

Grade 5 Curriculum Handbook

BBS Vision and Mission

Our vision: A community of ‘vibrant and global thinkers’.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

The PYP Framework and Berliner Rahmenlehrplan

The PYP programme offers an international curriculum, which addresses the whole child, catering for children’s academic, social and emotional growth through an inquiry-based approach. The programme at BBS is aligned with the Berliner Rahmenlehrplan (local Berlin state curriculum.) The PYP framework is transdisciplinary and connections are made across curriculum areas in both English and German, where authentic and meaningful.

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Language

In Grade 5, We use the Daily 5 curriculum approach to teach the routines and strategies required for the five pillars of Language Development: Work on Writing, Word Work (spelling), Read to Someone, Listen to Reading, and Read to Self. We incorporate the use of Information Technology into our language learning.

Reading

In Grade 5, we focus on the development of skills to independently select appropriate and varied reading material. We use the Readers' Cafe strategies to develop fluency, accuracy, comprehension and vocabulary. Children should be reading at home regularly and we encourage parents to read and take time to share stories with their children. Children take part in book studies and 'literature circles' throughout the year. They have a Library session each week, and also access to hundreds of online books via the GetEpic website.

With the development of research skills in mind, there is also a considerable focus on the development of note taking and summarizing skills throughout the year, using a variety of graphic organisers and strategies.

Writing

Children have opportunities to write in a range of styles, often in the context of the unit of inquiry. Writing styles explored in Grade 5 include:

- Interviews
- Script writing
- Procedural writing
- Explanation texts
- Narrative fiction

- Poetry
- Persuasive writing

Speaking and Listening

Children have many opportunities to enhance and extend their speaking and listening skills, through discussions, conversations, debates and group and individual presentations.

Viewing and Presenting

Children explore and use a range of tools and techniques to interpret presentations and create their own visual work that is attractively and effectively presented.

Children with English as an Additional Language (EAL) receive support either in class or in small group sessions.

For a fuller breakdown of language learning objectives, please refer to the curriculum documents on the school website.

Digital Literacy

We integrate ICT skills into several facets of language development, such as: online communication; keyboard searches including use of key words and safe search options; maintaining a bibliography of reliable sources; analysing and synthesising information found online from safe platforms.

German A

In Anknüpfung an die Bildungsstandards der Kultusministerkonferenz für den Deutschunterricht werden fünf Kompetenzbereiche ausgewiesen, die in vielfältiger Weise miteinander verzahnt sind. In den prozessbezogenen Kompetenzbereichen Sprechen und Zuhören, Schreiben und Lesen werden dabei sowohl produktive als auch rezeptive Kompetenzen ausgewiesen, die – als sprachliche Handlungen und Routinen – sowohl fachbezogen als auch überfachlich bedeutsam sind. Die fachspezifischen Kompetenzbereiche “Mit Texten und Medien umgehen” und “Sprachwissen und Sprachbewusstheit entwickeln” weisen die Teilgebiete des Faches aus, in denen die prozessbezogenen Kompetenzen im Unterricht erworben werden. Das Curriculum der BBS basiert auf den Vorgaben des Berliner Rahmenlehrplans (ein Link dazu finden Sie auf der schulinternen Website).

Einige der Kompetenzbereiche sind folgende:

Produktion von Texten

In diesem Lernbereich soll sowohl die mündliche als auch die schriftliche Produktion von Texten geübt werden. Handlungs- und produktionsorientierte Verfahren vermitteln hier Einsicht in grundlegende Erzählstrukturen. Die gewonnenen Erkenntnisse und Fertigkeiten fördern eigene Erzähl- und Schreibversuche und helfen bei der Texterschließung, dem Schwerpunkt des Lernbereichs Umgang mit Texten.

Umgang mit Texten

Hier werden verschiedene Textsorten präsentiert und deren Strukturmerkmale untersucht. Es soll die besondere „Machart“ des jeweiligen Textes deutlich werden.

Reflexion über Sprache

Ziel ist es, Einsichten in den Aufbau und das Funktionieren der Sprache zu vermitteln. Abhängig von der Zusammensetzung der Gruppe (Muttersprachler/Nicht-Muttersprachler) werden relevante Probleme der Grammatik/Rechtschreibung in regelmäßig sich wiederholenden Fehleranalysen thematisiert.

Andere Schwerpunkte werden Satz- und Wortlehre sein.

Auszug aus dem Berliner Rahmenplan:

Kompetenzen:

Sprachwissen und Sprachbewusstheit entwickeln - Sprache nutzen und Sprachgebrauch untersuchen - sprachbewusst handeln	Sprechen und Zuhören - zu anderen sprechen - mit anderen sprechen - verstehend zuhören	Mit Texten und Medien umgehen - literarische Texte erschließen - Sach- und Gebrauchstexte erschließen - Texte in anderer medialer Form erschließen
	Schreiben - Schreibfertigkeiten nutzen - richtig schreiben - Schreibstrategien nutzen	
	Lesen - Lesefertigkeiten nutzen - Lesestrategien nutzen - Textverständnis sichern	

Die Themen, anhand derer die Schülerinnen und Schüler diese Inhalte lernen sollen, sind frei wählbar und werden von den Lehrkräften festgelegt. Zum Beispiel ist einer der literarischen Texte, welche von den Deutschlehrern der BBS ausgewählt wurde, "Als Hitler das rosa Kaninchen stahl". Dieser passt thematisch in die PYP Unit Migration der Klasse 5.

Im Unterricht wird das Lehrmaterial Deutschbuch Arbeitsheft 5 (Klett Verlag) verwendet.

German B

In Grade 5 the students practise all four of the language skills: listening, speaking, reading and writing. They read short texts with few unknown words and can extract main points as well as detailed information. With preparation the students can hold short conversations about familiar topics. They are able to ask and answer easy questions. With the help of templates, they can write short texts.

In their last year of primary school, the students begin to learn grammar explicitly with the aim of applying the learned rules in various contexts.

The students acquire and practise German with the help of the work- and exercise book “Die Deutschprofis A1/A2” which provides key vocabulary, authentic texts, audios, games and songs in German.

	Level A1	Level A2
Unit 1	Das bin ich	
Unit 2	Daher komme ich und dort wohne ich	Meine Freunde
Unit 3	Meine Schule	Leben in Europa
Unit 4	Meine Zeit	Meine Gesundheit
Unit 5	Meine Umwelt	

Maths

Grade 5 children learn about the following Mathematics topics:

- Place value with numbers up to 1,000,000
- Addition and subtraction with whole numbers and decimals
- Multiplication and division of whole numbers and decimals
- Recall of multiplication tables up to 12
- Factorisation
- Fractions, decimals and percentages and the relationship between them
- Interpreting and representing data in tables, graphs, charts and diagrams
- Mean, median and mode averages
- Probability
- 2D and 3D shape
- Measurement, temperature and time
- Angles
- Coordinates
- Area, perimeter and volume
- Pattern and function

Children have access to Mathletics and Espresso (monolingual), or Matific and Anton (bilingual) to practice and consolidate their learning in Maths digitally.

Unit of Inquiry

Children inquire into six transdisciplinary units. Each unit is explored in a block of approximately 6 weeks, with the exception of the Changes unit, which is spread out over the whole year.

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Unit title	Changes	Migration	Performance	Materials and Matter	The Journey of Stuff	The Exhibition
Central idea	As they grow up, people experience physical and emotional changes which affect their evolving identity.	Human migration is a response to challenges, risks and opportunities.	Across cultures, places and times people have connected with others through dramatic performances.	Understanding the way materials behave and interact determines how people use them.	Understanding production and waste management systems allows people to make more informed choices about their use of resources	To be decided: student led
Lines of inquiry	<p>The physical changes that occur during puberty</p> <p>Habits and routines that help people manage these changes</p> <p>The different influences on a person's identity over time</p>	<p>The reasons why people migrate</p> <p>Where people migrate from and to</p> <p>The effects of migration on communities, cultures and individuals</p>	<p>Dramatic performance from different times and cultures</p> <p>Different ways performance can be experienced and interpreted</p> <p>The process involved in creating a dramatic performance</p>	<p>Properties of solids, liquids and gases</p> <p>Changes that occur in different materials</p> <p>How materials are used based upon their properties.</p>	<p>How basic resource sare used and recycled</p> <p>How waste is managed locally and globally</p> <p>The environmental and human benefits and costs of recycling</p>	To be decided: Student led
Key concepts	Function Change	Change Perspective	Function Perspective	Form Change	Function Causation	To be decided

		Causation	Connection	Function	Responsibility	
Learner Profile Attributes	Open Minded Caring Communicator	Open-minded Caring	Risk Taker Communicator	Inquirer Knowledgeable	Inquirer Knowledgeable Thinker	All

Science

Science learning takes place within the context of the units of inquiry. The science strands are:

- Living things
- Earth and space
- Forces and energy
- Materials and matter

In the ‘living things’ strand, children learn about how the human body changes as a person gets older; the physical, emotional and social changes that occur during puberty; the human reproductive system; the importance of a healthy lifestyle during puberty (exercise, rest, diet, personal hygiene)

In the ‘materials and matter’ strand, children learn about: the different states of matter; reversible and non-reversible changes; the differences between physical and chemical changes; the benefits and challenges of changing materials to suit people’s needs and wants; the environmental impact of some manufacturing processes.

In addition, the ‘forces and energy’ and ‘earth in space’ strands are explored during the Exhibition (depending on the direction of students’ inquiries.)

The science skills developed throughout the PYP science curriculum are:

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences

- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions

Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

In the Human systems and economic activities strand, children learn about how basic resources can be recycled, and how waste is managed locally and globally.

In the 'social organization and culture' strand, children learn about the ways in which migration may influence an individual's and a community's culture.

In the 'continuity and change through time' strand, children learn about why people migrate (past and present), the effects of migration on individuals and communities.

In the 'human and natural environments' strand, children learn about how people adapt to and alter their environment.

In the 'resources and the environment' strand, children learn about the finite and infinite resources of the planet, and about the environmental impact of some manufacturing processes.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Visual Arts

When creating works of art, children in Grade 5 explore different media and begin to innovate in the visual arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

When responding to works of art, learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Children in Grade 5 will further develop their awareness of line, shape, form, colour and tone, texture, pattern and rhythm and space. They do so through a variety of media such as drawing, painting, printing, clay, construction and fabric and fibre.

Physical Education

Grade 5 children will reflect and act upon their preferences for physical activities in leisure time. They will understand the interdependence of factors that can affect health and well-being. They will identify realistic goals and strategies to improve personal fitness. They will exhibit effective decision-making processes in the application of skills during physical activity. They will introduce greater complexity and refine movements to improve the quality of a movement sequence. Learners will recognize the importance of moderation in relation to safe personal behaviour.

Grade 5 children cooperate in group and team activities and can take on different roles and responsibilities. They engage in group problem solving and are able to communicate with others in constructive ways. They will further develop and apply the skills needed to play a variety of team games. They will utilize a variety of strategies in team games.

The Physical Education strands are:

- Individual pursuits (athletics, pedometer challenge)
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges (team building)
- Health-related fitness (pedometer challenge)

Music

Grade 5 children will develop musical ideas in composition. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. They will create their own music and perform it to others using increasingly sophisticated instruments. They will arrange other people's music in interesting ways. They will develop ensemble skills. They will produce their own drama and musical production. They will continue to develop their understanding of music from different sources and cultures.

The Music strands are:

- Plays from and uses simple notation
- Uses musical language
- Music Theory Knowledge
- Singing in time and tune
- Following the pulse
- Responds to the group when playing in an ensemble
- Playing instruments/ Transfers existing musical knowledge to new instruments
- Fitting different rhythms and melodies together
- Manipulating sound to fit with mood or feeling
- Composes or arranges music according to instructions

Unit	Description
Gamelan	Students study Gamelan music from Indonesia. They create their own Gamelan pieces featuring multiple melodies played alongside one another using the pentatonic scale.
Production	Students produce a play based on a script they wrote in Grade 4.
Major Scale Construction	Students learn about intervals and the pattern that creates a major scale. They learn how to create and play major scales and major chords.

Covers Unit	Students choose a cover song from a selection of choices. In groups they learn to sing and play this song on the ukulele. They then choose different instruments and learn this song as a band.
Self-Led Project	Students choose groups to work in and decide on a musical project to perform at their leavers' assembly.

Personal Social and Health Education

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills. There are three PSHE strands:

- **Myself**
Strand units: self-identify; taking care of my body; growing and changing, safety and protection
- **Myself and others**
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- **Myself and the wider world**
Strand units: developing citizenship; media education

Information and Communications Technology (ICT)

Grade 5 students are coached to develop confidence and literacy in the following ICT skill areas:

Google Drive:

- Managing and organising folders of work online
- Creating and formatting google docs, drawings and slides
- Sending surveys using google forms
- Creating graphs using google sheets
- Basic keyboard shortcuts and techniques for efficiency

Platforms

- Responsible use and Digital Citizenship
- Language platforms such as Epic, Discovery Education, NewsELA, Readworks and more

Email:

- Professional email courtesy
- Email formatting