

Where values build character.



**CURRICULUM
HANDBOOK**

Year 5

2025 - 2026

Discover
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 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 Values 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 in this handbook and also find out any dates where you are invited in to see the incredible learning journey itself!

Iqra Zaffar
Head of Year 5





Primary School Leadership Team



Emily Shepherd
Head of Forest School



Simon Longdon
Head of Values School



Lucy Nicholls
Deputy Head of Primary



Erin Nelson
Deputy Head of Primary



Lauren McAuley
Assistant Head of Primary



Debbie Simpson
Assistant Head of Primary



Melissa Sweeney
Assistant Head of Primary



Brendan Eveleigh
Assistant Head of Primary

School Values

Excellence

At GEMS Metropole School, we develop students to strive for excellence in all areas of life. Through high academic expectations, personalised support, and a wide range of enrichment opportunities, we guide students to set ambitious goals and work confidently towards achieving them. We help them build the resilience, focus, and self-belief needed to excel—both in and beyond the classroom.

Care

We develop students to be caring, compassionate individuals who value the wellbeing of themselves and others. By embedding kindness, empathy, and respect into our daily routines, we teach students to build strong relationships and contribute positively to their communities. Our wellbeing programmes, peer support systems, and service-learning opportunities ensure students grow with a deep sense of social responsibility.

One Team

At GEMS Metropole School, we develop students to thrive as team players and collaborative leaders. We help them understand the value of unity, communication, and shared goals through group projects, house activities, and team-based challenges. Students learn to listen, contribute, and support others—skills essential for success in school and in life. Together, we build a culture where every voice matters.

Always Learning

We develop students to be curious, reflective, and lifelong learners. Through inquiry-based learning, self-assessment, and real-world problem solving, we teach students how to think critically and adapt to new situations. We encourage them to embrace mistakes as part of the learning process and to stay open to growth. At GEMS Metropole School, learning is a continuous journey—and we walk it together.

Leadership

Leadership at GEMS Metropole School 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 School, our programme of learning reflects the GEMS Education core values and is delivered through a creative and curiosity-driven curriculum. We are committed to providing a high-quality education within a happy, supportive, and nurturing environment where every child feels empowered to explore, take risks and think independently. Lessons are thoughtfully planned to be challenging, engaging, and purposeful - igniting imagination and inspiring a love of learning. Our approach encourages enquiry, critical thinking, decision-making and problem-solving, with students actively involved in shaping their own learning journey. Opportunities for leadership are embedded across the curriculum, and high expectations are upheld by all members of our school community, ensuring a culture of ambition, respect and continuous growth.

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 School 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 and inspiring leadership curriculum, students at the Values School are given regular opportunities to develop their leadership skills and take ownership of their own projects throughout the year. As part of this, students participate in half-termly Leadership days focused on core leadership skills, where they explore what it means to be a leader and how to lead effectively. In Year 5, the curriculum also places emphasis on the school community and how students can demonstrate leadership within their school. Each year, students take part in a Social Responsibility Project, allowing them to apply their leadership skills in a real-world context by planning and delivering an initiative that benefits their school or local community.





Termly Topic Overviews

Term 1A: Earth & Space: How did space exploration change the world and show the power of leadership?

In this exciting topic, pupils will journey through our Solar System, discovering the fascinating planets that orbit the Sun. Our main focus will be on the planet Mars, as we explore the idea that humans may one day need to leave Earth and settle on another planet. Children will be encouraged to think like scientists and engineers, considering the challenges of space travel and life beyond Earth.

To bring their learning to life, pupils will take part in a creative project where they will design and construct their very own astronaut helmets, imagining themselves preparing for a mission to Mars! In Science, the unit will begin with an immersive hook day full of hands-on activities to spark curiosity about Earth and Space. Pupils will generate their own thoughtful questions about the universe which we will investigate and explore together throughout the topic.

Term 1B: Titanic: What does the Titanic teach us about the importance of empathy in how we treat others?

In Science, our focus will be on the unit Materials, where pupils will investigate and compare the properties of a variety of materials, in line with the Year 5 objectives. They will explore why specific materials were used in the construction of the Titanic, considering factors such as strength, durability and suitability for purpose. Through practical enquiries and comparative tests, children will develop their understanding of how material properties influence design choices.

In English, pupils will write a balanced argument examining whether social class had an impact on survival rates during the sinking of the Titanic, aligning with the Year 5 objective of presenting and evaluating different viewpoints. They will also write a flashback narrative from the perspective of a survivor, developing their ability to write with atmosphere, structure and a clear viewpoint, while incorporating dialogue and figurative language to enhance the reader's experience.



Termly Topic Overviews

Term 2A: *Winter Olympics*: How do the Winter Olympic values show respect, kindness and leadership like we do in our school?

In Term 2A, Year 5 students will explore the captivating world of the Winter Olympics, delving into its history, cultural significance, and the science behind the games. In English, students will enhance their persuasive writing skills by creating an advert advocating for their favorite Winter 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 Winter Olympics, as well as rounding numbers to analyse scores and times in various events. Our science curriculum, pupils will investigate how gravity pulls skiers downhill and how friction between ice and skates affects movement and speed. They can also explore how air resistance slows down athletes in sports like ski jumping or speed skating and how equipment is designed to reduce this. These examples help pupils understand how forces affect motion, linking directly to the Year 5 science objectives.

Term 2B: *Kings and Queens*: What qualities made a good leader in the past, and how can these values help shape strong leaders today.

During this topic, pupils will explore significant Kings and Queens throughout history, examining their leadership styles and evaluating the impact of their reigns. They will compare different monarchs, considering the strengths and weaknesses of their approaches to leadership, and use this analysis to draw conclusions about what qualities make an effective leader.

In English, pupils will apply their understanding of character and narrative structure by writing a tale of defeat, incorporating rich description and action to engage the reader. They will also explore poetry through the creation of a Clerihew, using wordplay to capture key traits of historical figures. In Science, learning will focus on the human life cycle, with pupils studying the stages of growth and development from birth to old age. Historical figures such as King Henry VIII and Queen Elizabeth I will be used to contextualise this learning, helping pupils to make meaningful links between science and the broader Kings and Queens theme.

Term 3A: *The Mayan Civilisation*: What role does leadership play in the success or collapse of a civilisation?

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 3B: *Polar Regions*: How can we show compassion towards people, animals and environments in the polar regions?

In Year 5, pupils will explore the fascinating world of the Polar Regions through a topic that links learning across several subjects. In English, they will develop their non-fiction writing skills by creating a detailed non-chronological report on an Arctic animal, using research to present clear and accurate information about life in these extreme environments.

In Science, pupils will build on their scientific skills by making predictions, planning enquiries, recording data, and drawing conclusions. They will explore how animals adapt to survive in harsh climates, investigating concepts such as insulation and temperature changes. In Maths, pupils will apply their learning to real-world contexts by converting units of measure, such as distances and temperatures, which are essential when studying polar expeditions. They will also use their knowledge of position and direction to read and plot coordinates on maps of the Polar Regions, helping them develop geographical awareness alongside their mathematical understanding.

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. 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 School 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 Values School.

English: Writing

At GEMS Metropole School, 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 Fan. 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 School, 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. As students transition into Key Stage 2, they build on their skills from The Forest School to write at length including a wider variety of vocabulary and grammatical features.



Year 5 Curriculum

Year 5 English Overview by Terms

Term 1

In Term 1, 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. As part of our Titanic unit, students will create a flashback narrative, imagining the experience of a survivor. They will practise writing in the first person, using descriptive language and emotional detail to bring their story to life.

Term 2

This term, 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. 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 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 School, we follow the White Rose Mathematics curriculum and long-term planning framework, supplemented by a variety of additional resources to enrich our lessons. Our approach to teaching mathematics is grounded in the principles of mastery, which ensures high expectations for all pupils.

Central to our teaching is the Concrete-Pictorial-Abstract (CPA) approach, which supports children in developing a deep and secure understanding of mathematical concepts. This structured method begins with the Concrete stage, where students engage with physical objects and manipulatives. They then progress to the Pictorial stage, using visual representations to deepen their understanding, before moving on to the Abstract stage, where they apply formal mathematical strategies and symbols.

To support fluency and mental agility, we also use *Race to Mars*, a dedicated programme designed to strengthen pupils' Mental Maths skills in a fun and engaging way. Through a range of teaching strategies and resources, we aim to help pupils build strong foundations in mathematical understanding, enabling them to approach new concepts with confidence as they progress through their learning journey.

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.

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. Students will also plot shapes using given coordinates, they will learn how to translate shapes following instructions and carry out shape reflection. In the second part of the term, students will work on statistics which will involve reading and interpreting different forms of graphs and tables.

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. The second part will be focused on measurement and knowing how to convert between different units of measure as well as time.

During the final part of the term, 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. 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. Students will finish the first part of the term understanding volume and specifically how to compare and estimate volume. We will also look at Area and Perimeter where children will be taught how to measure and calculate the Area and Perimeter of different shapes.

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 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. In the second part of the term, Year 5 students will embark on a scientific exploration of Working Scientifically skills through the fascinating historical context of the Titanic. As part of their Materials unit, students will investigate the properties of materials used in the construction of the ship, exploring why these materials were chosen and how they behaved in extreme conditions. They will compare and group materials based on properties and will explore reversible and irreversible changes that may have occurred during the ship's voyage and sinking.

Term 2

In Term 2, Year 5 students will apply their Working Scientifically skills in an exciting context linked to the Winter Olympics. Through the Forces unit, students will explore how gravity, friction, air resistance, and water resistance affect the performance of athletes in events such as skiing, bobsleigh, and ice skating. They will investigate how different surfaces impact motion and how equipment design can reduce or increase resistance to enhance speed and control. This topic provides an engaging, real-world context for conducting experiments, making predictions, measuring forces, and evaluating the effects of mechanisms such as levers and gears.

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 explore the unit of Living Things and Their Habitats, set within the historical and geographical context of the Mayan civilisation. Students will study the diverse ecosystems of Central America, including the rainforests where the Mayans lived, to classify a variety of living things based on characteristics. They will explore how the Mayans relied on local plants and animals for food, medicine, and materials, and consider how environmental changes, both natural and human-made, might have impacted biodiversity in these habitats.

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 School, we follow the UAE Ministry of Education's Moral, Social, and Cultural Studies curriculum, which is structured across three core domains: Moral, Social and Cultural. Each domain is delivered through distinct and purposeful approaches that support the development of well-rounded, responsible and culturally aware students.

The Social domain focuses on society, citizenship and how people live and interact. The curriculum is designed to build students' understanding of local history and geography. It fosters a strong sense of national identity and heritage, while encouraging students to think critically about their communities, the wider world and their role within it.

The Moral domain nurtures students' ethics, values and personal responsibility, helping them to develop strong character and a sense of integrity. Key values such as respect, empathy and tolerance are emphasised to promote responsible and compassionate citizenship.

The Cultural domain incorporates elements of global history and geography to help students understand the beliefs, languages, traditions and customs of different cultures. These lessons deepen students' appreciation of diversity, broaden their global perspectives and encourage respect for cultural heritage and shared human values.



Year 5 Curriculum

Year 5 Moral, Social & Cultural Studies Overview by Terms

Term 1

In Term 1, 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.

Term 2

In Term 2, 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 explore conflict resolution and acting responsibly through the intriguing lens of kings and queens. By examining historical and contemporary examples of monarchs 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. 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 School, 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 badminton or invasion-based sports such as football, netball, handball or basketball.

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

Music

In Year 5, students take part in a weekly integrated Music and Dance lesson taught by specialist teachers, where both disciplines are combined to develop musicality, rhythm and expressive movement. Singing skills are extended through the introduction of rounds, with a focus on phrasing, accurate pitching and performing as part of an ensemble. These musical concepts are reinforced through dance, as students learn choreographed routines that reflect the structure and mood of the music. They also explore how movement and sound work together to convey meaning and emotion. Students have opportunities to choreograph their own routines in small groups, using selected pieces of music to inspire creativity and teamwork.



Year 5 Curriculum

Art and Design

At GEMS Metropole School, 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.

We recommend a useful website, should students wish to continue with their learning at home: www.duolingo.com.



Year 5 Curriculum

Computing and Innovation

In Year 5, students continue their computing journey using the Kapow Primary Computing Curriculum, with a strong emphasis on computer systems and networks, programming, data handling and online safety.

They learn how systems like search engines retrieve information and how to evaluate online content - ensuring they become discerning digital users. In programming, students explore Scratch Music, combining code and music to create interactive compositions that deepen their understanding of sequencing and debugging. They also tackle data-handling challenges, such as working with data about the Mars Rover to collect, analyse and present findings in creative ways.

Throughout the year, online safety remains a central theme, helping students understand how to protect their digital identity, behave responsibly online, and make smart decisions in digital spaces.

Participants build on their digital literacy by creating meaningful content - combining text, images, and sound - while applying computational thinking and collaboration across units. This ensures they develop as confident, responsible, and creative digital citizens, well prepared for the demands of modern technology.



Year 5 Curriculum

Arabic A

في السنة الخامسة، يركز منهج 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

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

العبادات: يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل أكثر تفصيلاً، مع التركيز على الأذكار والأدعية المرتبطة بالصلاة. يتعلم 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

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

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

الأخلاق والقيم الإسلامية: يتم تعزيز القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان، من خلال الأنشطة الصفية 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

القضايا المعاصرة والمجتمع: يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية 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

Year 5 Curriculum

Values in Action

At GEMS Metropole School, our Values in Action programme is delivered through one dedicated hour each week and forms a key part of our commitment to the Moral element of the UAE Moral, Social, and Cultural (MSC) framework.

This programme follows the Positive Education Enhanced Curriculum (PEEC), which is designed to develop students' character, wellbeing, and sense of moral responsibility. At the heart of the curriculum are 24-character strengths - such as kindness, perseverance, honesty and courage - which are explicitly taught and modelled throughout the school. These strengths are closely aligned with our school values: *One Team, Excellence, Care, Leadership* and *Always Learning*, as well as our unique Gemstones, which further reinforce the importance of personal growth and positive behaviour.

Lessons are interactive and engaging, incorporating drama and role play to help students explore real-life situations and apply character strengths in meaningful ways. These activities encourage empathy, perspective-taking and collaborative problem-solving, making the learning experience both impactful and memorable. Through reflective discussions and practical application, students learn to recognise and develop their strengths, build positive relationships and grow into responsible, ethical citizens who contribute positively to their communities.





Year 5 Curriculum

Extra-Curricular Opportunities

At GEMS Metropole School, learning extends beyond the classroom through a vibrant programme of extra-curricular activities offered before school, during lunchtime and after school. These opportunities allow students to explore their passions, develop new skills and build confidence in a supportive environment. From sports and music to journalism and debate, there's something to inspire every learner. Alongside our on-campus activities, students also benefit from enriching off-site educational visits. These trips provide real-world context to their studies, promote independence and deepen their understanding of the world around them.

Values and Social Responsibility

At the heart of our school's ethos is a strong commitment to developing values and social responsibility, closely aligned with our core values of Leadership, Excellence, One Team, Always Learning and Care.

We deliver this through a well-rounded and engaging programme that includes Values in Action lessons, built on the Positive Education Enhanced Curriculum, which help students understand and live out these values in meaningful ways.

Our Values in the Community home projects encourage pupils to demonstrate leadership and care by taking initiative and contributing to their communities. Through participation in the Junior Duke award scheme, students strive for excellence as they tackle challenges that build confidence, independence and resilience.

Our Care Packages initiative reinforces the importance of empathy and service, promoting a strong sense of community and compassion. Working collaboratively across all these programmes fosters a One Team spirit, ensuring our students grow into responsible, capable and values-driven individuals.

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.



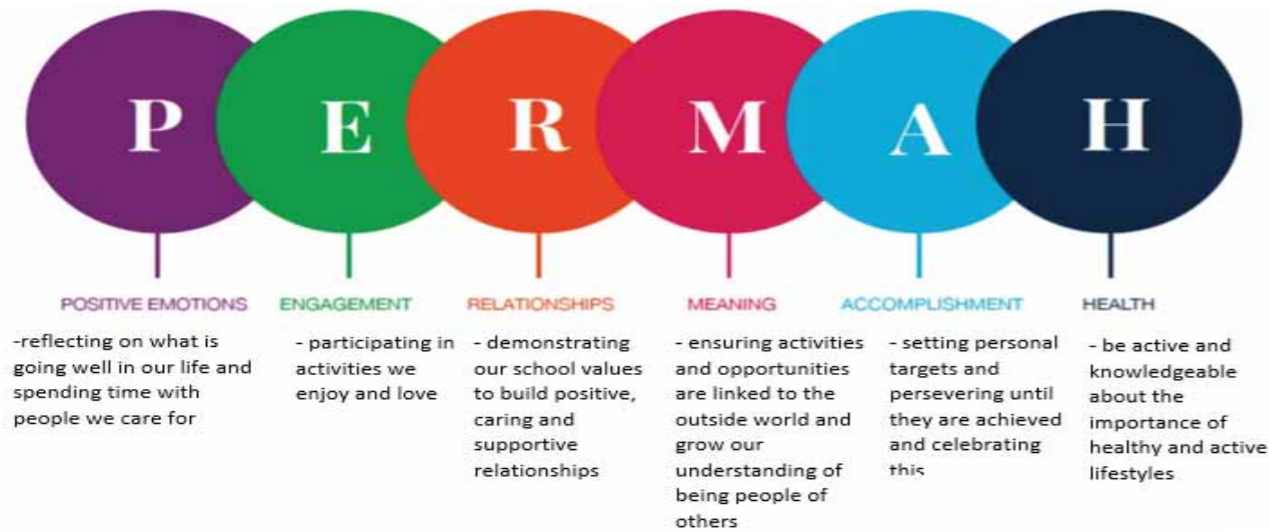
Student Wellbeing

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 School.



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 information.

Weekly Whole School Newsletter

Every Friday, you will receive the school newsletter, which contains important updates for the entire school. It includes messages from the principal, information on Care and Support, Arabic and Islamic studies, Al Noor Centre, and various ongoing activities.

Head of Values School Newsletter

This newsletter contains a wider view of what is happening within the school.


GO4Schools / School Reports


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


Parent-Teacher Meetings

Your child's class teacher will host 2 parent-teacher meetings over the course of the year. This is an opportunity for you to book an appointment to meet with your teacher and discuss your child's academic and social progress and take a look at their work in books.



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