجع الطلبة على كتابة نصوص وصفية وسردية، بالإضافة إلى كتابة تقارير وبحوث قصيرة حول موضوعات معينة، مما يساعدهم على تطوير مهارات البحث والتحليل. كما يتم تدريبهم على كتابة الرسائل الرسمية وغير الرسمية، وإعداد العروض التقديمية المكتوبة.

تعزيز مهارات الاستماع والتحدث

تستمر مهارات الاستماع والتحدث في التطور من خلال أنشطة تفاعلية مثل النقاشات الصفية، العروض الشفوية، وتمثيل الأدوار. يتم تشجيع الطلبة على المشاركة في الحوار والنقاش بشكل فعال، مما يعزز من قدرتهم على التعبير الشفهي بثقة ووضوح. يتم تنظيم أنشطة تفاعلية مثل المسرحيات القصيرة، الحوارات الجماعية، ومسابقات القراءة الجهرية لتعزيز الثقة بالنفس وتحسين مهارات التواصل.

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 distinguish poetry from prose. In listening and speaking, the students will understand the meaning through the tone of voice and the colouring of the performance. They will also be able to recognise the subject of the speech that will be presented.

Year 5 Curriculum

Islamic

في السنة الخامسة ، يهدف منهاج التربية الإسلامية إلى تعزيز المعرفة الدينية وتعميم الفهم الأعمق لمبادئ الإسلام وأخلاقه. يتم تقسيم المنهاج إلى ستة محاور رئيسية تغطي مختلف جوانب التربية الإسلامية، تشمل هذه المحاور ما يلي

في هذا المحور، يتعلم الطلبة المزيد عن أركان الإيمان الستة وكيفية تطبيقها في حياتهم اليومية. يتم توضيح أهمية الإيمان: **الإيمان والعقيدة** بالله وملائكته وكتبه ورسله واليوم الآخر والقدر خيره وشره من خلال الأنشطة التفاعلية والمناقشات التي تساهم في ترسيخ هذه المفاهيم في عقول الطلبة

يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل أكثر تفصيلاً، مع التركيز على الأذكار والأدعية المرتبطة بالصلاة. يتعلم: **العبادات** الطلبة أهمية العبادات الأخرى مثل الصيام والزكاة وكيفية تطبيقها في حياتهم اليومية. بالإضافة إلى ذلك، يتم تعريفهم بقواعد الطهارة وكيفية أداء الوضوء والغسل بشكل صحيح

يحفظ الطلبة سورًا إضافية من القرآن الكريم مثل البينة، والقدر، والعاديات، والقارعة. يتم تعزيز مهارات التلاوة والتجويد: **القرآن الكريم** لديهم، مع التركيز على تفسير معاني هذه السور وفهم الدروس المستفادة منها. يتم تعليم الطلبة أهمية القرآن في حياتهم كمرشد ودليل

يتم تقديم قصص إضافية من حياة النبي محمد صلى الله عليه وسلم وأصحابه، مع التركيز على القيم والأخلاق المستفادة من: **السيرة النبوية** هذه القصص. يتعلم الطلبة عن الأحداث الهامة في السيرة النبوية وكيفية تطبيق الدروس المستفادة في حياتهم اليومية. يتم تعليمهم حب النبي واتباع سنته

يتم تعزيز القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان، من خلال الأنشطة الصفية: **الأخلاق والقيم الإسلامية** والمناقشات. يتم توجيه الطلبة نحو السلوك الإيجابي في المدرسة والمنزل، مع التأكيد على أهمية التعامل بلطف واحترام مع الآخرين. يتعلم الطلبة كيفية التصرف بأخلاق إسلامية في مختلف المواقف

يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية: **القضايا المعاصرة والمجتمع** والمجتمعية. يتعلم الطلبة حقوق وواجبات المسلم تجاه الآخرين، وكيفية تطبيق هذه القيم في حياتهم اليومية لتعزيز روح التعاون والمشاركة الفعالة في المجتمع. يتم تنظيم أنشطة تفاعلية لتعزيز التفاعل الاجتماعي والعمل الجماعي

من خلال هذه المحاور، يسعى المنهاج إلى تعزيز القيم الإسلامية والمعرفة الدينية لدى الطلبة، مما يساعدهم على تطوير شخصياتهم بشكل متوازن ويعزز انتماءهم لدينهم ومجتمعهم



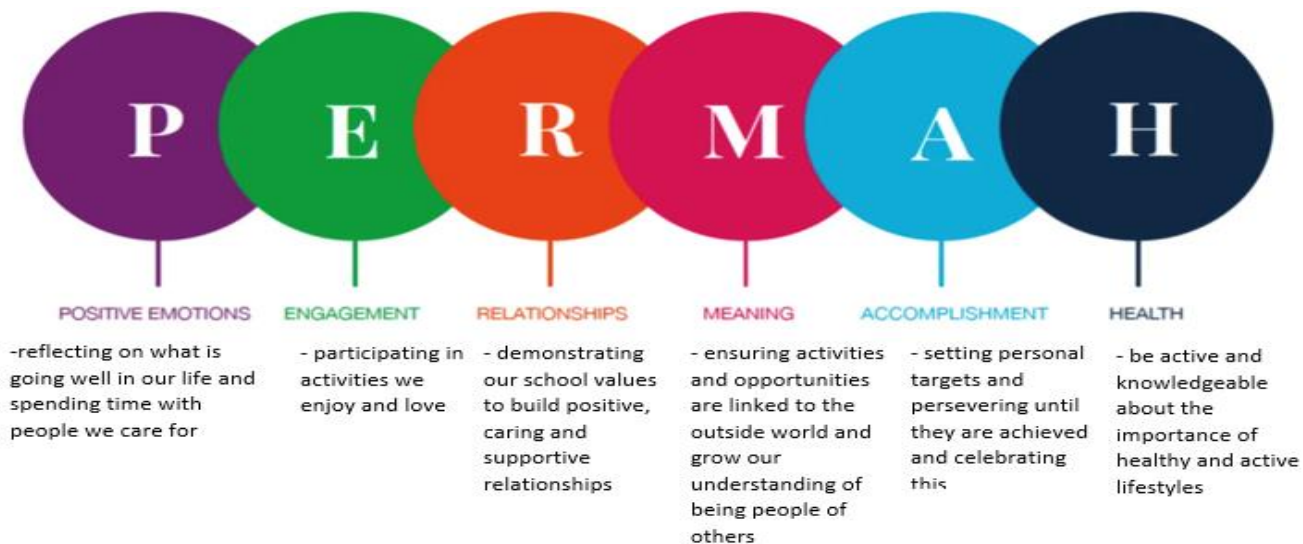
Student Wellbeing

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.





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 led 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 students 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 practise. 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 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 that 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 communication.

Weekly Junior School Newsletter

Every Friday, you will have access to the Junior School newsletter. This includes information relevant to the Junior School and can be accessed through the class teacher's weekly email.

Head of Junior School Newsletter

This will be received monthly and will be available through the Junior School newsletter. This newsletter contains a wider view of what is happening within the Junior School.

GO4Schools / School Reports

You will receive two reports each term which will be available on GO4Schools for you to review & download.



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