

# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
Reading	<p><b>Stories by significant children’s writers</b> Children read and listen to stories by significant authors such as Roald Dahl and Michael Morpurgo</p> <p><b>Non-chronological reports and explanations</b> Reading, comprehend and analyse non-chronological reports and explanations.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.</p> <p><b>Grammar and Punctuation</b> Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>	<p><b>Poems by significant poets and playscripts</b> Reading and analysing poems and playscripts.</p> <p><b>Traditional tales, myths, legends and fables.</b> Reading and analysing traditional tales, including myths, legends and fables.</p> <p><b>Recounts</b> Reading and analysing recounts.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.</p> <p><b>Grammar and Punctuation</b> Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>	<p><b>Narrative Poetry</b> Reading and discussing narrative poetry and performing a poem.</p> <p><b>Stories from different cultures</b> Reading and analysing stories from a variety of different cultures.</p> <p><b>Persuasive texts</b> Reading and analysing persuasive texts.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.</p> <p><b>Grammar and Punctuation</b> Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>	<p><b>Performance poetry</b> Reading and discussing performance poetry and performing poems.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.</p> <p><b>Grammar and Punctuation</b> Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
Writing	<p><b>Stories by significant children’s writers</b> Reading and analysing stories by significant children’s writers then planning and writing a story.</p> <p><b>Non-chronological reports and explanations</b> Reading and analysing non-chronological reports and explanations then planning and writing them.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of spelling new words. Identify unstressed vowels in polysyllabic words. Learn plurals, and spelling rules for words ending in -e and -y.</p> <p><b>Grammar and Punctuation</b> Understand conventions of standard English. Use pronouns, making clear to what/whom they refer. Understand clauses in compound and complex sentences and how to punctuate them.</p> <p><b>Handwriting</b></p>	<p><b>Poems by significant poets and playscripts</b> Reading and analysing poems and playscripts and planning and writing them.</p> <p><b>Traditional tales, myths, legends and fables.</b> Reading and analysing traditional tales, including myths, legends and fables, then planning and writing a tale.</p> <p><b>Recounts</b> Reading, analysing and writing recounts.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of spelling new words. Identify unstressed vowels in polysyllabic words. Learn plurals, and spelling rules for words ending in -e and -y.</p> <p><b>Grammar and Punctuation</b> Understand conventions of standard English. Use pronouns, making</p>	<p><b>Narrative poetry</b> Reading and discussing narrative poetry and performing a poem.</p> <p><b>Stories from different cultures</b> Reading and analysing stories from a variety of different cultures and writing a story.</p> <p><b>Persuasive texts</b> Reading and analysing persuasive texts then writing a persuasive letter and commentary.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of spelling new words. Identify unstressed vowels in polysyllabic words. Learn plurals, and spelling rules for words ending in -e and -y.</p> <p><b>Grammar and Punctuation</b> Understand conventions of standard English. Use pronouns, making clear to what/whom they refer. Understand clauses in compound and complex</p>	<p><b>Performance poetry</b> Reading and discussing performance poetry and performing poems.</p> <p><b>Grammar and Punctuation</b> Understand conventions of standard English. Use pronouns, making clear to what/whom they refer. Understand clauses in compound and complex sentences and how to punctuate them.</p> <p><b>Spelling and Vocabulary</b> Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of spelling new words. Identify unstressed vowels in polysyllabic words. Learn plurals, and spelling rules for words ending in -e and -y.</p> <p><b>Handwriting</b> Use joined handwriting in all writing and use appropriate handwriting for the audience and purpose of a piece of writing.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p>Use joined handwriting in all writing and use appropriate handwriting for the audience and purpose of a piece of writing.</p> <p>Children will use book creator to write a story in the style of Roald Dahl.</p>	<p>clear to what/whom they refer. Understand clauses in compound and complex sentences and how to punctuate them.</p> <p><b>Handwriting</b> Use joined handwriting in all writing and use appropriate handwriting for the audience and purpose of a piece of writing.</p>	<p>sentences and how to punctuate them.</p> <p><b>Handwriting</b> Use joined handwriting in all writing and use appropriate handwriting for the audience and purpose of a piece of writing.</p>	
<b>Speaking and Listening</b>	<p>There are numerous speaking and listening exercises, many connected with cross-curricular activities. These include role-plays, particularly connected with Writing, PSHE and Social Studies, taking part in school productions, debating topics and discussions about different points of view.</p>	<p>There are numerous speaking and listening exercises, many connected with cross-curricular activities. These include role-plays, particularly connected with Writing, PSHE and Social Studies, taking part in school productions, debating topics and discussions about different points of view</p>	<p>There are numerous speaking and listening exercises, many connected with cross-curricular activities. These include role-plays, particularly connected with Writing, Drama, PSHE and Social Studies, taking part in school productions, debating topics and discussions about different points of view.</p>	<p>The children continue to develop debating skills that relate to our Social Studies themes, particularly environmental issues, which are explored particularly during our Wildtracks residential trip. 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.</p>
<b>Mathematics</b>	<p><b>Number and problem solving</b> Count on and back in steps of constant size, Know what each digit represents in 5 and 6 digit numbers. Partition any number up to one million.</p>	<p><b>Geometry and problem solving</b> Identify and describe properties of triangles and classify as isosceles, equilateral or scalene. Recognise</p>	<p><b>Handling Data and Problem Solving</b> Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from</p>	<p><b>Number and Problem Solving</b> Use decimal notation for tenths and hundredths and understand what each digit represents. Round a number with one or two decimal</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p>Multiply and divide any number from 1 to 10000 by 10 or 100 and understand the effect. Round 4 digit numbers to the nearest 10, 100 or 1000. Order and compare numbers up to a million using the &gt; and &lt; signs. Recognise and extend number sequences. Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.</p> <p><b>Measure and Problem Solving</b> Read and record standard units to measure length, mass and capacity. Convert larger to smaller metric units. Order measurements in mixed units. Round measurements to the nearest whole unit. Interpret and compare readings on a scale. Draw and measure lines to the nearest centimetre and millimetre. Recognise and use the units for time: seconds, minutes, hours, days, months and years. Read the 24 hour clock. Use a calendar to calculate time intervals in days and weeks. Calculate time intervals in months or years. Measure and calculate the perimeter and area.</p>	<p>reflective and rotational symmetry in regular polygons. Visualise 3D shapes from 2D drawings and nets. Read and plot co-ordinates in the first quadrant. Predict where a polygon will be after reflection where the mirror line is parallel to one of the sides, including where the line is oblique. Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes.</p> <p><b>Number and problem solving</b> Count on and back in steps of constant size, Know what each digit represents in 5 and 6 digit numbers. Partition any number up to one million. Multiply and divide any number from 1 to 10000 by 10 or 100 and understand the effect. Round 4 digit numbers to the nearest 10, 100 or 1000. Order and compare numbers up to a million using the &gt; and &lt; signs. Recognise and extend number sequences. Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.</p> <p><b>Measure and Problem Solving</b></p>	<p>their own and others' data and identify further questions to ask. Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis. Construct simple line graphs. Understand where intermediate points have and do not have meaning. Find and interpret the mode of a set of data.</p> <p><b>Geometry and Problem Solving</b> Identify and describe properties of triangles and classify as isosceles, equilateral or scalene. Recognise reflective and rotational symmetry in regular polygons. Visualise 3D shapes from 2D drawings and nets. Recognise perpendicular and parallel lines in 2D shapes, drawings and the environment. Read and plot co-ordinates. Predict where a polygon will be after reflection. Understand translation as movement along a straight line. Create patterns with two lines of symmetry. Understand and use angle measure in degrees. Calculate angles in a straight line.</p> <p><b>Measure and Problem Solving</b> Pupils will continue to read and rec-</p>	<p>places to the nearest whole number. Order and compare negative and positive numbers. Calculate a rise or fall in temperature. Order and compare numbers with one or two decimal places. Make general statements about differences and multiples of odd and even numbers. Recognise equivalent fractions, decimals and percentages. Find simple fractions of Quantities. Change an improper fraction to a mixed number. Understand percentage as the number of parts in every 100 and find simple percentages of quantities. Express halves, tenths and hundredths as percentages.</p> <p>Children will revise topics covered during the year in preparation for the end of year assessments.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
		<p>Pupils will continue to read and record standard units to measure length, mass and capacity. Convert larger to smaller metric units. Order measurements in mixed units. Round measurements to the nearest whole unit. Interpret and compare readings on a scale. Draw and measure lines to the nearest centimetre and millimetre. Recognise and use the units for time: seconds, minutes, hours, days, months and years. Read the 24 hour clock. Use a calendar to calculate time intervals in days and weeks. Calculate time intervals in months or years. Measure and calculate the perimeter and area.</p>	<p>ord standard units to measure length, mass and capacity. Convert larger to smaller metric units. Order measurements in mixed units. Round measurements to the nearest whole unit. Interpret and compare readings on a scale. Draw and measure lines to the nearest centimetre and millimetre. Recognise and use the units for time: seconds, minutes, hours, days, months and years. Read the 24 hour clock. Use a calendar to calculate time intervals in days and weeks. Calculate time intervals in months or years. Measure and calculate the perimeter and area.</p>	
<b>Science</b>	<p><b>Investigating plant growth</b> Children investigate how seeds need water and warmth for germination, but not light. They learn that plants need energy from light for growth. They use observation and measurement to test predictions and make links They use knowledge and understanding to plan how to carry out a fair test, collect sufficient evidence to test an idea, and identify factors that need to be taken into account in different con-</p>	<p><b>Evaporation and condensation</b> Children learn that evaporation occurs when a liquid turns into a gas and that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation. They learn that when a liquid evaporates from a solution the solid is left behind. Children learn that air contains water vapour and when this meets a cold surface it may condense. They plan and carry out a fair test, measure volume, temperature, time,</p>	<p><b>The way we see things</b> Children learn that light intensity can be measured; we see light sources because light from the source enters our eyes; scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena. Children make relevant observations. They explore why a beam of light changes direction when it is reflected from a surface.</p>	<p><b>Earth*s Movements</b> Children explore, through modelling, that the Sun does not move; its <i>apparent</i> movement is caused by the Earth spinning on its axis. They learn that the Earth spins on its axis once in every 24 hours and that the Earth takes a year to orbit the Sun, spinning as it goes. They research the lives and discoveries of scientists that explored the solar system and stars.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p>texts They discuss the need for repeated observations and measurements Decide whether results support predictions, and begin to evaluate repeated results</p> <p><b>The life cycle of a flowering plant</b> Children find out that plants reproduce. They observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female) They learn that insects pollinate some flowers and that seeds are dispersed in a variety of ways. They make relevant observations</p>	<p>length and force. They present results in bar charts and line graphs. They recognize and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding. They interpret data and think about whether it is sufficient to draw conclusions.</p>	<p><b>Shadows</b> Children observe that shadows are formed when light travelling from a source is blocked. They explore how opaque materials do not let light through and transparent materials let a lot of light through. They investigate how the size of a shadow is affected by the position of the object and observe that shadows change in length and position throughout the day. They learn that light intensity can be measured. They plan how to carry out a fair test, collect sufficient evidence to test an idea, identify factors that need to be taken into account in different contexts, measure volume, temperature, time, length and force. They present results in bar charts and line graphs, interpret data and think about whether it is sufficient to draw conclusions</p>	<p>Pupils will use IPads to research different planets in the solar system.</p>
<b>Social Studies</b>	<p><b>World War Two &amp; Judaism</b> The children will be focusing on the causes of the war, course of the war and the results of the war. They learn about conflicts today and promotion of world peace. Whilst learning about the treatment of Jews during the war, the children will also learn about Jewish</p>	<p><b>Rivers</b> In the second half of the term children are introduced to the topic of Water-worlds in which they study Rivers, Oceans, Seas and Coasts. The world's rivers are our most precious resource. This unit studies the impact of the world's rivers on</p>	<p><b>Going Global: Swap Shop</b> At a time when transport and communication can connect the world in more ways than ever before, what we buy and what we consume can have a profound impact on the lives and societies of people around the world. To be a global citizen is to become a part of something bigger than our-</p>	<p><b>Sikhism</b> The children will explore the customs, culture, practices and beliefs of Sikhism. We will also look its historical beginnings and place of worship.</p> <p><b>Mission to Mars</b></p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p>customs, culture, beliefs and practices.</p> <p>Children will use iPad to scan Qr codes for information about Judaism.</p>	<p>people and landscapes in the past, present and future. This links to Science and the water cycle.</p> <p>Children will work in groups and will use iPads and green screen technology to make a video about a selected river.</p>	<p>selves. We will look at the history of trade, how explorers discovered new products, where our clothes and food come from and how we can support our local area and the global environment.</p>	<p>One day, humans may need to leave Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and, with our intervention, may do so again in the future. With this idea in mind, the children will explore how they could live on Mars looking at aspects such as geographical features, possible energy sources, arguments for intelligent life on Mars etc.</p> <p>Pupils will use iPads to research life on Mars and to present their work.</p>
<p><b>Global Citizenship Education (GCE)</b></p>	<p><b>Peace and Conflict</b> Linked to our WW2 topic, the children will explore and reflect upon conflicts from the past. They will identify strategies for managing, resolving and preventing conflict. This also links to our Roving Reporter sessions where individual children share current news from around the world.</p> <p><b>Power and Governance</b> The children will begin to understand</p>	<p><b>Identity and Diversity</b> Through Roving Reporter, the children will develop a growing interest in world events and global issues, empathise with people in local and more distant contexts. They will also be exploring contributions of different cultures.</p> <p><b>Sustainable Development</b> Linked to our Social Studies unit about rivers, children will learn</p>	<p><b>Globalisation and interdependence</b> Linked to our Social Studies unit about trade, the children will learn about global connections between people and countries through trade. They will identify connections between personal decisions which affect trade and the belief that prejudice and discrimination is everyone's responsibility.</p> <p><b>Human Rights</b></p>	<p><b>Human Rights</b> Both classes will continue to read the biography of a former child slave in India. They will look at the UN Declaration of the Rights of the Child and other NGOs who work to eliminate child slavery etc.</p> <p><b>Social Justice and Equality</b> Linked to our Human Rights work, we will explore different causes of poverty around the world, suggest-</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p>the basics of how Zambia is governed, looking at how democracy works and that individuals and groups can improve situations.</p> <p><b>Identity and Diversity</b> Through Roving Reporter, the children will develop a growing interest in world events and global issues, empathise with people in local and more distant contexts. They will also be exploring contributions of different cultures.</p>	<p>about the importance of water in developing a sustainable world. We will look at water wastage as part of a project based leaning project on the transportation of water.</p>	<p>Both classes will begin to read the biography of a former child slave in India and explore reasons why some people have their rights denied.</p> <p><b>Sustainable Development</b> Linked to our Social Studies unit about trade, we will explore environmentally responsible living. This will be largely covered during our Wild-tracks residential trip. We will look at energy wastage and water consumption showing how individual efforts can make a change. Different perspectives will be explored and respected.</p> <p><b>Identity and Diversity</b> Through Roving Reporter, the children will develop a growing interest in world events and global issues, empathise with people in local and more distant contexts. They will also be exploring contributions of different cultures.</p>	<p>ing ideas to help ease the situation and encouraging children to give arguments for a point of view.</p> <p><b>Identity and Diversity</b> Through Roving Reporter, the children will develop a growing interest in world events and global issues, empathise with people in local and more distant contexts. They will also be exploring contributions of different cultures.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
Art	<p><b>Unit 1 – Calendar Project</b> Generating ideas following themes, using memory, imagination or observation. Through exploration in sketch-books, pupils create a final piece. Strand: Drawing, Paint and Colour</p> <p><b>Unit 2 - Drawing Skills</b> Continuing to develop 3-D Form, tonal graduation and texture using various drawing materials. Developing knowledge of composition and one-point perspective. Observational drawing: working outdoors, working on texture of objects and tone (shadow) Creating a final piece using these skills and depicting a World War two scene. Strand: Drawing</p>	<p><b>Unit 3 – Painting Skills</b> Using Primary, Secondary and Tertiary colours. Increasingly controlling Tone and Technique Painting Form and Shadows Final piece: 'My favourite Shadow' Strand: Paint and Colour</p> <p><b>Unit 4 – Theme: 'Pop Art'</b> Learning about the Pop Art movement and exploring works by a range of Pop Artists. Creating their own Pop Art Food painting. Using sketchbooks to create a composition. Using their knowledge and skills to paint in tint, tone and shade. Creating a final piece.</p>	<p><b>Unit 4 – Cross curricular: 'Exploring a changing landscape' using space.</b> Exploring various landscapes by a range of artists. - Re-cap of composition. - Developing skill using one-point perspective. Using sketchbooks to develop a final landscape composition. Make final landscape piece. Strand: Drawing and Colour</p> <p><b>Unit 5 – Pop Art</b> A history of Claes Oldenburg and his 3-D Pop Art. Constructing a piece using Mod Roc inspired by Oldenburg. Strand: Construction, paint and colour</p>	<p><b>Unit 6 – 'Human Rights' Design a campaign Poster.</b> Using knowledge of composition, Scale and Spacing. Using sketch-books to collect research and explore layout of poster. Creating a final bold, eye catching and purposeful poster. Strand: Drawing and Colour</p> <p><b>Unit 7 – Design Project 'Mission to Mars'</b> Shoes, clothes, products or buildings. Using Sketchbooks to generate, develop and research. Designing a final design. Showing steps they took to reach their end goal. Final Piece: Design Board Strand: Drawing, Colour and Assembling/Construction.</p>
French	<p><b>Unit 1 L'heure:</b> The children learn how to tell time and ask others about themselves. Additionally, new vocabulary is introduced related to time through songs and videos.</p> <p><b>Unit 2: Clothing and food</b> The children learn four new words for cloths, use of the preposition 'dans' and 'qu'est-ce qu'il y a?'.</p>	<p><b>Unit 4 Clothing:</b> The children learn new vocabulary related to clothing through flash-cards and the use of the preposition 'sous'.</p> <p><b>Unit 5 Understanding relationships:</b> The children learn four new words for personal belongings and agreement of adjectives (m/f).</p>	<p><b>Unit 6 Dans ma valise:</b> The children learn four words for toiletries and a suitcase, using <i>gros(se)/mince</i> through role play and songs.</p> <p><b>Unit 7 La famille:</b> The children learn how to ask and talk about family members through stories and videos.</p>	<p><b>Unit 8 Le verbe être:</b> The children learn how to use 'clair' and 'foncé', say if they're happy or sad and the present tense conjugation of <i>être</i> with 'je' and 'tu'.</p> <p><b>Unit 9 La famille et prepositions:</b> The children describe family members through posters and learn two new prepositions: <i>devant et derrière</i> through role play.</p>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
	<p><b>Unit 3 : Le temps</b> The children learn five new words for clothes, the use of the preposition 'sur' through role play and seasons through songs.</p>			<p><b>Unit 10 Fruits:</b> The children learn new vocabulary related to fruits using <i>le, la, l' et les</i> through flashcard/word games.</p>
Physical Education	<p><b>Basketball:</b> children participate in a range of activities such as the art of bouncing; throwing, catching and pivoting. Children continue to develop ball handling with particular emphasis on accuracy in the four basic passing techniques. <b>Swimming:</b> children develop the four basic strokes: front-crawl, breast-stroke, backstroke and butterfly Basic water safety skills are introduced.</p>	<p><b>Basketball:</b> Develop basic game-playing skills, in particular outwitting opponents using the skills such as dribbling and passing, Leveling assessment. <b>Swimming:</b> Develop control and precision in four basic strokes: Students also focus on competitive swimming. Leveling assessment.</p>	<p><b>Swimming:</b> Refine all water skills, advanced breathing, buoyance, and propulsion and streamlining, as well as all 4 strokes. Accurate <b>Football:</b> The children to develop football skills. This will include kicking of a ball, passing, heading and dribbling. Leveling assessment. <b>Netball:</b> Children to develop ball handling with particular emphasis on passing, receiving with accuracy in the four basic passing techniques. The rules are introduced.</p>	<p><b>Hockey:</b> Develop dribbling, passing and shooting skills. The children are expected to show a general improvement in the accuracy and control of these skills. Leveling assessment. <b>Athletics:</b> Children develop confidence in running, throwing and jumping activities.</p>
Music	<p><b>Call and Response</b> Simple techniques for composing and extending melodies (for example, repetition and variation) Children play explore different ways of playing and varying the motif to match the character in different situations or moods.</p>	<p><b>Time Signature</b> Explore different types of beats: 3-time, 4-time by listening; rests and rhythm and playing and singing. They compose, accompany themselves when singing on pitched and un-pitched classroom instruments and explore African music. <b>The children will learn songs about plants – link to Science (Investigating plant Growth).</b></p>	<p><b>Baroque Music</b> Introducing to ledger lines, making up a dance and composing using this structure. They are introduced to Baroque and J.S Bach. Throughout the term practising, recorder and singing songs to practise intonation which encompass elements of music.</p>	<p><b>Accidentals</b> Introducing 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>

LICS: Maximising the potential of future world citizens



# Curriculum Overview

## YEAR 5

Lusaka International Community School  
242A Kakola Road, Roma  
P.O. Box 30528, Lusaka, Zambia

Tel: +260 211 292 447  
E-Mail: head@lics.sch.zm  
Website: www.LICS.sch.zm



Subject	Term 1	Term 2	Term 3	Term 4
<b>Information Technology</b>	<p><b>MSPowerPoint:</b> to create a plan for a presentation, recognise and select appropriate source materials, incorporate transition, animation, timings, audio and 'build' effects</p> <p><b>Digital Citizenship:</b> Digital Footprint, self-image and identity.</p> <p><b>Coding and programming:</b> complete higher level challenge cards in groups.</p>	<p><b>MSExcel:</b> to design a spreadsheet with a specific purpose, create the spreadsheet, enter data, text and formulae to a spreadsheet, test the spreadsheet, check for errors and see that formulae are correct.</p> <p><b>Digital Citizenship:</b> copyright and creative credit.</p> <p><b>Coding and programming:</b> programme an adventure story on Scratch.</p>	<p><b>Python:</b> to design a control system, build a sequence of events to activate multiple devices concurrently, correct and improve procedures and evaluate the system, identifying limitations.</p> <p><b>Digital Citizenship:</b> Cyberbullying and Digital Drama.</p> <p><b>Coding and programming:</b> complete course D on code.org.</p>	<p>Students consolidate the knowledge they have learnt over the past 3 terms in a combined project.</p> <p>Cross curricular: a range of multi-media program activities to enhance their language, number and science skills.</p>
<b>Personal, Social and Health Education</b>	Each month we look at the school theme of the month and focus our discussions around the current topic.	Each month we look at the school theme of the month and focus our discussions around the current topic.	Each month we look at the school theme of the month and focus our discussions around the current topic.	Each month we look at the school theme of the month and focus our discussions around the current topic.

LICS: Maximising the potential of future world citizens

