



Smiling  
International  
School

5<sup>th</sup> GRADE

**CURRICULUM**

**TOPICS**

A.S.2024-2025

# Mathematics

\*These objectives should be applied throughout all Maths topics

## PROBLEM SOLVING

### Overall Expectations

By the end of fifth grade, students should:

- learn and follow the order of operations when working with mathematical expressions
- understand the meaning of keywords found in word problems and choose the appropriate operation to solve them
- use diagrams to organise data and solve word problems
- use previously acquired knowledge to make reasonable estimations when solving problems

### Specific Expectations

- solve expressions with one or more sets of brackets following the order of operations
- explore effective strategies and useful steps to help read, understand and solve multi-step word problems
- use mathematical thinking and processes to solve increasingly complex multi-step word problems (e.g. diagrams, tables, drawings)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless or contradictory data within a word problem
- use mathematical knowledge to make logical estimations about the expected answer when solving problems

## PLACE VALUE

### Overall Expectations

By the end of fifth grade, students should:

- recognise place value up to millions and billions
- understand and work with powers and roots of a number
- work with relative numbers (positive and negative numbers)
- review decimal place value to thousandths
- round numbers to a given unit
- apply understanding of Roman Numerals to solve problems

## Specific Expectations

- read, write, compare and order whole numbers up to 1.000.000
- understand and recognise the place value of numbers up to 1.000.000
- understand and be able to complete operations and solve problems with negative numbers
- understand and be able to work with powers and square roots of numbers
- solve problems with decimal numbers up to thousandths
- identify the place value of digits in a number and round to the nearest 10, 100 or 1000
- read and write Roman Numerals up to 1000 (M) using the patterns in their formation to solve problems

## THE FOUR OPERATIONS

### Overall Expectations

By the end of fifth grade, students should:

- work with whole numbers up to 1.000.000 with increasing confidence in the four operations
- work with decimal numbers up to thousandths with increasing confidence in the four operations
- understand and apply properties of operations
- develop effective mental strategies in the four operations
- double and half numbers up to 1000 with increasing fluency

### Specific Expectations

- understand and apply the properties of addition (commutative and associative)
- understand and apply the invariant property of subtraction and division
- understand and apply the properties of multiplication (commutative, distributive and associative)
- carry out addition and subtraction operations up to 1.000.000 using written methods
- carry out mental methods of addition and subtraction making use of effective strategies such as the inverse rule and the properties of operations
- carry out multiplication operations up to 1.000.000 using a written methods and employing knowledge of times tables
- carry out division operations up to 1.000.000 using a the 'long division' method
- carry out mental methods of multiplication and division making use of effective strategies such as the inverse rule and the properties of operations
- use the four operations to solve problems with decimal numbers
- multiply whole and decimal numbers by 10, 100, and 1000, and understand how place value changes, and why the decimal point moves
- learn and develop effective mental strategies for doubling and halving numbers to 1000

# FRACTIONS, DECIMALS, AND PERCENTAGES

## Overall Expectations

By the end of fifth grade, students should:

- identify and work with different types of fractions with increasing confidence
- calculate fractions of amounts and solve problems involving fractions, decimals and percentages
- relate fractions to decimals and percentages

## Specific Expectations

- recognise and name different types of fractions (proper, improper, mixed number) and be able to convert from a mixed number to an improper fraction
- add and subtract fractions with the same denominator
- compare fractions with the same and different denominator
- simplify fractions using knowledge of factors and multiples
- identify and make equivalent fractions using the multiplication and division of the numerator and denominator by the same factor or multiple
- find the fraction of an amount and vice versa (e.g.  $\frac{1}{2}$  of 50 = ?; 25 is  $\frac{1}{2}$  of what amount?)
- understand percentages and how they relate to fractions and decimals
- use different strategies to calculate percentages of an amount
- solve real-life money problems related to discounts and sales using percentages
- learn effective strategies to convert between fractions, decimals and percentages

# MULTIPLES AND FACTORS

## Overall Expectations

By the end of fifth grade, students should:

- understand the definition of multiples and factors
- understand the difference between prime numbers and composite numbers

## Specific Expectations

- learn and understand the definition of multiples and factors
- find factors and multiples of given numbers, including common factors and multiples
- use knowledge of factors and multiples to solve problems
- understand that a prime number has only two factors
- understand that a composite number can be broken down into more than two factors

# MEASUREMENT AND MONEY

## Overall Expectations

By the end of fifth grade, students should:

- explore a variety of measurements and relate them to standard units of measure
- express measurements using multiples and submultiples
- apply problem solving skills to real life situations using measurement

## Specific Expectations

- know standard units of measurement for length, capacity, weight, area, time and money
- carry out measurements of length, capacity, weight and area using standard units
- express measurements and equivalent measurements of length, mass, capacity, area and time using multiples and submultiples
- perform estimations and practical investigations to record and compare measurements of length, capacity and mass
- use measurement data to calculate length, capacity, mass, time and area
- solve real-life money problems related to buying and selling (e.g calculating cost, sale, profit, discounts and interest)
- convert between different units of time
- solve word problems involving calculating time and elapsed time

# GEOMETRY

## Overall Expectations

By the end of fifth grade, students should:

- describe, classify and determine the properties of a range of 2D and 3D shapes
- calculate the height, area and perimeter of 2D shapes
- calculate the area, diameter and circumference of a circle
- extend understanding of coordinates and carry out the translation and rotation of a range of geometric shapes on coordinate grids

## Specific Expectations

- distinguish between polygons and non-polygons
- analyse, describe and classify 2D and 3D geometric shapes according to their properties
- understand the structure of 3D geometric shapes using 2D nets
- identify and reproduce a 2D or 3D geometric shape from the description of its properties
- know and be able to identify the properties of triangles (sides, vertices, angles, height)

- know and be able to identify the properties of quadrilaterals (sides, vertices, angles, height)
- calculate the perimeter of a range of geometric shapes and identify the relationship between area and perimeter
- know the formulae for, and be able to calculate, the area of a square, rectangle, triangle, parallelogram, rhombus, trapezium
- use partitioning of simple and complex shapes to recognise that different 2D shapes may have the same surface area
- understand the relationship between the radius, diameter, circumference and area of a circle
- calculate the circumference and area of circle
- make comparisons between solid shapes in the surroundings and on paper
- calculate the base/side surface area and total surface area of a range of solid shapes
- understand the concept of volume and calculate the volume of simple solid shapes
- use coordinates to plot and locate points and shapes on a grid
- carry out the rotation and translation of a range of geometric shapes

## STATISTICS AND PROBABILITY

### Overall Expectations

By the end of fifth grade, students should:

- interpret and draw information from a range of graphs, charts and tables
- calculate the probability of simple events using maths
- find the average, mode and median of a range of given numbers
- tackle and solve word problems in a range of contexts

### Specific Expectations

- explore problematic situations in order to resolve 'brain teasers' and logic puzzles
- collect, sort, organise, interpret and represent information in a variety of charts, graphs and tables
- compare and contrast different ways, and consequent advantages or disadvantages, of representing the same data
- sort, interpret and qualify data using numerical and statistical averages (frequency, mean, median, mode and range)
- in concrete and numerical situations, perceive and calculate the probability of an event as a fraction or ratio
- in concrete and numerical situations, perceive and calculate the probability of an event in terms of certain, likely, equal probability, possible, improbable/unlikely and impossible

# English

## SPEAKING AND LISTENING

### Overall Expectations

By the end of fifth grade, students should:

- be able to adapt the pace and loudness of speaking when performing or reading aloud
- listen attentively, and evaluate what is heard giving reasons for agreement or disagreement, learning to deal politely with opposing points of view
- describe events and opinions with increasing clarity and confidence, shaping and organising ideas clearly when speaking

### Specific Expectations

- accurately ask and answer questions using correct grammatical structures
- adapt and use appropriate pace, tone and vocabulary when performing or reading aloud
- shape and organise ideas clearly when speaking
- talk confidently and listen purposefully in a range of contexts
- describe events and convey opinions with increasing clarity
- develop confidence in performing (e.g. in a play scene)
- prepare and present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- tell a story using notes designed to cue and techniques, such as repetition and humour
- report back to a group, using notes to present findings about a topic studied

## GRAMMAR AND PUNCTUATION

### Overall Expectations

By the end of fifth grade, students should:

- accurately use punctuation relevant to genre and context
- correctly use the conventions of standard English including verb agreement, pronouns and an accurate use of prepositions
- understand and follow grammar rules with increasing accuracy paying attention to exceptions

### Specific Expectations

- correctly use commas and apostrophes in speech, contractions and to show

- possession
- identify uses of the colon, semi-colon, dashes and brackets
  - use relative, reflexive, demonstrative, possessive, subject and object pronouns accurately and consistently
  - use countable and uncountable nouns correctly
  - explore abstract and concrete nouns
  - apply subject-verb agreement consistently
  - correctly use the present and past continuous tense
  - confidently form regular and irregular simple past tense verbs
  - know the conventions and proper usage of the Past Simple, Present Perfect, and the Future tenses
  - identify and use modal verbs
  - explore active and passive verbs within sentences
  - investigate clauses (relative, main and subordinate) within complex sentences
  - understand the difference between direct and indirect speech
  - correctly use adverbs and adverbial phrases to modify verbs and adjectives
  - use a range of prepositions and prepositional phrases
  - accurately use a variety of coordinating and subordinating conjunctions
  - explore and correctly use the conditional tense
  - accurately use articles, quantifiers and determiners

## WRITING

### Overall Expectations

By the end of fifth grade, students should:

- explore the features of a variety of fiction and non-fiction texts
- plan and write a range of extended texts including narratives, playscripts and non-chronological reports choose words and phrases carefully to convey feeling and atmosphere and begin to use figurative language to evoke imaginative response
- review, revise and edit writing in order to improve it

### Specific Expectations

#### Key Skills

- use synonyms of verbs, adjectives and adverbs to enhance writing
- use 'powerful' vocabulary to strengthen the impact of descriptive writing
- re-read and edit writing to check punctuation, grammatical sense and to make improvements
- use paragraphs to organise writing and distinguish between different ideas, information or events
- make notes, write reviews and summarise a paragraph, passage or book in a limited number of words



## Fiction

- plan and write extended stories in different genres
- explore alternative story openings and endings
- plan and write narratives with a beginning, middle and ending in which events are sequenced logically and conflicts are resolved
- use settings, dialogue and characterisation effectively to engage readers' interest
- use language to create emphasis, humour, atmosphere or suspense
- write and perform poems, attending to the use of poetic devices (alliteration, rhyme, imagery, figurative language)
- write a short play script
- write a modern version of a classic text or poem using mentor texts
- choose words and phrases carefully to convey feeling and atmosphere
- use figurative language to evoke imaginative response
- write new scenes or characters into a story, or write from another viewpoint

## Non-Fiction

- develop biographical and autobiographical writing in role
- write a commentary on an issue, setting out arguments for and against and justifying a personal view
- argue a case in writing, developing points logically and convincingly
- write a balanced report of a controversial issue
- write non-chronological reports (leaflets, instructions, newspaper reports, letters)
- write persuasive texts
- write explanatory texts
- write first- person recounts (diaries, blogs etc)

# SPELLING AND VOCABULARY

## Overall Expectations

By the end of fifth grade, students should:

- make use of known spellings and spelling patterns in all writing
- carry out spelling 'self-checking' and proofreading
- develop knowledge of increasingly complex vocabulary

## Specific Expectations

- use effective strategies to learn new spellings and correct mis-spelt words
- spell words ending in -ing that require the doubling of consonants
- correctly use spelling rules for plurals
- recognise common letter strings in words pronounced differently (e.g. tough, through, trough, plough)
- extend earlier work to support spelling (e.g. sign, signal, signature)
- identify and spell words containing unstressed vowels (e.g. carpet, interest)
- learn spelling rules for words ending in 'e' and 'y' (e.g. take/taking, try/tries)
- investigate ways of creating opposites ( 'un', 'im')

- investigate patterns in the use of sin on prefixes and suffixes (auto- , bi-, trans-, im-, ir-, -cian)
- identify word roots and double consonants (e.g. full/ful)
- use different synonyms for verbs and adjectives and investigate shades of meaning
- recognise meaning in figurative language: puns, proverbs, alliteration, personification, onomatopoeia, idioms, similes and metaphors
- correctly use and spell homophones

## READING AND COMPREHENSION

### Overall Expectations

By the end of fifth grade, students should:

- explore the features of a variety of texts (poetry and prose) which recount events and experiences
- read and evaluate non-fiction texts for purpose, style, clarity and organisation and develop note-taking skills by extracting key points and linking ideas
- understand the use of persuasive devices, words and phrases in print and other media
- analyse a variety of texts in depth to discover meaning and answer increasingly complex text-based questions to show comprehension

### Specific Expectations

#### Key Skills

- learn and apply effective spelling rules and use context clues and inference to tackle unfamiliar vocabulary
- read a range of different texts with accuracy, expression and fluency
- accurately identify different genres and themes
- explain how writers use figurative and expressive language to create images and atmosphere
- understand how paragraphs and chapters are used to organise ideas
- apply knowledge of different organisational text features to find information effectively
- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
- determine the main idea of a text and explain how it is supported by key details
- summarise texts

#### Fiction

- describe characters in a story (using their traits, motivations, feelings etc) and explain how their actions contribute to the sequence of events.
- identify imagery techniques used by writers and explain their effects
- identify plot devices used by writers (cliffhangers, climax, flashback etc)
- investigate how settings can shape characters and plot
- infer characters' reasons for behaviour from their actions
- understand how expressive and descriptive language creates mood
- compare and contrast poems and investigate poetic features such as figurative language,

rhyme, alliteration and assonance

- read and perform play scripts, exploring how scenes are built up

#### Non- Fiction

- identify different types of non-fiction text and their features: persuasive, explanatory, biographical
- read newspaper reports, instructional texts and non-chronological reports and consider how they engage and inform the reader
- distinguish between 'fact', 'opinion' and 'fake news' in reading and other media
- understand how points are ordered to make a coherent argument

# Science

## LIFE CYCLE AND GROWTH OF FLOWERING PLANTS

\*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

### Overall Expectations

By the end of fifth grade, students should:

- understand that not all plants produce flowers
- name parts of a flower and describe their function
- describe the life cycle of a flowering plant
- identify the main methods of seed dispersal
- explain the processes of photosynthesis, pollination, germination and fertilisation
- identify the conditions that plants need to grow

### Specific Expectations

- understand and explain the conditions that plants need to grow and explain how plants make their own food through photosynthesis
- understand the differences between the structure of non-flowering plants and flowering plants
- identify parts of a flower and describe their functions
- understand and explain the stages in the life cycle of a flowering plant
- explain how flowering plants reproduce through the processes of pollination, fruit and seed production, and seed dispersal
- describe the process of seed germination and know that seeds, in general, require water and an appropriate temperature to germinate
- describe how plants and animals are adapted to environments that are hot, cold, wet and/or dry
- describe how flowering plants are adapted to attract pollinators and promote seed dispersal

## LIFE CYCLE AND GROWTH OF HUMANS AND ANIMALS

### Overall Expectations

By the end of fifth grade, students should:

- name and explain the life processes in animals
- understand the importance of animal reproduction
- describe life cycles in insects, amphibians, birds and mammals

### Specific Expectations

- name and explain the life processes common to humans and animals and explore the

- different ways in which animals can move, reproduce, respire, eat and use senses
- describe differences between living and non-living things
- identify similarities and differences in the life process of plants and animals
- identify and explain the differences between the life cycles of mammals, amphibians, insects and birds
- describe the changes as humans develop to old age

## THE HUMAN BODY

\*This topic replaces Unit 3 of the Oxford Textbook to cover all Italian Curriculum objectives

### Overall Expectations

By the end of fifth grade, students should:

- understand the body as an organisation of cells, tissues, organs and systems
- understand the function of the various body systems, including respiratory, circulatory, excretory, digestive, skeletal, muscular, sensory and reproductive
- identify the body's vital organs and associate the body system to which it belongs

### Specific Expectations

- understand that cells are the basic units of life, learning about their basic structure and function
- explore and identify different cell types and understand how their functions differ, and how this is reflected in their structure (e.g. bone cells, white blood cells)
- learn how cells can be organised to form tissues
- learn how tissues are organised into organs, and know the name, function and location of major organs
- understand the basic structure of the body and where bone, muscle, organs and skin are in relation to one another
- understand how organs work together to form body systems
- explore the function, organisation and location within the body of the following systems:
  - The respiratory system; understand how lungs work (transferring oxygen and carbon dioxide), function of rib cage, diaphragm etc. Explore how lungs can be damaged
  - The circulatory system; the role of blood vessels, heart, blood and lungs. Investigate what gets passed to and from the cells, understand the cyclical nature and links with the respiratory system
  - The skeletal system; understand the role of the skeleton (support, protection, movement, blood cell production), and learn the names of major bones
  - The muscular system; learn the names of major muscles and muscle groups, understand how muscles work and the role of tendons
  - The digestive system; understand the role of the mouth, teeth and tongue, the function of different parts of the system, the names of the various organs, the importance of a balanced diet and the journey and transition of food through the system

- The excretory system; know its relation to the digestive and other systems, understand the role of the kidneys
- The sensory system; look at the specific role of the skin, eyes, nose, ears and tongue. Understand how our senses help us interact with the world
- The nervous system; understand the role of the central and peripheral nervous system, the role of the senses, brain and spinal cord. Explore the differences between reflex and reaction.
- The reproductive system; know the major organs of the reproductive system, understand the process of fertilisation and the stages of development in the womb, from conception to birth

## EARTH AND SPACE

\*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

### Overall Expectations

By the end of fifth grade, students should:

- know the order of the Sun and planets in the solar system
- understand that the Earth spins on its axis and that it orbits the Sun
- explain how the spin of the Earth gives us day and night
- know that the seasons, length of days and nights differ according to the time of year and location of the Earth relative to the Sun

### Specific Expectations

- explore and understand the origins of the universe (Big Bang)
- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky
- understand how Earth moves in the solar system making reference to: rotation, revolution and tilt
- understand that all planets orbit the sun and that Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth
- understand that the tilt of the Earth and its orbit around the Sun cause different seasons over the course of a year
- explore other components of the solar system, including stars, natural satellites, comets, asteroids, and meteoroids, and describe their physical characteristics
- explore the physical features of the sun and understand its importance

# FORCES IN ACTION

\*Some objectives and lessons from this unit in the Oxford textbook have been removed because they are covered in Middle School Science

## Overall Expectations

By the end of fifth grade, students should:

- understand that gravity is a force that pulls objects towards the Earth
- understand the effect of friction between two surfaces
- investigate the link between surface area and air resistance on objects
- investigate the link between shape and water resistance
- know how simple machines can reduce the amount of force required

## Specific Expectations

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- investigate how forces act in opposite directions to move an object and can vary in strength
- understand that the application of a force involves a transfer of energy and energy can never be created or destroyed
- identify the forces acting on a floating or sinking object
- experiment with and understand balanced and unbalanced forces
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

# History

## HISTORIAN'S SKILLS

\*Not a standalone unit, objectives to be incorporated into other units.

### Overall Expectations

By the end of fifth grade, students should:

- read and interpret historical maps and timelines
- able to summarise events and reconstruct the way of life of a people through the most important aspects of their civilisation
- understand and use the conventional system of periodisation used in the West with confidence
- investigate and interrogate sources, using these to gather information about the past
- assess sources in terms of their usefulness and reliability
- make mind maps, charts and timelines

### Specific Expectations

- master the terminology associated with periods of time and sequences
- understand cause and effect and be able to order events, understanding how one event influences another
- recognise and interpret the physical effects of the passage of time
- compare and contrast different types of source, evaluating their usefulness against different criteria (e.g. richness of source, relevance of source)
- explore both the value, and limitation of reconstructing the past using historical sources
- identify primary and secondary sources, understanding their advantages and disadvantages

## CLASSICAL GREECE

### Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- know the significant economic, political, cultural and religious contexts, events and features of the most important Greek cities
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- use knowledge of historic events and development to understand current world affairs
- explore the fundamental importance of the ancient Greek civilisation to modern Western



civilisation

### Specific Expectations

- explore how geographical features have shaped Greek civilisation
- understand the development of the polis, its main features and its importance to the history of the Greek civilisation
- develop understanding of the main unifying features of Classical Greek civilisation
- develop understanding of some of the main differences between prominent Greek city states, for example Athens and Sparta
- develop understanding of Greek contributions to art, maths, science, philosophy, literature

and drama

- learn how democracy functioned in ancient Greece and how it has influenced modern democracies
- explore the religious beliefs of the ancient Greeks
- explore the structure of society in ancient Greece
- discover what we can learn from Greek literature and legends
- look at the Greek Olympics and compare them with modern Olympics
- investigate where, when and how the Greeks developed different colonies
- learn about the Greek wars with Persia
- learn about the Peloponnesian wars
- investigate the Greek legacy

## THE HELLENIC WORLD

### Overall Expectations

By the end of fifth grade, students should:

- identify and explain connections between different historical events across different time

periods and geographical locations

- know the significant economic, political, cultural and religious contexts, events and features of the Hellenic civilisation

### Specific Expectations

- compare and contrast ancient Macedonia with Greece, see how they were similar and how they differed
- investigate and map the Macedonian expansion under Philip II
- look closely at Alexander the Great and explore his conquests and the consequences of these
- investigate what happened to the Hellenistic world after Alexander's death
- investigate scientific discoveries and other important intellectual contributions made during the Hellenistic period

# PRE-ROMAN ITALY

## Overall Expectations

### Specific Expectations

- investigate early Italic tribes and map different populations
- look at the Terramara and Villanovan people who inhabited the Emilia Romagna area
- explore and map the expansion of the Etruscan peoples from the 7th to 5th centuries BC
- consider what we can learn about the role of women in Etruscan society
- analyse Etruscan society and explore its connections with ancient Greece
- look at the artistic and architectural traditions of the Etruscans
- gather information from a range of different sources about the Etruscans and use this to better understand their society and its religion, culture and politics

# THE ROMAN KINGDOM TO REPUBLIC

## Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- know the significant economic, political, cultural and religious contexts, events and features of the ancient Romans

### Specific Expectations

- explore the geography of the region where Rome was founded, assessing why it was a good place for a civilisation
- look at the founding myth of Rome, compare it with what archaeology and history tell us
- look at the early monarchy of Rome and how it functioned
- investigate social classes in ancient Rome, look at everyday life for Plebeians, Patricians

and slaves

- look at the rise of Rome in relation to the Greeks and Etruscans
- explore the reasons for the transition from Monarchy to Republic
- explore the organisation of the state during the republic: government, laws and the friction between classes
- learn about the Punic wars
- analyse the features and importance of the Roman army

- explore Roman architecture and buildings, e.g. baths, roads, aqueducts
- understand the main features of the Roman religion

## THE ROMAN REPUBLIC TO EMPIRE

### Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- know the significant economic, political, cultural and religious contexts, events and features of the late Roman Republic and early empire

### Specific Expectations

- explore the social consequences of Roman expansion, for example poverty, mixing of populations, land reform, rise of populism
- look at the reasons for and course of the social war and civil war (Lucius Cornelius Sulla)
- examine in detail the rise of Julius Caesar, through conquests in Gaul, conflict with Crassus and Pompey, and the crossing of the Rubicon prompting the second civil war
- explore the rule of Caesar as dictator, examine the reasons for and consequences of his assassination
- investigate the final civil war between Mark Anthony and Octavius (Augustus)
- examine the changes introduced under Augustus (the first emperor) and critically examine the differences between the republic and the empire
- look at and map the expansion of the empire, investigate how its culture changed and what social reforms were introduced
- investigate the causes and consequences of the rise of Christianity in the Roman empire – diffusion, persecution and adoption as state religion
- investigate the Pax Romana, look at the history of a united, unified Europe
- look at interactions between Romans and other peoples within their empire

# Geography

## GEOGRAPHERS' SKILLS

\*Not a standalone unit, objectives to be incorporated into other units.

### Overall Expectations

By the end of fifth grade, students should:

- use a compass to orientate within a given space or map
- represent a known object and/or space using scale, plans and symbols
- reproduce information through maps and graphic representations of various kinds
- use a number of sources (data, graphs, charts, ...) to collect geographical information

### Specific Expectations

- understand what the study of geography involves
- understand the features of maps and the range of uses, including looking at digital maps
- navigate using a compass and be able to orient oneself in real space and on maps
- analyse, compare and draw information from a variety of maps (physical, political and thematic), learning to use increasingly detailed keys and symbols
- use both historical and modern maps to derive information about the past
- understand and locate things on a map using longitude and latitude
- create and use scale maps, understanding what real-life distance is represented
- interpret and create graphs showing geographical data

## THE GEOGRAPHY OF ITALY

### Overall Expectations

By the end of fifth grade, students should:

- observe and analyse the territory, landscape, climate and environment of Italy
- know the location and characteristics of the Italian regions
- explore the local territory through direct and indirect observation

### Specific Expectations

- analyse a physical map of Italy, memorising the names of the main physical features (E.g. sea names, mountain range names)
- analyse the location, climate, physical and human features of the mountain, hill, plain, rivers, lakes and coastal landscapes

- know the location of regions and major cities in Italy
- understand the main climate regions of Italy and the features of those regions
- understand the different administrative divisions in Italy (nation, region, province, commune)
- investigate and explore the main characteristics and features of each Italian region
- understand the factors which influence climate in Italy
- understand some of the differences between rural and urban life
- analyse different economic sectors in Italy (primary, secondary, tertiary)
- analyse the role of tourism in Italy

## CITIZENSHIP, ITALY AND THE EU

### Overall Expectations

By the end of fifth grade, students should:

- explore the government of Italy and its place in the EU
- investigate the purpose and role of the EU
- explore our rights and responsibilities as EU citizens
- know some of the history of European integration and the countries which form Europe
- be aware of some important national and international days (E.g.: World Water Day, Holocaust Remembrance Day, Anniversario della Liberazione)

### Specific Expectations

- understand the aims and objectives of the EU and how it protects the rights of its citizens
- understand our rights and responsibilities as Italian citizens and members of the EU
- evaluate the role of the European Union in promoting peace and friendship among the nations of Europe
- recognise and understand Italy's position as a member of the European Union
- know the states of the European Union and compare Italy with one or more of these states using geographic data and maps

# Italiano

## ASCOLTO E ORALITA'

### Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Interagire in modo collaborativo in una conversazione, in una discussione o in un dialogo su argomenti di esperienza diretta, formulando domande, dando risposte e fornendo spiegazioni ed esempi.
- Comprendere il tema e le informazioni essenziali di un'esposizione; comprendere lo scopo e l'argomento di messaggi trasmessi dai media.
- Formulare domande precise e pertinenti di spiegazione e di approfondimento durante o dopo l'ascolto.
- Comprendere consegne e istruzioni per l'esecuzione di attività scolastiche ed extrascolastiche.
- Cogliere in una discussione le posizioni espresse dai compagni ed esprimere la propria opinione su un argomento in modo chiaro e pertinente.
- Raccontare esperienze personali o storie inventate organizzando il racconto in modo chiaro, rispettando l'ordine cronologico e logico e inserendo gli opportuni elementi descrittivi e informativi.
- Organizzare un semplice discorso orale o un'esposizione su un argomento di studio utilizzando una scaletta.

### Aspettative specifiche

- Saper intervenire appropriatamente alle discussioni di classe rispettando i turni di parola anche in assenza di un moderatore
- Saper selezionare le informazioni necessarie da una spiegazione al fine di comprendere l'argomento trattato
- Intervenire con domande pertinenti all'argomento trattato
- Comprendere e applicare nella pratica una serie di istruzioni
- Raccontare storie (realistiche o fantastiche) con senso compiuto, nel rispetto dell'ordine cronologico e con adeguato approfondimento
- Saper esporre oralmente un argomento in modo autonomo, chiaro e completo

## LETTURA

### Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Impiegare tecniche di lettura silenziosa e di lettura ad alta voce.
- Usare, nella lettura di vari tipi di testo, opportune strategie per analizzare il contenuto.
- Sfruttare le informazioni della titolazione, delle immagini e delle didascalie per farsi

- un'idea del testo che si intende leggere.
- Leggere e confrontare informazioni provenienti da testi diversi per farsi un'idea di un argomento e per trovare spunti a partire dai quali parlare o scrivere.
  - Ricercare informazioni in testi di diversa natura e provenienza per scopi pratici o conoscitivi, applicando tecniche di supporto alla comprensione (sottolineare, costruire mappe e schemi...)
  - Seguire istruzioni scritte per svolgere attività o regolare comportamenti.
  - Leggere testi narrativi e descrittivi, sia realistici sia fantastici, distinguendo l'invenzione letteraria dalla realtà.
  - Leggere testi letterari narrativi e semplici testi poetici cogliendone il senso, le caratteristiche formali più evidenti ed esprimendo e motivando un parere personale.

### Aspettative specifiche

- Leggere testi ad alta voce in modo espressivo e rispettando la punteggiatura
- Leggere in modo silenzioso con una discreta velocità comprendendo il testo letto
- Saper anticipare il contenuto del testo usando le parole chiave, il titolo, le immagini
- Saper effettuare una lettura selettiva, al fine di trovare le informazioni necessarie alla ricerca
- Manipolare il testo in schemi, mappe, appunti...
- Comprendere e applicare istruzioni scritte
- Distinguere testi reali da testi fantastici
- Leggere e comprendere testi narrativi e poetici e saper esporre una propria riflessione al riguardo

## SCRITTURA

### Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Raccogliere le idee, organizzarle per punti, pianificare una scaletta di un racconto o di un'esperienza.
- Produrre racconti scritti di esperienze personali o vissute da altri che contengano le informazioni essenziali relative a luoghi, persone, tempi, situazioni e azioni.
- Scrivere lettere indirizzate a destinatari noti o aperte o brevi articoli di giornale.
- Esprimere per iscritto esperienze, emozioni o stati d'animo sotto forma di testo riflessivo o diario.
- Riassumere un testo, trasformarlo o completarlo.
- Scrivere semplici testi regolativi per l'esecuzione di attività.
- Realizzare testi collettivi per relazionare su argomenti di studio o esperienza di gruppo.
- Produrre testi creativi sulla base di modelli dati.
- Sperimentare liberamente diverse forme di scrittura, adattando il lessico, la struttura del testo e integrando eventualmente con materiali multimediali.
- Produrre testi sostanzialmente corretti dal punto di vista ortografico, morfosintattico, lessicale, rispettando le funzioni sintattiche dei principali segni interpuntivi.

## Aspettative specifiche

- Saper scrivere una storia, partendo da modelli dati, organizzando le idee in una scaletta
- Produrre testi chiari, completi e coesi
- Sapersi esprimere nelle diverse tipologie testuali (diario, lettera, articolo di giornale)
- Manipolare il testo in riassunti, trasformazioni o completamenti
- Scrivere testi non narrativi (informativi, espositivi, regolativi)
- Riuscire a interagire nella realizzazione di testi collaborativi
- Scrivere temi di diversi generi letterari, adattando il lessico, e applicando le regole sintattiche, ortografiche e di punteggiatura
- Applicare le conoscenze apprese (descrizioni, figure retoriche, specifiche informazioni) per arricchire la propria scrittura

## LESSICO

### Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Arricchire il patrimonio lessicale attraverso attività comunicative orali, di lettura e di scrittura e attivando la conoscenza delle principali relazioni di significato tra le parole.
- Comprendere che le parole hanno diverse accezioni e individuare l'accezione specifica di una parola in un testo.
- Comprendere il significato figurato delle parole.

### Aspettative specifiche

- Imparare e riutilizzare nuove parole relative ad argomenti specifici
- Dedurre il significato delle parole dal contesto e della radice delle parole stesse
- Riconoscere le parole simili e distinguerle nei testi per significato e accento di pronuncia
- Comprendere la distinzione tra significato letterale e figurato

## ELEMENTI DI GRAMMATICA ESPLICITA E RIFLESSIONE LINGUISTICA

### Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Riconoscere in una frase o in un testo le parti del discorso e relativi tratti grammaticali.
- Riconoscere la struttura della frase minima e come espanderla.
- Conoscere le fondamentali convenzioni ortografiche e servirsi di questa conoscenza per rivedere la propria produzione scritta e correggere eventuali errori.



## Aspettative specifiche

- Riconoscere e analizzare le nove parti del discorso
- Saper applicare le regole grammaticali in situazioni note e non note
- Avere buona conoscenza della sintassi della frase minima (soggetto, predicato e complemento oggetto) e le principali espansioni (complementi indiretti)
- Aver interiorizzato le regole ortografiche e di interpunzione e servirsi di tali conoscenze per effettuare un'efficace autocorrezione

# Citizenship

## THE CONSTITUTION

### Overall Expectations

By the end of fifth grade, students should:

- know the unique traits of the Italian Constitution
- develop inclusive and empathetic behaviours

### Specific Expectations

- develop a knowledge that the Constitution must be put into practice and protected for the common good
- demonstrate care for oneself and one's own health and safety
- understand the concept of State, Region, Metropolitan, City, Municipality and Municipalities
- know the origin and purpose of the European Union and other main international organisations
- understand the value of cultural and artistic heritage and the importance of respecting public services and shared amenities

## SUSTAINABLE DEVELOPMENT

### Overall Expectations

By the end of fifth grade, students should:

- identify behaviours and actions to safeguard the Earth
- formulate ideas and solutions to address environmental issues

### Specific Expectations

- understand the importance of individual and collective responsibility regarding the protection of the environment for ourselves and future generations
- understand the need to take action on sustainable development in relation to the goals of Agenda 2030

## DIGITAL CITIZENSHIP

### Overall Expectations

By the end of fifth grade, students should:

- know and use digital tools to improve knowledge and communication
- be able to distinguish between real life and virtual life

## Specific Expectations

- understand the use of different methods of communication, using these appropriately in a variety of situations