SIR MANASSEH MEYER
International School

Curriculum Booklet: Milepost Three; Grade 4 / Grade 5

August 2026

Sir Manasseh Meyer International School Pte Ltd • 3 Jalan Ulu Sembawang Singapore 758932 • +65 6331 4633
PEI Registration No. 200811757D, Registration Validity Period: 6 July 2024 to 5 July 2028

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GRADE 4 CURRICULUM

Literacy

Based on the UK National Curriculum

Spoken

- Listen and respond, ask relevant questions
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes
- Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates
- Consider and evaluate different viewpoints

Guided Reading and Comprehension

- Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words
- Read and discuss a wide genre of books or texts
- Develop positive attitudes by
    - Recommending books to peers, giving reasons
    - Making comparisons within and across books
    - Identifying themes and conventions
    - Preparing texts to rehearse and read aloud
- Understand what they read by
    - Checking the text for understanding
    - Drawing inference and justifying inference with evidence
    - Identifying how language, structure and presentation contribute to meaning
    - Summarising main ideas drawn from more than one paragraph
    - Distinguishing between statements of fact and opinion
    - Providing reasoned justification for views
    - Identifying how language, structure and presentation contribute to meaning

Spelling, Handwriting and Presentation

- Use prefixes, suffixes and how to add them
- Spell some words with silent letters
- Distinguish between homophones and other often confused words
- Write using appropriate structure, vocabulary and grammar
- Use a dictionary or thesaurus accurately

Vocabulary, Grammar and Punctuation

- Use expanded noun phrases to convey complicated information
- Use modal verbs, passive verbs
- Recognise vocabulary and structures important for formal speech
- Use perfect form of verbs to mark relationships of time and cause
- Link ideas across paragraphs using adverbials of time
- Use relative clauses beginning with who, which, where, when, whose, that
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

Writing Composition

- Plan for writing by identifying the audience and purpose for the writing, selecting the appropriate structure and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on research when needed.
- When writing narratives, consider how authors have developed characters and settings and use these techniques in their own writing.
- Understand how choices in vocabulary and grammar can change and enhance meaning.
- Select from a range of cohesive devices and use them effectively within and across paragraphs
- Use organisational and presentational devices to structure texts
- Write from a variety of genres including comparison, expository, persuasive and narrative paragraphs
- Proof-read for spelling and punctuation errors
- Assess the effectiveness of their own and others' writing and propose changes to enhance effects and clarify meaning.
  Perform their own compositions using intonation, volume and movement to convey meaning

GRADE 4 CURRICULUM

Numeracy

Based on Singapore Mathematics Curriculum

Numbers

Within 100,000

- Identify place values of digits
- Compare and order numbers within 100,000.
- Use place-value models to represent numbers to 100,000
- Round numbers within 100,000 to the nearest 10 or 100
- Find and complete regular number patterns for numbers within 100,000
- Find the factors and common factors of whole numbers within 100

Multiplication and division

- Multiply numbers within 10,000 by a 1-digit number
- Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder
- Multiply numbers within 10,000 by a 2-digit number
- Divide numbers within 10,000 by a 2-digit number
- Use estimation to verify the reasonableness of calculated results in multiplication and division problems
- Check division problems using multiplication
- Use order of operations to solve mathematical expressions

Decimals

- Use notation, understand tenths, hundredths, and thousandths, locate decimal numbers on a number line, compare decimal numbers
- Convert a decimal to a fraction and simplify
- Convert a fraction to a decimal number (denominators are a factor of 10, 100)
- Compare and order decimal numbers of up to 3 decimal places and fractions
- Round decimal numbers of up to 3 decimal places to the nearest whole number or to 3 decimal places
- Add/subtract decimal numbers of up to 3 decimal places
- Multiply/divide decimal numbers of up to 2 decimal places by a whole number
- Round off the quotient of a division problem correct to 2 decimal places
- Estimate answers in calculations and check reasonableness of answers

Geometry

Angles

- Identify acute, obtuse, and right angles and relate 90°, 180°, 270°, and 360° with quarter, half, three- quarter, and whole turn
- Measure and construct angles less than 360° with a circular protractor
- Recognise properties of angles, triangles, quadrangles, parallelograms and polygons

Lines & Symmetry

- Identify figures that have line symmetry
- Identify congruent and similar figures
- Create tessellations
- Identify perpendicular and parallel lines

Measurement

Time

- Tell time with seconds
- Understand the 24-hour clock
- Solve word problems

Area, Perimeter and Volume

- Find the area and perimeter of composite figures made from squares and rectangles
- Find the area, perimeter, and unknown sides of rectangles
- Find the volume of solid figures by counting cubic units
- Understand and use units of volume, such as cubic centimetre and cubic inch
- Find the volume of rectangular prisms with centimetre cubes

Data Analysis

Tables and Line Graphs

- Collect, organise, and analyse data using tables and line graphs
- Ask and solve questions related to data representation
- Collect, organise, and analyse data using line plots and line graphs
- Collect, organise, and analyse data using tables and bar graphs

International Primary Curriculum (IPC)

By International Curriculum Association

Learning Goals

The IPC is an internationally researched curriculum for learners aged 5-11 years old. The IPC consists of thematic units of learning which are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning and universally relevant to young learners. A 'milepost' is 2-3 years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

Unit of Work

The Process of the IPC

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has research **activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

Note: the exact order and weeks spent on each of the beloiw IPC units may change in accordance with the learning needs of the children.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost Three					
Grade 4	**Brainwave: The Brain** We will be learning about the brain and neuroeducation research, connecting the science of the brain to the art of learning. We will be exploring ways in which we can use our brains to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us. We will need to be metacognitive learners, scientists and internationally minded. How can we use our knowledge of the brain to help us improve our own learning?	**Full Power!** Electricity is one of the most important discoveries ever made and we have learnt how to use it to power almost every aspect of our lives. But who discovered electricity and how does it work? As scientists, we will investigate how electricity flows in different circuits, different materials that make good electrical conductors and insulators, explore new inventions that use renewable energy to generate electricity and how to be safe around electricity. As historians, we will find out the significant contributions of different scientists in the history of electricity. As designers and innovators, we will harness the power of electricity to create games.	**Here and Now, There and Then!** Some of you are lucky enough to have had the chance to travel to other countries and some of you may have even lived in other countries. In this unit, you will explore how your culture, experiences and relationships shape who you are. You will also learn about the influences that other cultures have had on your host, home, heritage and adopted countries.	**Climate Control** We will be learning about the way that people are causing the temperature of our planet to increase, why this happens and actions we must all take to limit our harmful impact on planet earth. We will need to be scientists, geographers and designers. Can you connect small actions with a planet-sized problem?	**Champions for Change (G4 Exhibition)** We will be learning about politics and how through voting and the democratic process we can enact change in the world and make a difference to improve our lives and the lives of others. We will need to think with an international perspective as we become historians and designers. What will you do with your vote? Which party or leader would you choose? What issues would get your attention? How could you change things for the better?	**Fascinating Forces!** We will be learning about forces and how for every action there is an equal and opposite reaction, this is what keeps an object floating on water (buoyancy) or up in the air. We will need to be scientists to investigate how surface area affects air resistance acting upon an object. We will learn the difference between mass and weight and about comparing density. We will also need to be innovators to plan and make our own powered boat using our scientific and technical knowledge. Without forces, swimmers can't swim smoothly in the pool and planes can't fly! Can we see forces? Or should we say, can we see and feel the effect of forces?

GRADE 4 CURRICULUM

Specialist Subjects

Physical Education

Students will enhance their gross motor skills acquired during in their lower school stages such as balancing, throwing, agility, running, jumping, and body coordination through a variety of games.

Students will be provided with an opportunity to acquire advance sport skills and strategies on effective performance such as attacking, dribbling, teamwork through a broad range of physical activities including ball games, striking games, athletic, dance, and outdoor activities.

Swimming

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate techniques in four competitive swimming strokes.

Art

The curriculum for art ensures that all students will be able to:

- Understand and learn about some of the forms used by artists in their work
- Be able to use a variety of materials, mediums and processes
- Be able to suggest ways of improving their own work
- Be able to comment on works of art using the appropriate art vocabulary
- Understand that the work of artists can be seen in a wide variety of places and situations

Science

Students study classification, states of matter, electricity, sound, and forces, applying scientific vocabulary and evidence-based reasoning.

Social Studies

Students examine governance, citizenship, human activity, and historical and geographical influences on societies.

Makerspace

Students apply innovative Makerspace concepts to real-world problems, underpinned by practical skills, including communication, inquiry, collaboration, creativity, problem solving and critical thinking skills. Students will partake in a skills-based, hands-on curriculum. The types of tasks students will participate in include:

Microbits

- Microbit mini projects

Microbit Programming

- Students will be able to create simple coding with DIY projects

Music

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

ICT

Students use coding, digital presentation tools, and online platforms more independently, while understanding digital safety and media awareness.

World Religions

In Grade 4, students develop a broader understanding of religious traditions, including their origins and key teachings. They are encouraged to think critically about similarities, differences, and the role of religion in shaping cultures.

Personal, Social and Emotional Development (P.S.H.E)

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

MFL: Mandarin

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 150 words
- Identify high-occurrence sentence patterns relating to the daily routine
- Identify high-occurrence radicals in Mandarin characters to aid recognition
- Understand and express simple words and have a foundation to pursue more advanced studies
- Appreciate Chinese culture in selected topics
- Explore supplementary materials, such as readers and short stories, to enhance their learning

International Studies

Students investigate world regions, global interdependence, and environmental issues, developing informed and respectful perspectives.

GRADE 4 CURRICULUM

Jewish Education

Students are given the choice between two Jewish Education Tracks:

- Jewish Education: Tal Am, which is taught in Hebrew.
- Jewish Education: Culture, which is taught in English.

Track One: Jewish Education: Tal Am

Tefilla (Prayer)

The children begin each day with Tefilla (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

Chagim (Festivals)

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

Torah – Bereishit and Shemot

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.

Parasha

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of a weekly Parasha workbooks while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

Halachot and Minhagim (Laws and Customs)

The students follow the units on Jewish laws and customs applicable to daily life and festivals including: Shabbat; Tefilla; Brachot, and Kashrut.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

Middot (Jewish Values)

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikun Olam, Healing the World and each class will be expected to be involved in a Social Action project.

Track Two: Jewish Education: Culture

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

Judaism

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

Sacred Texts

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

Jewish People

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life

Jewish Learning and Culture

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture
- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

Israel

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

Tikkun Olam (Social Action)

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

Universal Values

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives

Modern Foreign Language (MFL)

Ivrit, TalAm

At SMMIS we follow the TalAm Ivrit B'Ivrit philosophy where the students are fully immersed in a Hebrew environment, which leads to a mastery of conversational and written Hebrew.

A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew. Common Hebrew phrases are integrated into the classroom, objects are referred to by their Hebrew names, and instructions are given in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class. From Grade 1 the students are divided per class based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

Ivrit, Native Speakers

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

From K2 the students perfect their Hebrew writing through the Ariot and TalAm programmes. By Grade 2 the students learn how to write Hebrew script. Older students practice and reinforce these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

Ivrit, Ulpan, Beginners

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.

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GRADE 5 CURRICULUM

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- Participate in discussions, presentations, performances, roleplay/improvisations and debates
- Consider and evaluate different viewpoints

Guided Reading and Comprehension

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- Read and discuss a wide genre of books or texts
- Develop positive attitudes by
    - Recommending books to peers, giving reasons
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- Write using appropriate structure, vocabulary and grammar
- Use a dictionary or thesaurus accurately

Vocabulary, Grammar and Punctuation

- Use expanded noun phrases to convey complicated information
- Use modal verbs, passive verbs
- Recognise vocabulary and structures important for formal speech
- Use of the passive to affect the presentation of information
- Use perfect form of verbs to mark relationships of time and cause
- Link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections and layout devices
- Use of semi-colon, colon, bullet points
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading
- Write using appropriate structure, vocabulary and grammar
- Ensure correct subject and verb agreement when using singular and plural

Writing Composition

- Plan for writing by identifying the audience and purpose for the writing, selecting the appropriate structure and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on research when needed.
- When writing narratives, consider how authors have developed characters and settings and use these techniques in their own writing.
- Understand how choices in vocabulary and grammar can change and enhance meaning.
- Select from a range of cohesive devices and use them effectively within and across paragraphs
- Use organisational and presentational devices to structure texts
- Write from a variety of genres including comparison, expository, persuasive and narrative paragraphs
- Assess the effectiveness of their own and others' writing and propose changes to enhance effects and clarify meaning.
- Distinguish between the language of speech and writing and choose the appropriate register
- Perform their own compositions using intonation, volume and movement to convey meaning

GRADE 5 CURRICULUM

Numeracy

Based on Singapore Mathematics Curriculum

Numbers

Within 10 million

- Compare, order and pattern within 10 million
- Round off and estimate up to 10 million
- Use a scientific calculator
- Multiply by 10s, 100s, 1000s
- Divide by 10s, 100s, 1000s
- Understand and apply order of operations
- Solve word problems

Ratio and Rate

- Find ratio of up to 3 quantities
- Understand equivalent ratios
- Understand and calculate rate
- Solve word problems

Average

- Understand average
- Solve word problems

Fractions & Decimals

- Understand equivalent fractions
- Add and subtract mixed numbers
- Convert fractions to decimals
- Multiply a fraction and a whole number
- Multiply two fractions
- Multiply a mixed number and a whole number
- Place value of decimals to 10ths, 100ths, 1000ths
- Multiply decimals by 10s, 100s, 1000s
- Divide decimals by 10s, 100s, 1000s

Percentage

- Convert percentages to fractions and decimals
- Convert decimals and fractions to percentages
- Find the percentage of a quantity

Geometry

Triangles

- Find the base and height of a triangle
- Find the area of triangles
- Find the area of composite shapes involving triangles

Angles

- Understand the property of angles on a straight line
- Understand the property of angles around a point
- Understand the property of vertically opposite angles
- Find unknown angles

Properties of Triangles & Quadrilaterals

- Classify triangles by length of sides and by internal angles
- Classify quadrilaterals by their sides and parallel lines
- Understand the sum of angles in a triangle and a quadrilateral
- Understand the properties of right-angled, isosceles and equilateral triangles
- Understand the properties of parallelograms, rhombuses and trapeziums
- Find unknown angles in triangles and quadrilaterals

Geometrical Construction

- Draw triangles
- Draw 4-sided figures
- Draw cubes and cuboids

Measurement

Measurement

- Convert a measurement from a larger unit to a smaller unit
- Convert a measurement from a smaller unit to a larger unit

Volume of Cubes and Cuboids

- Calculate volume of solids made of cubes and cuboids
- Calculate volume of a cuboid
- Calculate volume of liquid
- Solve word problems

GRADE 5 CURRICULUM

International Primary Curriculum (IPC)

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Learning Goals

The IPC is an internationally researched curriculum for learners aged 5-11 years old. The IPC consists of thematic units of learning which are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning and universally relevant to young learners. A 'milepost' is 2-3 years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

Unit of Work

The Process of the IPC

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.

The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has research **activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

Note: the exact order and weeks spent on each of the beloiw IPC units may change in accordance with the learning needs of the children.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost Three					
Grade 5	**Brainwave: Metacognition** Hopefully you remember learning about the brain, if not then this unit might help! This unit is all about metacognition, learning about learning. We are going to find out how we can help our brain and memory work harder to help us learn. This will help us with all our future learning and make us even better learners!	**Existing, Endangered, Extinct** Our planet is teeming with different species of living things that thrive and survive all over the world, some in extreme environments. In this unit we will learn more about how we classify animals, how living things are adapted to their environments and how all living things are interdependent. As part of the web of life, humans also have an important role to play. How is human behaviour threatening the survival of many species? Can we preserve the biodiversity of our planet?	**What Price Progress?** Ever advancing science and technology are transforming the way we live our lives. This is nothing new, but we need to consider how technology meets our needs without compromising the ability of future generations to meet their needs. How will we continue to develop new technologies that are sustainable?	**Relationship & Reproduction** Puberty is the process by which our bodies become able to reproduce and in this unit we will be learning about this important rite of passage and the cognitive, emotional, physical, social and spiritual changes we might experience and also about human reproduction. We will need to be scientists as we find out about fertilisation and gestation, the two processes needed to produce a baby. We will also learn about sexuality, consent and digital risks.	**The Holiday Show (G5 Exhibition)** We will be learning about our responsibilities as tourists, and the impact that our choice of holiday and travel destination can have on the human and physical environment. We will need to be geographers to compare and contrast countries as tourist destinations. What are the positive and negative impacts of tourism on different places in the world?	**Moving People** We will be learning about the movement of people around the world. We will gain a deeper understanding of why people have moved and the impact these movements have made on society and culture. We will need to be historians, geographers and global citizens. We will reflect on the choice to move and those that have no choice but to move. Have you or any part of your culture been influenced by the movement of people in the past or the present?

GRADE 5 CURRICULUM

Specialist Subjects

Physical Education

Students will enhance their gross motor skills acquired during in their lower school stages such as balancing, throwing, agility, running, jumping, and body coordination through a variety of games.

Students will be provided with an opportunity to acquire advance sport skills and strategies on effective performance such as attacking, dribbling, teamwork through a broad range of physical activities including ball games, striking games, athletic, dance, and outdoor activities.

Swimming

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate techniques in four competitive swimming strokes.

Art

The curriculum for art ensures that all students will be able to:

- Understand and learn about some of the forms used by artists in their work
- Be able to use a variety of materials, mediums and processes
- Be able to suggest ways of improving their own work
- Be able to comment on works of art using the appropriate art vocabulary
- Understand that the work of artists can be seen in a wide variety of places and situations

Science

Students deepen their understanding of living systems, materials, Earth and space, and scientific enquiry through observation, testing, and explanation.

Social Studies

Students explore citizenship, social organisation, and global connections, developing a stronger sense of identity, empathy, and responsibility.

Makerspace

Students apply innovative Makerspace concepts to real-world problems, underpinned by practical skills, including communication, inquiry, collaboration, creativity, problem solving and critical thinking skills. Students will partake in a skills-based, hands-on curriculum. The types of tasks students will participate in include:

Microbits

- Microbit mini projects

Microbit Programming

- Students will be able to create simple coding with DIY projects

Music

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

ICT

Students consolidate coding, data handling, online collaboration, and digital communication, showing increasing independence and responsibility.

World Religions

Grade 5, students engage in more in-depth study of world religions, exploring beliefs, practices, and ethical teachings. They reflect on how religion influences identity, global perspectives, and intercultural understanding.

Personal, Social and Emotional Development (P.S.H.E)

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

MFL: Mandarin

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 200 words
- Develop listening and speaking of high-occurrence sentence patterns relating to self-expression
- Identify high-occurrence radicals in Mandarin characters to aid recognition
- Understand and express simple words and sentences to achieve specific communication tasks
- Appreciate Chinese culture in selected topics
- Explore supplementary materials, such as readers and short stories, to enhance their learning

International Studies

Students analyse global issues, intercultural relationships, and sustainability, preparing them to think critically about the wider world.

GRADE 5 CURRICULUM

Jewish Education

From Grade 5 students are given the choice between two Jewish Education Tracks:

- Jewish Education: Tal Am, which is taught in Hebrew
- Jewish Education: Culture, which is taught in English

Track One: Jewish Education: TalAm

Tefilla (Prayer)

The children begin each day with Tefilla (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

Chagim (Festivals)

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

Torah – Bereishit and Shemot

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.

Parasha

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of weekly Parasha workbooks while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

Halachot and Minhagim (Laws and Customs)

The students follow the units on Jewish laws and customs applicable to daily life and festivals including: Shabbat; Tefilla; Brachot, and Kashrut.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

Middot (Jewish Values)

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikkun Olam, Healing the World and each class will be expected to be involved in a Social Action project.

Track Two: Jewish Education: Culture

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

Judaism

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

Sacred Texts

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

Jewish People

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life

Jewish Learning and Culture

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture
- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

Israel

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

Tikkun Olam (Social Action)

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

Universal Values

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives

Modern Foreign Language (MFL): Ivrit

Ivrit, TalAm

At SMMIS we follow the TalAm Ivrit B'Ivrit philosophy where the students are fully immersed in a Hebrew environment, which leads to a mastery of conversational and written Hebrew.

A progressive Hebrew language programme is introduced through the use of themes and concepts which are explored in Hebrew. Common Hebrew phrases are integrated into the classroom, objects are referred to by their Hebrew names, and instructions are given in Hebrew.

Hebrew vocabulary holds a main focal point in the study of Hebrew and is emphasised with weekly lists and various games and activities. The students practice their language skills by reading and writing Hebrew in correlation to the topics taught in class. From Grade 1 the students are divided per class based on their ability and proficiency in Hebrew. We ensure that an appropriate enrichment and levelling programme is implemented in all Hebrew classes.

Ivrit, Native Speakers

We follow the Israel Ministry of Education recommended syllabus for native Hebrew speakers.

From K2 the students perfect their Hebrew writing through the Ariot and TalAm programmes. By Grade 2 the students learn how to write Hebrew script. Older students practice and reinforce these skills through various level appropriate workbooks. Each class is given a set of Matarot, goals to achieve throughout the year.

Ivrit, Ulpan, Beginners

We ensure that students that are new to the Hebrew language or that do not have enough prior language acquisition are placed in our Ulpan programme, which enables them to have a solid foundation before entering the mainstream classroom.

In our Hebrew programme the students placed in Ulpan have an opportunity to move up to the next level once a set of goals are acquired. Students are monitored regularly throughout their time in Ulpan.