

YEAR 5



CURRICULUM HANDBOOK



مدرسة جيمس وینچستر
GEMS Winchester School
DUBAI



CONTACT US



+971 -4-595-2555



gemswinchesterschool-dubai

CONTENTS PAGE

3

INTRODUCTION

4

MEET THE TEAM

5

THE SENIOR LEADERSHIP TEAM

7

COMPETENCIES (7CS)

8

ENGLISH

11

MATHEMATICS

12

SCIENCE

13

MINISTRY OF EDUCATION SUBJECTS

16

FOUNDATION SUBJECTS

20

THEMATIC TOPIC OVERVIEW

21

KEY CONTACTS

INTRODUCTION

Welcome to Primary

I am delighted to extend a warm and heartfelt welcome to each and everyone of you to our school community. As the Head of Primary, I consider it a great honour and privilege to be entrusted with the responsibility of nurturing and guiding your children through their educational journey.

At WSD we understand that primary school is a crucial phase in a child's life, laying the foundations for their future success. Therefore, we have designed a comprehensive and well-rounded curriculum that not only focuses on core subjects but also incorporates Art, Music, Sports, and other extra curricular activities. This holistic approach ensures that your child receives a balanced education, fostering their overall development and promoting their individual talents.

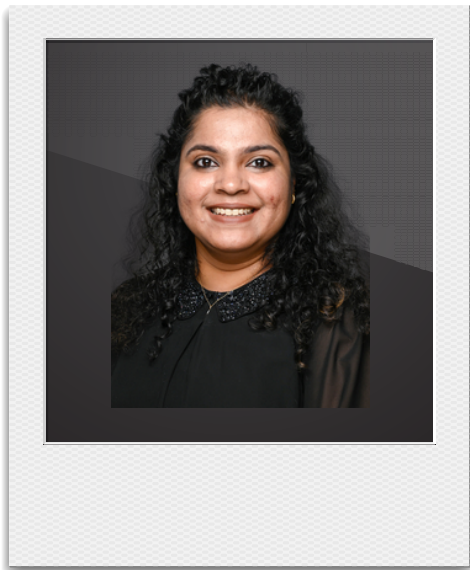
I look forward to working alongside you, celebrating your child's achievements and witnessing their growth and development.

Preyanka Sall

Head of Primary/Cluster Professional Development Lead



THE YEAR 5 TEAM



My name is Ms. Steffi D'Silva, and I am proud to be the Head of Year 5. I am committed to ensuring all students thrive both academically and personally this year. I warmly welcome your feedback, whether it's sharing successes or suggestions for improvement, as we work together to make this a positive and successful year for everyone.





















Class	Teacher	Email ID
5A	Ms. Jisna Nishad	jisna.n_wsd@gemsedu.com
5B	Ms. Saima Niaz	saima.n_wsd@gemsedu.com
5C	Ms. Nayab Rehman	nayab.r_wsd@gemsedu.com
5D	Ms. Jenepher Valeria	jenepher.v_wsd@gemsedu.com
5E	Ms. Ramya Sreedharan	ramya.s_wsd@gemsedu.com
5F	Mr. Paul Jeffrey Penaflor	pauljeffrey.p_wsd@gemsedu.com
5G	Ms. Kristine Lincuna	kristine.l_wsd@gemsedu.com
5H	Ms. Hafiza Mahpara Shuaib	hafiza.m_wsd@gemsedu.com
5I	Ms. Pallavi Sinha	pallavi.s_wsd@gemsedu.com
5J	Ms. Steffi D'Silva	steffi.d_wsd@Gemsedu.com
5K	Ms. Fairoza Mohimtulay	fairoza.m_wsd@gemsedu.com

SENIOR LEADERSHIP TEAM



GEMS Winchester School Dubai

SLT Roles and Responsibilities 2024-2025

EXECUTIVE LEADERSHIP TEAM							
Mr. Matthew Lecuyer Principal/CEO							
Ms. Preyanka Sall Head of Primary Cluster Professional Development Lead							
SENIOR LEADERSHIP TEAM							
Mr. James Oakden Deputy Head of Primary							
Ms. Jane Pearson Assistant Head (FS1 – Y2)				Ms. Charlotte Goode Assistant Head (Y3 – Y6)			
				Ms. Doaa Mohamed Assistant Head Arabic & Islamic			
EXTENDED SENIOR LEADERSHIP TEAM							
Ms Tajinder Pal EYFS Lead (FS1 & FS2)	Ms. Josephin Carvalho Senior Director		Ms. Deeksha Chauhan Director	Mr. Joannes Esquinas Senior Director		Ms. Bhanushree Sharma Director of Pastoral	Shahida Khan Director of Inclusion
							
MIDDLE LEADERSHIP TEAM - HEAD OF YEARS							
Ms. Daisy FS1	Ms. Rizwana FS2	Ms. Vidhya Y1	Ms Naznee Y2	Ms. Seema Y3	Ms Aneesa Y4	Ms. Steffi Y5	Ms. Jonabelle Y6
							

THE CURRICULUM AT WSD

At GEMS Winchester School Dubai we follow the National Curriculum for England (NCfE) and the UAE Ministry of Education Curriculum for core subjects. This ensures that the skills and knowledge gained are in-line with both UK and UAE expectations.

Our curriculum design ensures that the relevant learning objectives are met each school year through a bespoke curriculum, whilst ensuring that the culture of the UAE is embedded throughout. Teaching takes a cross-curricular, theme-based approach, designed to immerse children in subjects and inspire them to make connections. There is a clear emphasis on teaching skills and concepts that challenge children at all levels. We also aim to inspire children with creative hooks, exciting hands-on learning experiences and educational trips.

The curriculum is split into 'core' and 'foundation' subjects as outlined below:

1

CORE SUBJECTS

- English
- Mathematics
- Science
- Arabic
- Islamic Studies (for Muslim children)
- Moral, Social, Cultural Studies

2

FOUNDATION SUBJECTS

- Humanities (History and Geography)
- French
- Art
- Computing
- Music
- Physical Education (PE)

In Key Stage 2 specialist teachers deliver Arabic, Islamic, French, Computing, Art, Music and PE Lessons.

All other lessons are taught by the homeroom teacher, except in Year 6 where all subjects are taught by a specialist teacher.

7 COMPETENCIES (7CS)

Our 7Cs competency framework embraces the following areas; creativity, communication, collaboration, critical thinking, confidence, curiosity and consciousness. We believe that these skills will ensure that children are equipped with the life skills and knowledge to enable them to face tasks and jobs that are not yet discovered in our ever-changing world. They ensure that the children are ready for the challenges that lie before them and that children have excellent attitudes to learning and metacognition.

Each of the 7Cs comes with an individual character and definition to help children understand the meaning and a set of skills linked to it.

Within lessons children focus on specific skills related to their learning and are assessed against the rubric and criteria for the individual skill.

Below is an example of the assessment rubrics for the Critical Thinking skill:

	Bronze	Silver	Gold
Exploring ideas	I can use information to explore simple ideas.	I can use selected information to explore ideas and make proposals.	I can select and organise evidence gathered to support my ideas or suggest answers.
Exploring different views	I can recognise that different people have different ideas or views.	I can consider different views and distinguish between facts, opinions and beliefs.	I can decide whether I agree or disagree with the views or arguments of others by judging the evidence on which they are based.
Problem solving	I can follow the steps in an example to solve a simple problem.	I know that problems can be broken down into smaller steps and can use this approach to find solutions.	I can break problems down into smaller steps and independently use this approach to find solutions.
	I can identify the information needed to solve a problem.	I can select the appropriate knowledge and skills needed to solve a problem.	I can explain my approach to solving a problem and justify my chosen method.
	I am aware that there might be different ways to solve a problem.	I can identify different ways to solve a problem.	I can evaluate a range of possible approaches to solve a problem and select the most appropriate method.
Generalisation	I can recognise simple patterns or similarities through my observations.	I can identify and explain the connections between events or objects and use these to make simple predictions.	I can identify and explain similarities and differences between events, objects or ideas and use these to develop generalisations.



ENGLISH

Our English curriculum forms a part of our overarching topics and themes and is designed to nurture a love of Literacy.

In Year 5, your child will embed all of the knowledge learnt in lower Key Stage 2, and start to work towards the transition to Secondary school. Your child will be encouraged to take responsibility for their own learning and will be reading more books that they have chosen themselves. They will write across a wide range of topics (including what they are learning in other subjects) and elements of punctuation such as hyphens and colons are introduced. They will also learn new features of grammar including modal verbs.

READING

By the end of Year 5, children should be able to:

- Read an increasingly wide range of fiction, poetry, plays and non-fiction texts
- Read fiction texts both modern and old, and from other cultures and traditions
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation and volume
- Infer characters' feelings from their actions and justifying inferences with evidence
- Discuss how authors use figurative language

Key Texts:

Cosmic by Frank Cottrell Boyce
Everest by Alexandra Stewart and Joe Todd-Stanton
Wonder by R.J. Palacio

WRITING

By the end of Year 5, children should be able to:

- Learn and use the spelling of more difficult homophones
- Use a dictionary and a thesaurus
- Use adverbs and adverbials to explain how something is being done
- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify ambiguity
- Describe settings, characters and atmosphere in narratives and integrate dialogue
- Carefully structure texts with a range of organisational devices including time connectives, paragraphs and headings

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 5 with an explanation of what they mean with appropriate examples.

KEY WORDS

Term	Meaning	Example
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Children are taught hyphens to avoid ambiguity.	Jaws is about a man eating shark vs. Jaws is about a man-eating shark.
Brackets	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis.	My friend Chloe (who is three months older than me) is coming to my house tonight.
Cohesion	A sentence will have cohesion if all its parts fit together. for example if tenses and pronouns are consistent and determiners refer to the correct noun.	
Dash	Used in a similar way to brackets or parenthesis to set information apart in a sentence.	My three friends – Jack, Sam and Callum – are coming to my house for tea.
Embedded Clause	A clause used in the middle of another clause. It is usually marked by commas.	The man, walking along with his dog, whistled a tune to himself
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses modal auxiliary verb 'will'.	Tomorrow I will do the shopping

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 5 with an explanation of what they mean with appropriate examples.

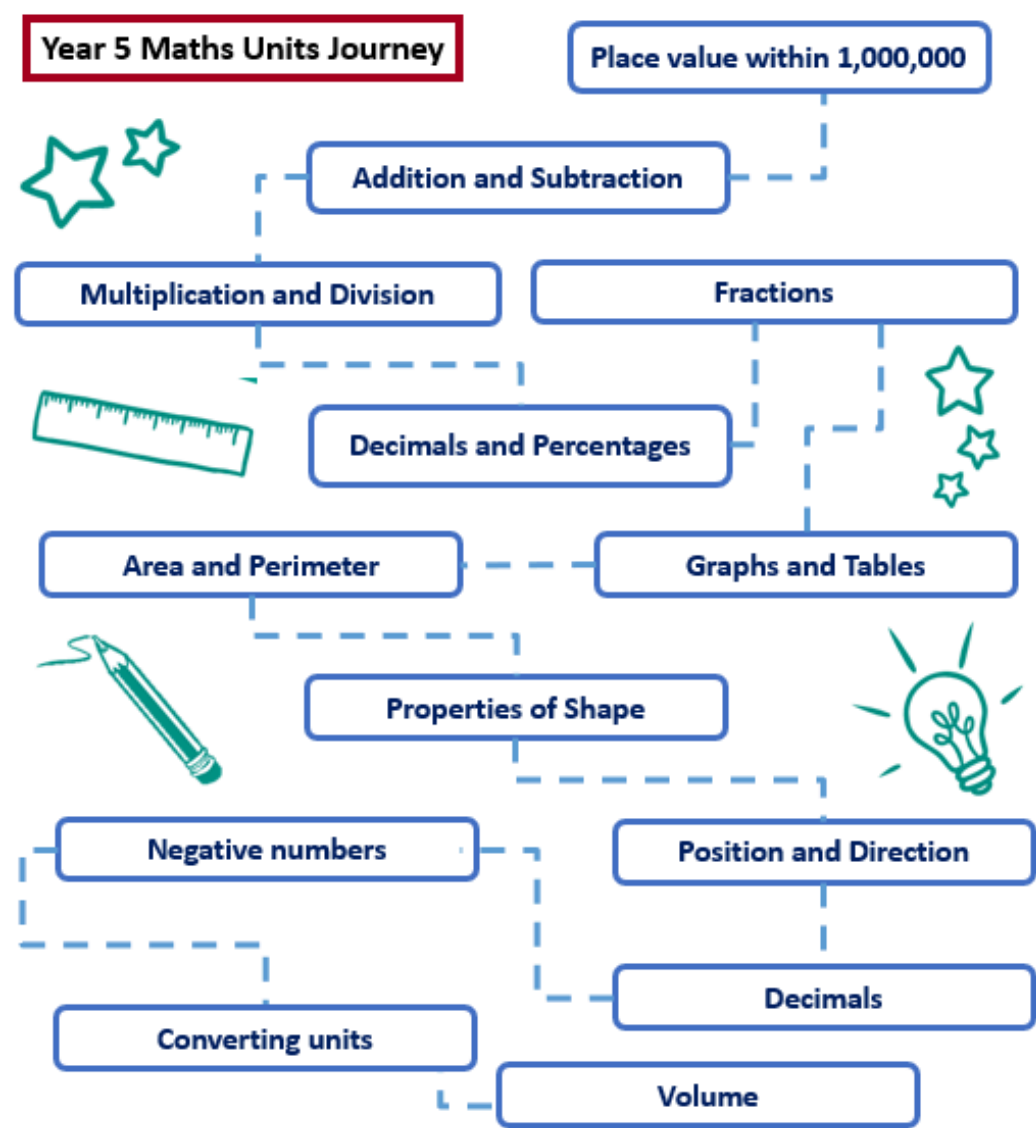
KEY WORDS

Term	Meaning	Example
Modal Verb	A special verb which affects the other verbs in the sentence by showing obligation, possibility, ability or permission.	You should do your homework
Parenthesis	A word or phrase that is separated from the main part of the sentence as an explanation Parenthesis is demarcated by brackets, dashes or commas.	Suddenly, from the shadows, a creature crept forward
Relative Clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).	He ate too many cakes, which made him feel ill
Relative Pronoun	A pronoun used in a relative clause.	
Second Person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – using the pronoun ‘you’.	
Third Person	A sentence is written in third person if it is written from the point of view of a person being spoken about – using the pronouns ‘he’ ‘she’ ‘it’ or ‘they’	

MATHEMATICS

At GEMS Winchester School Dubai, we follow the Pearson Power Maths curriculum, which is a UK Curriculum mastery programme designed to spark curiosity, excitement and nurture confidence in Mathematics. The philosophy behind Power Maths is that being successful in Maths is not just about rote learning of procedures and methods, but about problem solving, thinking and discussion.

By the end of Year 5, children are expected to be confident with one and two-step problems and using addition, subtraction, multiplication and division and they will be able to decide on the best way to solve a problem.



SCIENCE

At GEMS Winchester School Dubai we follow the Pearson Science Bug International scheme of work for Science. This programme aligns to the UK National Curriculum and focuses on hands-on, practical science. The Science units from Years 1 to 6 also build on each other across the years vertically and during Year 5, they complete 5 units of work outlined below:

Topic	Description
Life cycles <i>Do all life cycles look the same?</i>	This unit links to children's understanding of plants and animals from year 3 and Living Things from Year 2. Children will learn that plants and animals have life cycles and they will recognise that each life cycle has distinct stages but that these can vary between species.
Earth and Space <i>Why can the Earth sustain life?</i>	In this unit children will describe the movement of the Earth, and other planets, relative to the sun in our solar system. They will use the idea of Earth's rotation to explain day and night.
Separating Mixtures <i>Is global warming reversible or irreversible?</i>	This unit builds on Year 4 Changes of State. Children will learn about the separation techniques of filtering, sieving and evaporation. They will consolidate and apply their knowledge of the properties of solids, liquids and gases.
Types of Changes <i>How can you make a meal from a mixture?</i>	This unit builds on Year 4 Changes of State. Children will explore dissolving and evaporation and recognise that states are reversible.
Materials <i>What are things made from and why?</i>	In this unit children will compare and group together everyday materials on the basis of their properties.
Forces <i>How do things move?</i>	This unit builds on the work the children did in Year 3 Forces. Children will learn about a variety of forces including gravity, air resistance, water and friction.

Year 5 children will have been learning the seven science skills throughout their Primary career and will focus on these during practical science lessons.



1. Asking Questions

2. Making Predictions

3. Setting up tests

4. Observing and Measuring

5. Recording Data

6. Interpreting Results

7. Evaluating

MOE SUBJECTS

The Ministry of Education subjects are Arabic, Islamic and Moral, Social, Cultural Studies

1 ISLAMIC STUDIES

2 ARABIC A/B

3 MORAL, SOCIAL, CULTURAL STUDIES

ISLAMIC STUDIES

The children will recite the following chapters: Al Burooj, At Tariq and Al A'la as they practically apply the rules of Tajweed. They will memorise some Dhidr & Du'a to recite in their daily life. Under the divine revelation, they will learn: to praise Allah for his blessings, be strong believers, verifying the news and the morals of the righteous. Islamic values and morals are integrated into the Islamic curriculum topics: streets and travelling etiquettes like entering and leaving the house and good treatment. Under the Islamic rulings and aims, children learn about Sunan Rawatib, congregational prayer and fasting in Ramadan.



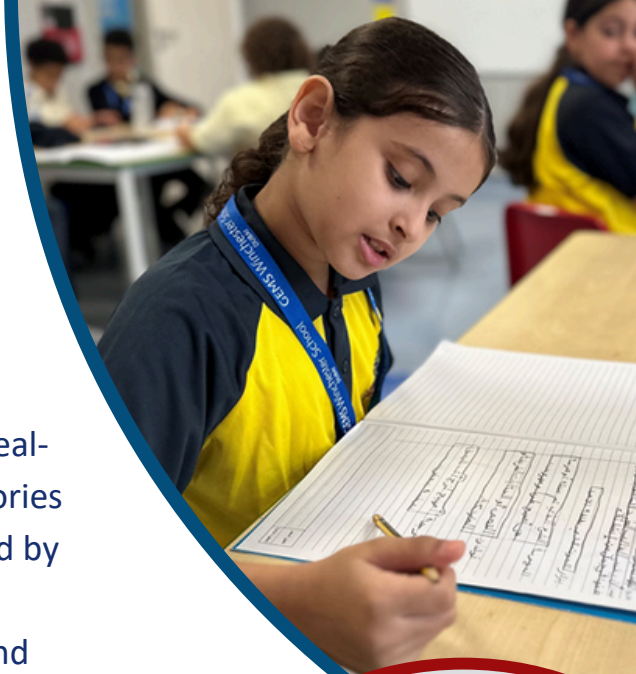
ARABIC

ARABIC A - FOR ARAB STUDENTS

The children will develop their Arabic skills by exploring real-life values like friendliness, compassion, and kindness. Stories like 'Prince of Doctors' and 'Mirabel' will be read and used by students to build vocabulary and stimulate writing. The children will enjoy sharing information with each other and building discussions around the meaning portrayed in each text and the vocabulary used by the author. In addition, using pronouns and verbs effectively when creating extended pieces of writing in Arabic Like "literary response" helps them to demonstrate that they fully understood these grammatical features. The grammar focuses on nominal sentences and actual sentences support students to develop their writing skills. They will develop their language by learning new poems and explore new vocabulary in texts.

ARABIC B - FOR NON-ARAB STUDENTS

The children will learn about several topics including Famous Races, My Pet, Global Kitchens, Hotels and Airports. By the end of the academic year, children will be able to understand the different questions related to their study schedule and simple letters and invitations. They will be taught to distinguish between likes and dislikes, acceptance, and decline. They will practice engaging in some conversations about daily issues, interests and routines. The children will develop and use more complex sentences by using simple connectives to join ideas and use different pronouns in their speech and change the verb accordingly. They will add details in their sentences using adverbs and prepositions.



MOE SUBJECTS

MORAL, SOCIAL, CULTURAL STUDIES

At GEMS Winchester School Dubai, we follow the Moral, Social and Cultural Studies (MSCS) curriculum as published by the Ministry of Education in the UAE from Year 2 to Year 6. The curriculum focuses on 3 domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. When teaching MSC, we aim to contribute to the making of better global citizens by promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world.



FOUNDATION SUBJECTS

Foundation subjects include:

1 PHYSICAL EDUCATION

2 FRENCH

3 ART

4 MUSIC

PHYSICAL EDUCATION

In Year 5, children receive one 60-minute PE lesson, taught by a specialist teacher, per week. Throughout their lessons, the children are exploring more complex skills, techniques and tactics and are acquiring sound knowledge of the rules that govern activities.

Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best



FOUNDATION SUBJECTS

FRENCH

In Year 5, children receive one 60-minute lesson of French teaching per week, and this lesson is taught by a specialist French teacher. Throughout Year 5 they are taught the following topics:

- Au Supermarché
- Apres L'école (after school)
- Les Sports Avec Verb. Jouer & Faire (sports with verb to do and lay)
- En Ville (In the City)
- Les Nombres Jusqu' à 100. (Numbers to 100)
- Les Professions (The Jobs)

ART

In Year 5, children receive one 60-minute Art lesson, taught by a specialist teacher, alternated with Music each term.

At WSD the Art curriculum strives to engage and inspire children to express their individual creativity and produce their own pieces of artwork. Children are provided with opportunities to experience a variety of media and techniques and are educated about influential artists from around the world, both past and present. Within Year 5, the Art curriculum aims to deepen children's mastery of different art and design techniques. They will also further develop their knowledge of particular artists and designers.



FOUNDATION SUBJECTS

MUSIC

In Year 5, children receive one 60-minute Music lesson, taught by a specialist teacher, alternated with Art each term.

At WSD we teach Music using the Music Express Scheme in line with the UK National Curriculum. In their Music activities children are encouraged to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. The children will improvise and compose music for a range of purposes and will listen with attention to detail and recall sounds with increasing aural memory. They will also use and understand musical staff and other musical notations.

Children also learn to play the ukulele.



COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

- 2014 UK National Curriculum

The core of computing is computer science, in which children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

In Key Stage 2 children will be taught to:

- Design, write and debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet
- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital services to design and create programs, systems and content.
- Use technology safely, respectfully and responsibly

THEMATIC TOPIC OVERVIEWS

TERM 1 - MOUNTAINS



Mighty mountains rise above the morning mists, imposing and eternal.

This term the children will be using a range of maps, information books and websites to find out about the highest mountains and where they are located. They will learn how to use a compass and make mountain models. The children will examine how mountains are displayed on a map, and build a water cycle. They will find out about mountain animals, mountain climates and a mountainous range of other aspects of the highest peaks in the world!

TERM 2 - PHARAOHS



The children will travel back 5000 years to ancient Egypt, cruising along the Nile and entering a world of mysteries, curses and mummies.

During this term, the children will learn first-hand about the fascinating process of mummification and will use different sources to research Tutankhamun's tomb. They will look at ancient artefacts and study historical sources to learn about the Pharaohs. The children will also learn about the food that was eaten at the time and think about how the ancient Egyptians contributed to world history.

TERM 3 - SHANG DYNASTY



The children will learn about periods of Ancient Chinese history. They will explore a timeline of the first five Chinese dynasties and learn about the legends surrounding the beginnings of Chinese civilisation. They will take a deep dive into the history of the Bronze Age Shang Dynasty and explore evidence found in the ancient city of Yin. The children will also study the hierarchy of the Shang Dynasty and discover who was powerful and who was powerless.

COMMUNICATION AT WSD

Contact



us

Contact Person	Email Address
Reception	enquiries_wsd@gemsedu.com
Parent Relations Executive	Dyan Del Mundo dyan.d_wsd@gemsedu.com
Admissions	Nitya Nair:nitya.n2_wsd@gemsedu.com Amal Augusthy: amal.a4_wsd@gemsedu.com
Accounts Officer	Winrose Njeri Ireri winrosenjeri.i_wsd@gemsedu.com
ICT Support	Helpdesk WSD: helpdesk_wsd@gemsedu.com
Manager of School Operations	Andrew Rodrigues: andrew.r_wsd@gemsedu.com
School Clinic	Clinic WSD: clinic_wsd@gemsedu.com

