

### Breakup of the Inquiry

**Unit of Inquiry:** Migration

**Duration:** 6 weeks

**Subject Focus:** Social Studies / PSPE

**Theme:** Where we are in place and time – homes and journeys

**Central Idea**

Human migration is a response to challenges, risks and opportunities.

**Lines of Inquiry**

- The reasons why people migrate
- Migration throughout history
- Effects of migration on communities, cultures and individuals

<b>Key Concepts</b>	<b>Approaches to Learning</b>
<ul style="list-style-type: none"> <li>• Form</li> <li>• Causation</li> <li>• Perspective</li> </ul>	<b>Thinking skills</b> <ul style="list-style-type: none"> <li>• Acquisition of knowledge, Comprehension, Application, Analysis</li> </ul>
<b>Related concepts</b>	<b>Research skills</b>
<ul style="list-style-type: none"> <li>• Migration</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• Observing, Collecting and recording data, Interpreting data</li> </ul>

<b>English Integration</b>	<b>Math Integration</b>
<ul style="list-style-type: none"> <li>• Punctuations- including speech marks</li> <li>• Parts of speech – revisit</li> <li>• Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• International Number system – place value, rounding, ordering and operations</li> <li>• Introduction to decimals</li> <li>• Time zones</li> </ul>

### Breakup of the Inquiry

**Unit of Inquiry:** Light and Sound

**Duration:** 6 weeks

**Subject Focus:** Science / Math

**Theme:** How the world works - How humans use their understanding of scientific principles

**Central Idea**

Light and sound help people experience their world.

**Lines of Inquiry**

- Behaviour of light and sound
- How light and sound interact with the physical world
- Manipulating light and sound for a purpose

<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> <li>• Connection</li> </ul>	<p><b>Approaches to Learning</b></p> <p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Acquisition of knowledge</li> <li>• Recording, Analyzing</li> </ul>
<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Sound</li> <li>• Manipulation</li> </ul>	<p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• Code of behaviour</li> <li>• Safety</li> <li>• Time management</li> </ul> <p><b>Research skills</b></p> <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Recording data</li> <li>• Formulating questions</li> <li>• Presenting findings</li> </ul>

<b>English Integration</b>	<b>Math Integration</b>
<ul style="list-style-type: none"> <li>• Procedural writing</li> <li>• Narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Angles</li> <li>• Symmetry</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Advertising and Mass media

**Duration:** 6 weeks

**Subject Focus:** Language/Art

**Theme:** How we express ourselves – Ways in which we discover and express ideas, nature, culture, belief and values

**Central Idea**

Advertising and mass media influence the choices we make.

**Lines of Inquiry**

- The purpose of advertising
- Different forms of mass media
- The power of visual communication

<b>Key Concepts</b>	<b>Approaches to Learning</b>
<ul style="list-style-type: none"> <li>• Function</li> <li>• Form</li> <li>• Perspective</li> </ul>	<p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Viewing and Presenting</li> </ul>
<b>Related Concepts</b>	<b>Social Skills</b>
<ul style="list-style-type: none"> <li>• Communication</li> <li>• Features</li> <li>• Subjectivity</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Group-decision making</li> </ul>
	<b>Research skills</b>
	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Analysis</li> <li>• Presenting research findings</li> </ul>

<b>English Integration</b>	<b>Math Integration</b>
<ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Figures of Speech</li> <li>• Fact vs. Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Ratio and Proportion</li> <li>• Profit and Loss</li> <li>• 2D Nets of 3D Shapes</li> </ul>

**Breakup of the Inquiry topic**

**Unit of Inquiry:** Government Systems

Duration: 6 weeks

**Subject Focus:** Social Studies/ PSPE

**Theme:** How we organize ourselves – Societal decision-making

**Central Idea**

Government systems influence the lives of citizens.

**Lines of Inquiry**

- Different forms of government
- The functions of government
- The impact of government on citizens
- The rights and responsibilities of citizens

<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Responsibility</li> </ul>	<p><b>Approaches to Learning</b></p> <p>Thinking skills</p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• Application</li> </ul> <p>Social skills</p> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Group decision making</li> </ul> <p>Communication skills</p> <ul style="list-style-type: none"> <li>• Reading and Writing</li> <li>• Presenting</li> </ul>
<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>• Governments</li> <li>• Freedom</li> <li>• Cooperation</li> </ul>	

<p><b>English Integration</b></p> <ul style="list-style-type: none"> <li>• Formal Letter Writing</li> </ul>	<p><b>Math Integration</b></p> <ul style="list-style-type: none"> <li>• Historic origins of Indian number system</li> <li>• Data Handling - Mean and Median</li> </ul>
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**Breakup of the Inquiry topic**

**Unit of Inquiry:** Changes

**Duration:** 6 weeks

**Subject Focus:** Science / PSPE

**Theme:** Who we are - What it means to be human

**Central Idea**

Changes people experience at different stages of their lives affect their evolving sense of self.

**Lines of Inquiry**

- Different kinds of changes
- Factors influencing change
- Dealing with change

<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Function</li> <li>• Reflection</li> </ul>	<p><b>Transdisciplinary skill</b></p> <p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Analysing</li> <li>• Metacognition</li> <li>• Evaluation</li> </ul> <p><b>Research skills</b></p> <ul style="list-style-type: none"> <li>• Interpreting data</li> <li>• Presenting</li> <li>• Collecting data</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul>
<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>• Body Systems</li> <li>• Growth</li> <li>• Behaviour</li> </ul>	

<p><b>English Integration</b></p> <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Dialogue writing</li> </ul>	<p><b>Math Integration</b></p> <ul style="list-style-type: none"> <li>• Display data for communication - time line of milestone from infancy to date</li> <li>• Measurement of events - height and weight</li> </ul>
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**Theme: Sharing the Planet**

**PYP EXHIBITION**

**Central Idea**

Finding peaceful solutions to conflict leads to a better quality of human life

Don Bosco International School

## English Curriculum

### Speaking and Listening

- Talk confidently and listen purposefully in a range of contexts
- Describe events and convey opinions with increasing clarity
- Shape and organize ideas clearly when speaking
- Recall and discuss important features of a talk
- Ask questions to develop ideas and extend understanding
- Develop confidence in performing (e.g. in a play scene)
- Report back to a group, using notes to present findings about a topic studied
- Prepare and present an argument to persuade others to a point of view
- Map out writing to plan structure (e.g. paragraphs, sections, chapters)
- Records ideas, reflections and predictions about books
- Evaluate own and others' writing

### Reading

- Read widely and explore the features of different fiction genres
- Read and identify characteristics of myths, legends and fables
- Analyze openings and compare the structure of different stories
- Identify the point of view from which a story is told
- Consider how characters are presented, and their different perspectives
- Read poems by significant poets and compare style, forms and themes
- Read narrative poems and perform poems in a variety of ways
- Interpret imagery, adding to understanding beyond the literal
- Read and evaluate non-fiction texts for purpose, style, clarity and organization
- Note the use of persuasive devices, words and phrases in print and other media
- Look for information in non-fiction texts to build on what is already known
- Locate information confidently and efficiently from different sources
- Skim-read to gain overall sense of a text and scan for specific information
- Develop note-making to extract key points and to group and link ideas
- Explore the features of texts which recount events and experiences (e.g. diaries)
- Understand the use of impersonal style in explanatory texts
- Compare writing that informs and persuades
- Discuss metaphorical expressions and figures of speech
- Use a thesaurus to extend vocabulary and the choice of words
- Identify unfamiliar words, explore definitions and use new words in context

## Curriculum Framework for Grade 5

### Writing

- Understand conventions of standard English (e.g. agreement of verbs)
- Use pronouns making clear to what or to whom they refer
- Identify and use parts of speech of a more complex level
- Understand the difference between direct and reported speech
- Investigate the language of different sentences: statements, questions and orders
- Learn how dialogue is set out and punctuated
- Use the comma to embed clauses within sentences
- Place full stops and other punctuation appropriately in a complex sentence
- Use effective strategies for learning new spellings and commonly mis-spelt words
- Investigate the meaning and spelling of common prefixes (e.g. auto, bi, trans)
- Identify word roots and derivations to support spelling (e.g. sign, signal, signature)
- Spell and make correct use of pronouns (e.g. their, theirs, my, ours, mine)
- Extend understanding of the use of adverbs to qualify verbs (e.g. in dialogue)
- Use dictionaries efficiently and carry out IT spell checks
- Investigate the appropriate use of idiomatic phrases
- Investigate clauses within sentences and how they are connected
- Explore ways of combining simple sentences and re-ordering clauses
- Practice proof-reading and editing, writing for clarity and correctness
- Review, revise and edit writing in order to improve it, using IT as appropriate
- Write new scenes or characters into a story, or write from another viewpoint
- Choose words and phrases carefully to convey feeling and atmosphere
- Use figurative language to evoke imaginative response
- Make notes for different purposes
- Write newspaper-style reports, instructions
- Make short notes from a text and use these to aid writing
- Summarize or text or story in a paragraph in a limited number of words
- Uses appropriate genres to write for a variety of purposes

### Viewing and Presenting

- View and critically analyse a range of visual text, communicating through oral, written and visual media
- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media.
- Use appropriate terminology to identify a range of visual effects/ formats and critically analyse their effectiveness, for example, mood, media, proportion.
- Interpret visual clues in order to analyse and make inferences about the intention of the message
- Analyse and interpret the ways in which visual effects are used to establish context
- Recognise and name familiar visual texts and explain why they are or not effective, advertisements ,logos, labels signs, billboards
- Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web- based applications
- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects.
- Discuss a newspaper report and tell how the words and pictures work together to convey a particular message.
- Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- Use standard grammatical competently in appropriate situations.
- Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations.
- View, respond to and describe visual information, communicating understanding in oral, written and visual form.
- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media

## Math Curriculum

### Number

#### *Numbers and the number system*

- Know what each digit represents in whole numbers up to a million (Encourage students to research on historical origins of Indian number system.)
- Know what each digit represents in one- and two-place decimal numbers
- Multiply and divide any whole number from 1 to 10 000 by 10, 100 or 1000 and explain the effect
- Multiply and divide decimals by 10 or 100 (answers up to two decimal places for division)
- Find factors of two-digit numbers
- Find some common multiples, e.g. for 4 and 5
- Round whole numbers to the nearest 10, 100 or 1000
- Round a number with two decimal places to the nearest tenth or to the nearest whole number
- Make and justify estimates and approximations of large numbers
- Order and compare positive numbers to one million, and negative integers to an appropriate level
- Use the  $>$ ,  $<$  and  $=$  signs correctly
- Estimate where four-digit numbers lie on an empty 0–10 000 line
- Order numbers with up to two decimal places (including different numbers of places)
- Recognise and extend number sequences
- Recognise and use decimals with up to three places in the context of measurement
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000
- Make general statements about sums, differences and multiples of odd and even numbers
- Recognise prime numbers up to 20 and find all prime numbers less than 100
- Recognise the historical origins of our number system and begin to understand how it developed
- Compare fractions with the same denominator and related denominators, e.g.  $\frac{3}{4}$  with  $\frac{8}{7}$
- Recognise equivalence between fractions, e.g. between  $\frac{1}{100}$  s,  $\frac{1}{10}$  s and  $\frac{1}{12}$  s
- Recognise and use the equivalence between decimal and fraction forms
- Order mixed numbers and place between whole numbers on a number line
- Change an improper fraction to a mixed number, e.g.  $\frac{17}{8}$  to  $2\frac{1}{8}$
- Reduce fractions to their simplest form, where this is  $\frac{1}{4}$ ,  $\frac{1}{12}$ ,  $\frac{1}{34}$  or a number of fifths or tenths
- Begin to convert a vulgar fraction to a decimal fraction using division
- Understand percentage as parts in every 100 and express  $\frac{1}{12}$ ,  $\frac{1}{14}$ ,  $\frac{1}{13}$ ,  $\frac{1}{101}$ ,  $\frac{1}{1001}$  as percentages
- Understanding profit and loss
- Find simple percentages of shapes and whole numbers
- Solve simple problems involving ratio and direct proportion

## Curriculum Framework for Grade 5

- Estimate and approximate when calculating, e.g. use rounding, and check working
- Explain why they chose a particular method to perform a calculation and show working
- Deduce new information from existing information and realise the effect that one piece of information has on another
- Use logical reasoning to explore and solve number problems and mathematical puzzles
- Use ordered lists or tables to help solve problems systematically
- Make sense of and solve word problems, single and multi-step (all four operations), and represent them, e.g. with diagrams or on a number line; use brackets to show the series of calculations necessary
- Solve simple word problems involving ratio and direct proportion
- Solve simple word problems involving percentages, e.g. find discounted prices
- Make, test and refine hypotheses, explain and justify methods, reasoning, strategies, results or conclusions orally

### ***Mental Strategies***

- Recall addition and subtraction facts for numbers to 20 and pairs of one-place decimals with a total of 1, e.g.  $0.4 + 0.6$
- Derive quickly pairs of one-place decimals totaling 10, e.g. 7.8 and 2.2, and two-place decimals totaling 1, e.g.  $0.78 + 0.22$
- Know and apply tests of divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 11 and 12
- Use place value and number facts to add or subtract two-digit whole numbers and to add or subtract three-digit multiples of 10 and pairs of decimals, e.g.  $560 + 270$ ;  $2.6 + 2.7$ ;  $0.78 + 0.23$
- Add/subtract near multiples of one when adding numbers with one decimal place, e.g.  $5.6 + 2.9$ ;  $13.5 - 2.1$
- Add/subtract a near multiple of 10, 100 or 1000, or a near whole unit of money, and adjust, e.g.  $3127 + 4998$ ;  $5678 - 1996$
- Use place value and multiplication facts to multiply/divide mentally, e.g.  $0.8 \times 7$ ;  $4.8 \div 6$
- Multiply pairs of multiples of 10, e.g.  $30 \times 40$ , or multiples of 10 and 100, e.g.  $600 \times 40$
- Double quickly any two-digit number, e.g. 78, 7.8, 0.78 and derive the corresponding halves
- Divide two-digit numbers by single-digit numbers, including leaving a remainder

### ***Addition and subtraction***

- Add two- and three-digit numbers with the same or different numbers of digits/decimal places
- Add or subtract numbers with the same and different numbers of decimal places, including amounts of money
- Find the difference between a positive and negative integer, and between two negative integers in a context such as temperature or on a number line
- Check addition with a different order when adding a long list of numbers; check when subtracting by using the inverse

## Curriculum Framework for Grade 5

### ***Multiplication and division***

- Multiply pairs of multiples of 10, e.g.  $30 \times 40$ , or multiples of 10 and 100, e.g.  $600 \times 40$
- Multiply near multiples of 10 by multiplying by the multiple of 10 and adjusting
- Multiply by halving one number and doubling the other, e.g. calculate  $35 \times 16$  with  $70 \times 8$
- Use number facts to generate new multiplication facts, e.g. the  $17 \times$  table from  $10 \times + 7 \times$  tables
- Multiply two-, three- or four-digit numbers (including sums of money) by a single-digit number and two- or three-digit numbers by two-digit numbers
- Divide three-digit numbers by single-digit numbers, including those leaving a remainder and divide three-digit numbers by two-digit numbers (no remainder) including sums of money
- Give an answer to division as a mixed number, and a decimal (with divisors of 2, 4, 5, 10 or 100).
- Relate finding fractions to division and use them as operators to find fractions including several tenths and hundredths of quantities
- Know and apply the arithmetic laws (order of operations) as they apply to multiplication (without necessarily using the terms commutative, associative or distributive)
- Choose appropriate and efficient mental or written strategies to carry out a calculation involving addition, subtraction, multiplication or division

### **Shape and Space**

#### ***Shapes and geometric reasoning***

- Classify different polygons and understand whether a 2D shape is a polygon or not
- Visualise and describe the properties of 3D shapes, e.g. faces, edges and vertices
- Identify and describe properties of quadrilaterals (including the parallelogram, rhombus and trapezium), and classify using parallel sides, equal sides, equal angles
- Recognise and make 2D representations of 3D shapes including nets
- Estimate, recognise and draw acute and obtuse angles, reflex, straight, complete angles and use a protractor to measure to the nearest degree
- Check that the sum of the angles in a triangle is  $180^\circ$ , for example, by measuring or paper folding; calculate angles in a triangle or around a point
- Understand circle, cord, diameter, segment, radius, circumference
- Recognise 2D and 3D shapes and their relationships, e.g. a cuboid has a rectangular cross-section

#### ***Position and Movement***

- Read and plot co-ordinates in all four quadrants
- Predict where a polygon will be after one reflection, where the sides of the shape are not parallel or perpendicular to the mirror line, after one translation or after a rotation through  $90^\circ$  about one of its vertices
- Symmetry: Understand reflective and rotational symmetry

## Measurement

### *Length, mass and capacity*

- Select and use standard units of measure. Read and write to two or three decimal places
- Convert between units of measurement (kg and g, l and ml, km, m, cm and mm), using decimals to three places, e.g. recognising that 1.245 m is 1 m 24.5 cm
- Interpret readings on different scales, using a range of measuring instruments

### *Time*

- Recognise and understand the units for measuring time (seconds, minutes, hours, days, weeks, months, years, decades and centuries); convert one unit of time into another
- Compare times on digital and analogue clocks, e.g. realise quarter to four is later than 3:40
- Read and use timetables using the 24-hour clock
- Calculate time intervals using digital and analogue times
- Use a calendar to calculate time intervals in days, weeks or months
- Calculate time intervals in days, months or years
- Appreciate how the time is different in different time zones around the world
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations

### *Area and perimeter*

- Measure and calculate the perimeter and area of rectilinear (flat) shapes
- Estimate the area of an irregular shape by counting squares (use graph sheets)
- Calculate perimeter and area of simple compound shapes that can be split into rectangles

## Data Handling

### *Organizing, categorizing and representing data*

- Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, e.g. line graphs for distance and time; a price 'ready-reckoner' for currency conversion; frequency tables and bar charts with grouped discrete data
- Find the mode and range of a set of data from relevant situations, e.g. scientific experiments
- Begin to find the median and mean of a set of data
- Explore how statistics are used in everyday life

***Probability***

- Use the language associated with probability to discuss events, to assess likelihood and risk, including those with equally likely outcomes
- Understanding of probability scale

**Pattern and Function**

- Identify relationships between numbers and make generalised statements using words, then symbols and letters, e.g. the second number is twice the first number plus 5 ( $n, 2n + 5$ ); all the numbers are multiples of 3 minus 1 ( $3n - 1$ ); the sum of angles in a triangle is  $180^\circ$

## Hindi Curriculum

### Listening and Speaking

- Vary the use of vocabulary and level of detail according to purpose
- Participate appropriately as listener and speaker, in discussions, conversations and group presentation
- Generate, develop and modify ideas and opinions through discussion
- Infer meaning, draw conclusions and make judgements about oral presentations
- Evaluate what is heard and give reasons for agreement or disagreement
- Explain and discuss their own writing with peers and adults
- Listen reflectively to stories read aloud in order to identify story structure and assess their own learning
- Show open minded attitudes while listening to other points of view
- Appreciate that pupil speak and respond according to personal and cultural perspectives
- Use oral language appropriately, confidently and with increasing accuracy

### Reading

- Extend the range of reading confidently, independently and with understanding
- Understand the main stages in a story from introduction to resolution
- Discusses the central message in texts using details about characters and plot elements
- Discusses the main idea in informational texts using details about time, sequence, cause and effect
- Realizes that there is a difference between two texts without teacher guidance
- Compares and contrasts similar themes and topics within the same genre
- Uses multiple sources to find information in order to speak and write knowledgeably on a topic
- Uses a range of strategies and tools like reference books and dictionary to self-monitor and self-correct for e.g. rereading, cross checking
- Distinguish between 'fact' and 'opinion' in reading and other media

### Writing

- Understand the main stages in a story from introduction to resolution
- Writes relevant information of visual representation using descriptive details
- Writes well-organized informational texts to clearly share facts and ideas
- Write independently and confidently, showing the development of their own voice and style
- Use a range of strategies to record words, ideas of increasing complexity and enrich their writing
- Plans, revises and edits writing
- Distinguish between 'fact' and 'opinion' in reading and other media

## Curriculum Framework for Grade 5

- Explore alternative openings and endings for stories
- Vary sentence structure and length
- Summarize a sentence or a paragraph in a limited number of words

### **Grammar and Punctuation**

- Re-read own writing to check punctuation and grammatical sense
- Investigate past, present and future tenses of verbs
- Identify gender, numbers, verbs, adjectives and their impact on meaning as well as sentences
- Practice using commas to mark out the meaning within sentences
- Identify a few punctuation marks and respond to them while reading & writing

### **Viewing and Presenting**

- View and communicates understanding through oral, written and visual media
- Identify factors that influence personal reaction to visual texts
- Discuss their own feelings in response to visual messages; listen to other responses and react differently
- Understand and explain how visual effects can be used to reflect a particular context
- Interpret visual cues in order to analysis and make inferences about the intention of the messages
- Use actions and body language to reinforce and add meaning to oral presentations
- Prepare, visual presentation using a range of media

## Spanish Curriculum

### Speaking and listening

- Listen attentively and respond in small and large groups interactions
- Understand and use grade level vocabulary to suit different purposes
- Use grammatical rules of the languages for speaking
- Describe personal experiences using appropriate vocabulary
- Use language to address their needs, express their feelings and opinions
- Use actions and body language to reinforce and add meaning to oral presentation
- Participate in a variety of dramatic activities, role plays, dramatization of familiar stories and poems
- Using oral language appropriately, confidently and with increasing accuracy

### Reading

- Extend the range of reading
- Understand the main stages in a story from introduction to resolution
- Make connections between personal experiences and story book characters
- Read grade level texts with expression, accuracy and fluency
- Participate in shared reading, posing and responding to questions
- Name the main topic of the text and retells familiar stories using details about character
- Explore the different process of reading silently and reading aloud
- Use a dictionary to find the spelling and meaning of words

### Writing

- Use accurate grammatical constructs
- Write informational facts to share ideas
- Use appropriate writing conventions; word order as required by the language instruction
- Participate in shared and guided writing
- Writing sentences using grade level vocabulary
- Create illustration to match their own written text

## **Viewing and Presenting**

- Interpret and respond to range of visual texts
- Attend to visual information showing understanding through role plays, illustrations
- Relate to different contexts presented in visual texts
- Making personal connections to visual texts
- Observe and discuss illustrations using grade level vocabulary
- Discuss personal experiences that connect with visual images

## **Language Convention and Punctuation**

- Collect example of nouns, verbs and adjectives and use the terms appropriately
- Understand that verbs are necessary for meaning in sentence
- Identify pronouns and understand their function in a sentence
- Identify nouns, numbers, gender and their impact on sentences

## Curriculum Framework for Grade 5

### PSPE Curriculum

#### Unit – Strategy Challenges:

Body Management	Loco motor Skills	Manipulative Skills	Fitness Components	Strategy building
<ul style="list-style-type: none"> <li>• Body coordination</li> <li>• Body control</li> <li>• Body form</li> <li>• Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Speed and agility</li> <li>• Jumping</li> <li>• Stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Carrying</li> <li>• Throwing</li> <li>• Collecting</li> </ul>	<ul style="list-style-type: none"> <li>• Core Strength</li> <li>• Flexibility</li> <li>• Ab strength</li> <li>• Explosive strength</li> </ul>	<ul style="list-style-type: none"> <li>• Strategizing</li> <li>• Logical application</li> <li>• Team work</li> </ul>

#### Unit – Games:

Loco motor Skills	Manipulative Skills	Stability Skills	Technical Skills
<ul style="list-style-type: none"> <li>• Balance</li> <li>• Jumping</li> <li>• Running</li> <li>• Accuracy</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Dribbling</li> <li>• Carrying</li> <li>• Bouncing</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking</li> <li>• Passing</li> <li>• Shooting</li> <li>• Trapping</li> </ul>	<ul style="list-style-type: none"> <li>• Strength</li> <li>• Extending</li> <li>• Turning</li> <li>• Stretching</li> <li>• Bending</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations</li> <li>• Team organization</li> <li>• Positions and roles within the team</li> </ul>

#### Unit – Individual Pursuit (Skating):

Body Management	Loco motor Skills	Manipulative Skills
<ul style="list-style-type: none"> <li>• Body coordination</li> <li>• Body balance</li> <li>• Body control</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Running</li> </ul>	<ul style="list-style-type: none"> <li>• T-break</li> <li>• Spin turn</li> <li>• Eagle turn</li> <li>• Simple jump</li> <li>• Half turn jump</li> <li>• Full jump</li> <li>• Slide stop</li> <li>• Line start</li> </ul>

**Visual Art curriculum**

**Elements of Art**

- Line (types of lines)
- shapes (Types of shapes)
- space
- form
- colour (colour wheel, primary/secondary colours, cool/warm colours, analogous colour scheme, monochrome scheme)
- value
- pattern
- texture

**Skills**

- handling tools
- spatial awareness
- organisation
- time-management

**Art forms**

<b>Composition</b>	<b>Craft</b>
• Character drawing	• Quilling
• Landscape	• Collage
• Stories	• 3D modelling
<b>Life drawing</b>	• Quilling
• Portraits	• papier mache
• Still life	• print making (stamping, stencil, rubbing)
• Nature drawing	
• Sketching	