

# Curriculum Overview

Academic Year: **2010 - 2011**

Year: **5**



Subject	Term 1	Term 2	Term 3
Reading	The children experience a wide range of reading. They take part in the Literacy Hour and create reading logs for the books they study. They also take home library books and daily home readers. The children are expected to research work and complete comprehension tasks on the relevant texts.	The children also read science fiction extracts and ballads using „old English“ in order to introduce them to different writing styles. They are shown the processes for skimming and scanning texts, and are introduced to taking notes for research.	The children experience a wide range of reading this term - reading individually, in small groups and as a whole class. The children are encouraged to continue taking home library books and books from the reading scheme.
Writing	The children continue to practise joined up letter formation to produce a neat, legible script. Handwriting is also practised in conjunction with spelling dictations. Writing projects include creative writing, developing poetry, play writing and descriptive writing. The texts studied in the Literacy Hour create the stimulus for numerous written projects that enhance the planning, structure and the delivery of the children’s work.	Handwriting practice continues in order to increase the children’s writing speed. They create science fiction stories, as well as fictional stories and ballad formations. They are introduced to different rhyming patterns found in poetry. Preparation for research work begins by identifying what is already known and what needs to be learnt.	The children look at older forms of poetry this term and write their own blank verse, as well as non-fiction accounts. They also learn how to write formal and informal letters. Throughout this term, the children develop an understanding of how writing can be adapted for different purposes and audiences. They continue doing research work and writing reports in their „Mini – Topic“ books each week.
Speaking and Listening	There are numerous speaking and listening exercises, many connected with cross-curricular activities. These include role-plays, taking part in school productions, debating topics, discussions about different points of view and listening to comprehensions. The children are also required to give oral book reports on a regular basis. Each week the class discusses weekend news and current affairs.	There are numerous speaking and listening exercises, many connected with cross-curricular activities. These include role-plays, debating topics, discussions about different points of view and listening to comprehensions. The children are also required to give oral book reports on a regular basis.	The children continue to develop debating skills that relate to our social studies themes. They are encouraged to use terminology and vocabulary learnt in all areas of their curriculum. The students learn to express their opinions about texts and to substantiate their views.
Mathematics	The children work on recognizing the properties of whole numbers up to 100,000. They continue working on mental calculation strategies, consolidate pencil and paper procedures and solve real life problems for addition, subtraction, multiplication and division. The children learn to order fractions, change improper fractions and relate fractions to division. They also develop skills in using a calculator more effectively. They learn to keep a	The children continue to develop written methods and mental strategies in all areas. Work includes decimals, up to two decimal places, fractions, equivalents and percentages. „Shape and Space“ includes symmetry, parallel and perpendicular lines and they revise plotting coordinates on graphs. Perimeter and area of regular shapes are also investigated. More work is done with measuring, capacity and length.	The children revisit place value, ordering and rounding. There is much emphasis placed on mental calculation strategies followed by pencil and paper procedures. The children complete sub-topics on fractions, decimals and percentages, as well as ratio, proportion, reasoning about shapes and measures.



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	tally and plot different types of graphs. Simple acute and obtuse angles are constructed. 12 and 24 hour time is also covered. Children draw lines of a given length and they will interchange the measurements between cm and mm.		
Science	We study the topics 'Life Cycles' and 'Gases Around Us'. In 'Life Cycles', we concentrate on the reproduction of plants and pollination. The different types of seed dispersal are discussed and the parts of a flower are looked at carefully. In 'Gases', we study their different properties, such as their weight, formation by evaporation and that they take up space, as well as identifying where and which gases are used in everyday life	We study the topics „Sounds“ and „Changing States“. In „Sounds“, we look at how sound is made and how it travels. We experiment with soundproofing. We also study the components of the ear. In „Changing States“, we learn about different states of matter, how materials change from one state to another, with related experiments. We also revise the water cycle.	Our topics are „Keeping Healthy“ and „The Earth, Sun and Moon“. In „Keeping Healthy“, we look at how we can keep healthy through diet and exercise. We study the food groups and look at what is contained in certain foods. We also look at the major organs in the body and specify their functions. In the „Earth, Sun and Moon“ topic, we look at the moon’s phases and lunar and solar eclipses. We also study the changes in boys“ and girls“ bodies in the PSHE programme.
Social Studies	Our topics are 'Rivers and Oceans' and 'Sikhism'. We identify the main rivers of the world and look at the different types of rivers and valleys. The terminology of coastal features is covered and research work is carried out into how waves are formed and the flow of the major ocean currents. Marine life and conservation is also looked at. Within our topic on religion, we focus on the beliefs and practices of the followers of Sikhism, as well as its historical beginnings and the place of worship. We also look at the origins of Remembrance Day by becoming more aware of the past with respect to life for children during war times, especially World War 2.	We study „Explorers and Exploration“ and the myths and legends encountered with early travel. Marco Polo, Columbus, Magellan, Cabot, de Gama, Cook, Livingstone and Kingsley are covered – their voyages are marked on a master map and their timelines are recorded. Children do a mini project on an explorer (of personal choice).	We study the topics „Mapping“ and „Zambia“. In „Mapping“, the children concentrate on four and six-figure co-ordinates, map symbols, contour lines and demographic maps. We use these skills in our „Zambia“ topic, which will concentrate on Lusaka, to coincide with our field trips.
Art	Students review basic drawing skills, light and shadow and tone, and then focus on observational drawings in nature. They review the colour wheel then explore tertiary colours in detail. They	The term starts out with a “Design a Shoe” project, starting with an exploration of the patterns on the bottom of different types of shoes. This leads into a study of Pop Art mainly focusing on Andy	They start the term with pop art portraits following the work of Andy Warhol. Towards the end of the portrait unit they do a self portrait. They then do a 3D sculpture using a choice of paper mache, mod



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	explore patterns and shapes related to their social studies topic of "Rivers and Oceans" (waves, reflections, etc.). They do collage work and printing techniques using various techniques and mediums. They also do art activities related to Zambian Independence, Diwali and Christmas.	Warhol. They also do art activities related to Valentine's Day and Easter.	roc or clay. One project is related to the work of Claes Oldenburg.
French	Children learn about time, weather, date, seasons, clothes, number from 1 to 100, certain animals and likes and dislikes. Grammar: Prepositions, some verbs (to eat and to drink) sentence building, including simple questions. The method "La Jolie Ronde" Book 4 of 4 (Mon Tour de France) is used from Unit 1 to 3. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.	Children learn about colours, clothes, parts of the body, toiletries, time and family. Grammar: Prepositions, gender, adjectives agreement, articles, introduction to third person, sentences building including simple questions. The method "La Jolie Ronde" Book 4 of 4 (Mon Tour de France) is used from unit 4 to unit 7. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.	Children learn about colours, parts of the body, clothes, weddings, time, weather, seasons, fruits, months of the year, numbers 1 to 100, and verbs (to be) present tense affirmative form. The method "La Jolie Ronde" Book 4 of 4 (Mon Tour de France) is used from unit 7 to unit 10. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.
Physical Education	In Games Year 5 Unit 1 & 2 from Primary School Games is used. In Unit 1 the focus is on net, court and wall games: revision of net, wall and court work from year 4; develop striking with bats and racquets over a net and at targets; exploring and receiving from different angles and sending into different angles on the court; develop co-operative, competitive and creative games situations; developing and extending skills of striking a large ball over a high net – volley and dig. In Unit 2 the focus is on invasion and target games: reinforcing and developing pass and move; keeping possession – principles of attack – dodging in different directions and at different speeds; regaining possession – principles of defence, including marking and interception; advancing down the pitch to progress towards the opponent's goal; numerical advantage; passing	In Games Year 5 Unit 3 & 4 from Primary School Games is used. In Unit 3 the focus is on invasion games (implement and kicking): developing skills with a hockey stick – pushing and dribbling; developing dribbling, kicking and controlling skills with feet; developing safe tackling and the skill of shielding the ball; passing and moving – receiving the ball on the move; developing possession and advancing down the pitch to progress towards the opponent's goal; dodging and moving off the ball; developing support play through numerical advantage; mini games to develop team co-operative and attacking and defensive strategies. In Unit 4 the focus is on striking and fielding games: developing striking skills with rounders batons and cricket bats; further developing and extending catching skills; developing different aspects of fielding; engaging in throwing for dis-	In Athletics Year 5 Unit 1 & 2 from Primary School Athletics is used. In Unit 1 the focus is on developing techniques of: developing rhythm in running over obstacles; throwing –pull throw; sprinting styles; jumping combinations; relay take-over upswEEP; estimating duration, distance and speed. In Unit 2 the focus is on developing techniques of: jumping high and long; sprint starts; distance running; throwing for distance and accuracy; relays.



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	<p>accurately and quickly in different directions and signalling for the ball; a range of games to develop team co-operation and attacking and defending strategies.</p> <p>In Swimming the focus is on developing effective swimming skills including coordinated breathing; developing the water safety aspects and understanding of preparation for exercise.</p>	<p>tance; speed and accuracy; developing bowling techniques; mini-striking / fielding games to develop skills and techniques and experience all roles of batsmen.</p> <p>In Swimming the focus is on developing effective swimming skills including coordinated breathing; developing the water safety aspects and understanding of preparation for exercise.</p>	
Music	<p>The children explore different types of beats: 3-time, 4-time by listening, rests and rhythm, playing and singing. They compose, accompany themselves when singing on pitched and un-pitched classroom instruments and explore African music.</p>	<p>Students are introduced to ledger lines, making up a dance and composing using this structure. They are introduced to Baroque and J.S Bach. Throughout the term, recorder, songs are sung to practise intonation which encompass elements of music.</p>	<p>In term 3 they are introduced to accidentals and accompany themselves with rhythms that include dotted notes and rests. They are exposed to note-names, note values and bar lines and play in a whole class ensemble. Instruments of the orchestra are introduced.</p>
Information Technology	<p>The students review and develop further their skills in graphical modelling by drawing shapes, plans, maps and pictures using a graphics program.</p> <p>They use complex searches to answer questions from a large database (Internet) and use graphs to present their findings.</p>	<p>Students are introduced to spreadsheets. They use Excel software to create a spreadsheet and complete modelling exercises. Work is displayed in tables, charts and diagram form.</p> <p>They are also introduced to desktop publishing by using templates and wizard assistants in a desktop publishing package.</p>	<p>The students concentrate on databases, looking at how data is entered and how to sort and filter. They also examine how to produce reports on the data.</p> <p>They learn to use e-mail (electronic mail) to send and receive messages by registering for an e-mail address. They learn about attaching documents and how to control viruses and spam.</p>

