

INTRODUCTION TO THE LEARNING ACHIEVEMENT TARGETS (LATs) HANDBOOK

The Learning Achievement Targets (LATs) booklet is an important source of reference material for teachers in the preparation of teaching and learning guides or notes. This revised version has been aligned with the revised syllabi and course textbooks for the Lower Basic, in the Core Subjects (English, Mathematics and Integrated Studies for grades 1 – 4 and English, Mathematics, Science and Social and Environmental Studies for grades 5 & 6). In addition, the revised booklet lays great emphasis on the three domains of teaching and learning, namely: **knowledge, skills and attitudes**. Hence, for effective lesson preparation and delivery, LAT booklets should not be used in isolation but alongside with the syllabi, textbooks and teachers' guides.

As the Ministry of Basic and Secondary Education strives to achieve its policy objectives of Quality Education by the year 2015, we call upon all stakeholders at school level particularly teachers in the classroom to effectively use this LATs booklet to adequately prepare our children who are our future generation for responsible citizenship. Teachers should acquaint themselves with the content of the booklets and endeavour to see that pupils achieve the targets stated therein at the end of each term and school year respectively. This is because items/questions for the National Assessment Tests (NAT) are developed from the LATs and failure to achieve the targets may pose a problem for pupils during NAT examinations.

In a similar vein MOBSE calls on both internal monitors such as head teachers and senior teachers and external monitors including Cluster Monitors and Regional Officers to familiarise themselves with the LATs in order to ensure their proper usage in the classroom. In addition we urge monitors to closely monitor the impact of the LATs on pupils' performances, as well as provide support to teachers whenever needed. In fact, this is the main route for the Quality Assurance of Teaching and Learning in schools as encapsulated in the MOBSE Quality Assurance Framework (QAF). Stakeholders at different levels i.e. classroom teachers, head teachers, deputies, senior teachers and SMCs, Cluster Monitors and Regional Officers should attend to their duties as well as give support to those under them to achieve quality education. Furthermore the LAT booklets can also serve as an important source of reference material for such professional development activities for teachers at school, cluster and regional levels.

On a final note, MOBSE wishes to acknowledge with sincere gratitude, the effort, commitment the trust, confidence and invaluable input of all partners who in one way or the other took part in the development and validation of the LATs for the Lower Basic Schools.

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Permanent Secretary
Ministry of Basic and Secondary Education

ENGLISH LANGUAGE GRADE 5

ATTITUDES

Pupils should be able to:

- Demonstrate awareness that words convey meaning.
- Demonstrate awareness that listening, speaking, reading and writing are important tools for communication.
- Show that they recognize that neat and legible writing is necessary for effective communication.
- Appreciate the necessity of understanding and being understood when one uses language.
- Show a willingness to use English in a variety of contexts and situations.
- Build confidence in using English as a medium for transacting their daily activities.
- Show respect and consideration for the views and opinions of others.
- Appreciate that to develop their skills in reading for information and pleasure they need to read a variety of written texts. e.g. books, newspapers, posters, magazines, etc.
- Show respect for books

**ENGLISH LANGUAGE
GRADE 5
TERM 1**

KNOWLEDGE	SKILLS
1. Revision (Verb Tenses)	Pupils should be able to use known verb tenses in the positive, negative and interrogative forms in speech and in writing. e.g.
	<ul style="list-style-type: none"> • Simple Present - Lamin goes to school. • Present Continuous – They are playing in the field. • Present Perfect – Yandeh has swept the floor. • Simple Past – I read the book yesterday. • Past Continuous – he was going to the farm when it started to rain. • Simple Future – Will you visit your grandmother tomorrow?
2. Conjunctions	Pupils should be able to form complex sentences using conjunctions (although, however, until, even though, so that, since, while, unless)
3. Revision of Possessive Adjectives and Pronouns	Pupils should be able to use known Possessive Adjectives and Pronouns to say who objects belong to and use them in sentences. E.g.
	<ul style="list-style-type: none"> • Possessive Adjective – This is your pencil. • Possessive Pronoun – This pencil is yours.
4. Apostrophe	Pupils should be able to use the apostrophe appropriately for possession, contraction and omission.e.g.
	<ul style="list-style-type: none"> • Possession - The children’s toys. • Contraction – That’s the book I was searching for. • Omission – They’ve taken the dog for a walk.
5. Conditional Sentences	Pupils should be able to use ‘if’ ‘will’ and ‘would’ to form conditional sentences in speech and in writing. e.g.
	- If I were you, I would not have eaten the food.

<p>6. Constructing Sentences</p> <p>7. Adjectives</p> <p>8. Adverbs</p> <p>9. Antonyms</p> <p>10. Relative Pronouns</p> <p>11. Vocabulary Development</p>	<ul style="list-style-type: none"> - We would like you to come with us to the party if your mother agrees. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Differentiate between questions, commands and statements and use them appropriately in speech and in writing. e.g. <ul style="list-style-type: none"> - Question - How old are you? - Command - Go out now! - Statement - I am sleeping. • And be able to form questions from statements.e.g <ul style="list-style-type: none"> - Nuha is a boy. - Is Nuha a boy? <p>Pupils should be able to extend knowledge on comparative and superlative forms of regular and irregular Adjectives (by using ‘more’ and ‘most’) e.g</p> <ul style="list-style-type: none"> - More intelligent, most intelligent. etc. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Construct adverbs from adjectives e.g. Bad-badly, polite-politely, happy-happily slow-slowly. • Identify adverbs of time and use appropriate. e.g. As soon as, while, when, later, the next day. <p>Pupils should use their vocabulary list to learn and be able to use antonyms of adjectives, adverbs and verbs in speech and in writing. e.g. stupid/intelligent, happily/sadly, talk/quiet</p> <p>Pupils should be able to use Relative Pronouns (who, where, which, that) in speech and in writing. e.g.</p> <ul style="list-style-type: none"> - The man who lives next door has travelled. - This is the village where I was born. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Use previously learnt vocabulary in speech and in writing. • Learn and spell new vocabulary from the following themes; sports and olympics, poultry farming, road
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<p>12. Nouns</p> <p>13. ‘Used to’</p> <p>14. Time</p> <p>15. Present Perfect Tense</p> <p>16. Both/both of, none/none of, all/all of</p> <p>17. Poems, Stories and Dialogue</p>	<p>safety, and accidents, responsible citizenship.</p> <p>Pupils should be able to define the term ‘noun’ as the name of all things and use the rules of pluralisation for regular and irregular nouns e.g. Sh – ch, o, add ‘es’ for the plural. Words ending in ‘f’ –‘ves’ for plural, and ‘y’ preceded by a consonant sound changes to ‘i’ and add ‘es’ for the plural.</p> <p>Pupils should be able to use the term ‘used to’ talk about the past. e.g.</p> <ul style="list-style-type: none"> - I used to go to school on foot. - Mariama and Yandeh used to wake up very early when they were young. <p>Pupils should be able to express themselves using an extended range of time expressions (as soon as, while, first, secondly, finally, after that, meanwhile, the next day, etc) in speech and in writing. e.g</p> <ul style="list-style-type: none"> - I will go home as soon as I finish my work. - While working on their farm, they saw a snake. <p>Pupils should be able to extend use of the Present Perfect Tenses (since, for, just, both) orally and in writing. e.g.</p> <ul style="list-style-type: none"> - Yorro has been waiting for us since morning. <p>Pupils should be able to use the expressions both/both of, none/none of, all/all of, in speech and in writing.e.g</p> <ul style="list-style-type: none"> - Both Amadou and his sister went home early. - Both of them went home early. <p>Pupils should be able to :</p> <ul style="list-style-type: none"> • Listen to and recite poems • Listen to stories, news/announcements and retell in their own words. (in English). • Ask and answer questions about stories, orally and in writing. • Take part in dialogue/discussions in pairs and groups. • Role play stories.
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**ENGLISH LANGUAGE
GRADE 5
TERM 2**

KNOWLEDGE	SKILLS
1. Revision	Pupils should be able to communicate effectively (orally and in writing) using : <ul style="list-style-type: none"> • Verb constructs • Expressions; eg. Both/both of, since, just, for, etc. • Adverbs • Conjunctions • Antonyms (Refer to term one)
2. Reflexive Pronouns	Pupils should be able to use Reflexive Pronouns appropriately for emphasis.e.g <ul style="list-style-type: none"> - Lamin himself did the work. - They themselves told us the news
3. Direct and Indirect Speech	Pupils should be able to differentiate between DIRECT and INDIRECT SPEECH and use them to construct their own sentences using speech marks (inverted commas) e.g. <ul style="list-style-type: none"> - “Go out Lamin” shouted the teachers. - The teacher asked Lamin to go out.
4. Homophones	Pupils should be able to explain the meaning of different Homophones (e.g week/weak, where/were, Here/Hear new/knew etc.) and use them correctly in context.e.g. <ul style="list-style-type: none"> - This is their school. - Go there.
5. Adverbs	Pupils should be able to: <ul style="list-style-type: none"> • Construct more Adverbs from Adjectives. E.g.noisy/noisily

6. Collective Nouns

- Spell common adverbs correctly

Pupils should be able to associate a range of Collective Nouns with their subjects. E.g.

- A group of people
- A herd of cattle
- A team of players

7. Vocabulary Development

Pupils should be able to extend knowledge of vocabulary to include the themes ; Gambian Heroes, Pollution, Entertainment, Healthy Eating habits, and Fables and Folktales.

8. Compound Words

Pupils should be able to state, read and spell common compound words correctly; e.g. blackboard, headteacher, goalkeeper, breakfast, grandmother, football etc.

9. Past Participle Tense

Pupils should be able to recognise and use the Past Participle Tense correctly in sentences in

- The passive form. e.g. I was asked to work hard.
- The active form. e.g. I have worked hard.

10. Prepositions

Pupils should be able to :

- Use Prepositions correctly to describe positions of objects in pictures, in the school, etc.

11. Irregular verbs

Pupils should be able to use a range of irregular verbs in the Past tense:

- Where form does not change. e.g.

Present	Past	Past Participle
put	put	put
cut	cut	cut

- Where form changes. e.g.

Present	Past	Past Participle
drink	drank	drunk

fly	flew	flown
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12. Alphabetical Order

Pupils should be able to arrange groups of words in alphabetical order using the following :

- 1st and 2nd letters. e.g. absent across, adapt amount, saw sheep etc
- 3rd and 4th letters. e.g. Church, choir Abandon, ability, about absent etc.

13. Synonyms

Pupils should be able to identify and use synonyms from a range of words.e.g

word	synonym
happy	glad
quick	fast
finish	complete

14. Prefixes

Pupils should be able to construct new words using prefixes. e.g.

Prefix	root	word
un	able	unable
pre	Paid	prepaid
dis	obey	disobey
anti	virus	antivirus
mis	place	misplace
de	motivate	demotivate
re	heat	reheat
non	stop	nonstop

15. Suffixes

Pupils should be able to idenfy and use suffixes to form words. e.g.

word	root	suffix
reporter	report	er
playful	play	ful

happiness	happy	happiness
penniless	penny	less

16. Proverbs

Pupils should be able to state, interpret, and use identified proverbs e.g. turn over a new leaf, bury the hatchet, etc.

17. Stories, Poems, Dialogues

Pupils should be able to :

- Participate in dialogue.
- Recite and role play poems.
- Listen, read, and retell stories in their own words.

**ENGLISH LANGUAGE
GRADE 5
TERM 3**

KNOWLEDGE	SKILLS																
<p>1. Revision</p> <p>2. Alphabetical Order</p> <p>3. Extension of Synonyms</p> <p>4. Antonyms</p> <p>5. Prefixes</p>	<p>Pupils should be able to use communicate effectively (orally and in writing) using e.g.</p> <ul style="list-style-type: none"> • Direct and indirect speech • Collective Nouns • Suffixes • Prefixes • Past and Present Participles <p>Pupils should be able to arrange words in alphabetical order by 3rd and 4th letters. e.g.</p> <ul style="list-style-type: none"> • About, absent, abuse, abandon, abroad. • Mango, mandinka, manager, mansion. <p>Pupils should be able to state and use synonyms to enhance own writing. e.g. good: kind, width: breadth, far : distant, etc</p> <p>Pupils should be able to state and use antonyms in speech and in writing. e.g.</p> <table border="1" data-bbox="779 836 1352 991"> <thead> <tr> <th>Word</th> <th>Antonym</th> </tr> </thead> <tbody> <tr> <td>Happy</td> <td>sad</td> </tr> <tr> <td>Wet</td> <td>dry</td> </tr> <tr> <td>Clever</td> <td>stupid</td> </tr> </tbody> </table> <p>Pupils should be able to identify and use other prefixes in both oral and written form. e.g.</p> <table border="1" data-bbox="779 1102 1352 1294"> <thead> <tr> <th>Prefix</th> <th>Word</th> </tr> </thead> <tbody> <tr> <td>Im</td> <td>impatient</td> </tr> <tr> <td>In</td> <td>indiscipline</td> </tr> <tr> <td>Ex</td> <td>Export, exstudent</td> </tr> </tbody> </table>	Word	Antonym	Happy	sad	Wet	dry	Clever	stupid	Prefix	Word	Im	impatient	In	indiscipline	Ex	Export, exstudent
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Im	impatient																
In	indiscipline																
Ex	Export, exstudent																

6. Suffixes

Pupils should be able to identify and use other suffixes. e.g

word	root	suffix
childhood	child	hood
friendship	friend	ship

7. Questions

Pupils should be able to :

- Ask and answer complex questions using, where, how, why, who, what, etc. e.g.
 - How are you going home and what will you do afterwards?
 - Why did the driver leave early and where has he gone?
 - Where is your mother and what time will she leave for the airport?
- Ask interrogative questions with positive and negative forms of auxiliary verbs (can/could/ can't/couldn't, shall/should/shan't/shouldn't, may/might/maynot/might not, have/haven't, do/did/didn't, does/doesn't, am/are/is/was/were, + not, will/would, must/mustn't. e.g.
 - Does he have to stay home?
 - Is Mariama at home?
 - Does Ebrima go to school on Saturdays?

8. Commands

Pupils should be able to identify and use positive and negative commands. e.g.

- Always obey orders of your parents.
- Have regards for school rules.
- Do not disturb during assembly.
- Stop quarrelling.

9. Apostrophe

Pupils should be able to use their knowledge of apostrophes to construct sentences with verb contractions.e.g are-aren't; does-doesn't, have-haven't, they will-they'll, we have-we've, etc

<p>10. Vocabulary Extension</p>	<p>Pupils should be able to use the ‘Look and say method’ to spell and read vocabulary learnt in these areas ; inventions, music and dance, patriotism, museums, and experiment.</p>														
<p>11. Phrasal Verbs</p>	<p>Pupils should be able to state what a phrasal verb is and communicate effectively using appropriate phrasal verbs - stand by, look after, look forward to, give up, give in, look like, stand for, look up to, round up, make up, move along, move in, pick up, reach out, sit up, sit back. e.g.</p> <ul style="list-style-type: none"> - My sister promised to stand by me if it comes to the worst. - We look forward to seeing you at Penda’s birthday party. - Binta took after her mother. - Don’t give up just because it is difficult. 														
<p>12. Verbs</p>	<p>Pupils should be able to recognise verbs used to describe sounds of animals and things. e.g. moo of a cow, clatter of plates, bark of dogs, hiss of a snake, chatter of a monkey, cluck of a hen, mew of a cat, croak of frog, etc.</p>														
<p>13. Nouns</p>	<p>Pupils should be able to ;</p> <ul style="list-style-type: none"> • State what masculine and feminine means. • Recognize and use masculine and feminine nouns. e.g. 														
	<table border="1" data-bbox="779 778 1339 1050"> <thead> <tr> <th>Masculine</th> <th>Feminine</th> </tr> </thead> <tbody> <tr> <td>Hero</td> <td>heroine</td> </tr> <tr> <td>Actor</td> <td>Actress</td> </tr> <tr> <td>Master</td> <td>Mistress</td> </tr> <tr> <td>Sir</td> <td>Madam</td> </tr> <tr> <td>Mr</td> <td>Mrs, Ms, Miss</td> </tr> <tr> <td>Gentleman</td> <td>Lady</td> </tr> </tbody> </table>	Masculine	Feminine	Hero	heroine	Actor	Actress	Master	Mistress	Sir	Madam	Mr	Mrs, Ms, Miss	Gentleman	Lady
Masculine	Feminine														
Hero	heroine														
Actor	Actress														
Master	Mistress														
Sir	Madam														
Mr	Mrs, Ms, Miss														
Gentleman	Lady														
<p>14. Animals and their young</p>	<p>Pupils should be able to state the young of a variety of animals.e.g.</p> <table border="1" data-bbox="779 1125 1279 1316"> <thead> <tr> <th>Animal</th> <th>Young</th> </tr> </thead> <tbody> <tr> <td>Sheep</td> <td>Lamb</td> </tr> <tr> <td>Dog</td> <td>Puppy</td> </tr> <tr> <td>Cat</td> <td>Kitten</td> </tr> <tr> <td>Lion</td> <td>Cub</td> </tr> </tbody> </table>	Animal	Young	Sheep	Lamb	Dog	Puppy	Cat	Kitten	Lion	Cub				
Animal	Young														
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Cat	Kitten														
Lion	Cub														

18. Writing	<p>22nd, etc), Museum (after a visit to the museum), and school.</p> <ul style="list-style-type: none">• Learn and recite familiar poems.• Answer questions about stories and be able to retell stories in their own words.• Participate actively in general classroom discussions. <p>Pupils should be able to :</p> <ul style="list-style-type: none">• Identify parts of a personal letter and its format, i.e. introduction, conclusion, etc.• write a personal letter to friends, relatives, etc• Rewrite short stories they were told or they have read. e.g. About Saïdy Khan the hippo-hunter.• Write short compositions on familiar topics. e.g. to describe how something works, or argue from a particular point of view, e.g. Boys do more work than girls. etc.• Write reports of events and incidents that they have witnessed.
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MATHEMATICS GRADE 5

LEARNING ACHIEVEMENT TARGETS AT THE END OF GRADE 5

Grade 5 builds on and reinforces the work done in grade 1, 2, 3 & 4

KNOWLEDGE AND SKILLS

Students should be able to:

1. perform operations on numbers up to 1000000 involving place values, the four basic operations and mix operations (number machines)
2. write numbers in figures and words up to 1000000 and solve word problems involving the four operations
3. use numbers to count in groups of 25s, 50s and 125s up to 1000
4. perform operations using common fractions, decimal fractions and percentages
5. perform simple calculations involving postal rates and purchases of postal orders
6. measure distance around regular and irregular plane figures and determine their areas
7. form simple mathematical statements and solve them (equations and inequalities)
8. represent and interpret information on number lines using inequality symbols
9. use the 8 point compass to identify directions and determine any two given directions
10. tell time in the twenty-four hour system and convert minutes to hours and the reverse and solve routine problems involving time
11. measure length, capacity and weight using standard unit and sub-units and perform operations
12. construct patterns (with circles)
13. calculate simple statistical information (averages) and represent and interpret statistical information on graphs

ATTITUDES

Students should be able to:

1. appreciate and recognise the importance of numbers in real life situations
2. develop imaginative and critical thinking
3. appreciate the links between mathematics and other subjects of the curriculum
4. appreciate the intrinsic value of mathematics
5. appreciate and recognise mathematics as a means of communication
6. appreciate and recognise the fact that mathematics helps in the development of other skills in other subjects

LEARNING ACHIEVEMENT TARGETS			
Theme 1 : Number, Numeration & Operations		Students should be able to*	Terms
Unit 1	Place - value	<ul style="list-style-type: none"> • Identify and state place value of digits up to 1000 000 • Identify and state place value of decimals up to thousands 	First term
Unit 2	Addition and subtraction of whole numbers	<ul style="list-style-type: none"> • Perform addition of whole numbers which sum up to 500 000 • Perform subtraction of whole numbers with the difference up to 499 999 • Perform addition and subtraction of whole numbers which sum up to 1000 000 and difference up to 999 999 • Solve word problems involving addition and subtraction of whole numbers 	
Unit 3	Count in groups	<ul style="list-style-type: none"> • Count in groups of 25s, 50s and 125s up to 1000 and carry out simple multiplication of numbers using 25s, 50s and 125s 	
Unit 4	Fractions and decimals	<ul style="list-style-type: none"> • Change common fractions to decimals and the reverse (eg. Express $4/25 = 0.16$ and $0.16 = 0.16/100 = 4/25$) 	
Unit 5	Percentages	<ul style="list-style-type: none"> • Convert common fractions and decimal to percentages and the reverse • Solve word problems involving percentages 	
Unit 6	Multiplication	<ul style="list-style-type: none"> • Multiply decimal and whole numbers by powers of 10 • Multiply 4 digit whole numbers by 3 digit whole numbers up to 100000 • Multiply decimal fractions by 1 and 2 digit whole numbers and solve word problems involving multiplication of decimal numbers and whole numbers 	
Unit 7	Division	<ul style="list-style-type: none"> • Divide whole and decimal numbers by powers of 10 • Divide whole numbers up to 1000000 by 2 and 3 digit numbers 	

		<ul style="list-style-type: none"> • Divide decimal fractions by 1 and 2 digit whole numbers • Solve simple word problems involving division of whole numbers and decimals 	
Unit 8	Rates and charges	<ul style="list-style-type: none"> • Carry out simple calculation involving postal rates and purchases of money transfer orders 	Second term
Theme 2 : Algebraic processes		Students should be able to	
Unit 1	Algebra	<ul style="list-style-type: none"> • Carry out simple operations using operation machine with 2 to 4 operations • Write and interpret simple algebraic expressions 	
Unit 2	Equations	<ul style="list-style-type: none"> • Form simple mathematical statements from simple word sentences • Find the value of an expression by substituting numbers for letters • Solve simple word problems involving equations 	
Unit 3	Inequalities	<ul style="list-style-type: none"> • Draw and interpret points on a number line using inequality symbols and solve simple inequalities 	
Theme 3 : Geometry		Students should be able to	
Unit 1	Circles	<ul style="list-style-type: none"> • Identify and name parts of a circle (centre, diameter and circumference) • Construct patterns with circles 	
	Patterns with circles	<ul style="list-style-type: none"> • Construct patterns with circles 	
Unit 2	8 point compass	<ul style="list-style-type: none"> • Identify angles (45, 90, 180, 360) and direction of movement (clockwise/anticlockwise) • Carry out simple calculation on angles 	
Theme 4 : Measurement		Students should be able to	
Unit 1	Perimeter	<ul style="list-style-type: none"> • Determine the perimeter of plane figures (regular and irregular figures) 	Third term
Unit 2	area	<ul style="list-style-type: none"> • Determine the area of closed figures (regular and irregular) by counting unit squares • Use methods of calculations to determine the areas of given closed figures (regular plane shapes) 	
Unit 3	Time	<ul style="list-style-type: none"> • Express time in the 24-hour system and perform calculations in time using 24 hour system 	

	Time intervals	<ul style="list-style-type: none"> • Calculate time intervals and express in hours and minutes • Solve simple word problems involving time interval 	
Theme 5: Everyday Statistics		Students should be able to	
Unit 1	Averages	<ul style="list-style-type: none"> • Collect, represent and interpret statistical information (from the environment) • Calculate the arithmetic means of simple data • Calculate and represent the average line of simple data on a graph 	

SCIENCE

GRADE 5

ATTITUDES

- Appreciate the Relationship between the different Systems of the human body.
- Appreciate the need to eat a balanced diet.
- Recognize the importance of good eating habits.
- Appreciate the need to look after our environment.
- Appreciate the importance of machines.
- Appreciate the existence of pressure and resistance
- Appreciate that air has different functions
- Appreciate the Knowledge and skill in preparing medicine and beverages.
- Recognize the needs to protect and care for plants.
- Appreciate the importance of water.

SCIENCE
GRADE 5
TERM 1

KNOWLEDGE:	SKILLS:
<ul style="list-style-type: none">• Name the main internal organs and locate their positions on the body.• Name the Systems in the body e.g Digestive, respiratory system and others• Name the main parts of the body Systems and state their functions.• Explain the term and process of: digestion, circulatory, and others.• Name the main organs of the circulatory system.• Name the composition of blood.• State the excretory Product and the proper method of disposal.• State at least two classes of food, their sources and functions• Explain the concept of balanced diet.• Explain at least three deficiency diseases and malnutrition.• Explain what is meant by obesity• State what good and bad eating habits are and explain the implications of bad eating habits.• Explain the effects of eating sweets in relation to dental care.	<ul style="list-style-type: none">• Draw/model each of the systems and label the main parts• Be able to prepare a balanced diet• Identify good and bad eating habits.

SCIENCE

GRADE 5

TERM 2

KNOWLEDGE:	SKILLS:
<ul style="list-style-type: none">• Name the properties of solid, liquid and gases.• Differentiate between natural and man-made materials.• Differentiate between metals and non-metals and state their uses.• Define pollution and identify the different types of pollutions.e.g land, air and water• Identify land, water, and air pollutants.• Name at least 2 polluted areas or sites in the locality.• Explain three changes or effects associated with different pollution.• Explain the health and environment problems associated with the different pollutions.• Explain or identify two suitable measures to manage or reduce pollution.• Define a machine and differentiate between simple and complex machines.• Identify different simple machines e.g levers, screws, wheel and axle..• Identify the different parts of lever as fulcrum, load and effort• Explain air has its resistances and state their applications and uses• Pressure varies with depth (water) and height/altitude (air)	<ul style="list-style-type: none">• Investigate the properties of solid, liquid, and gases.• Can organize environmental cleansing exercise.• Demonstrate how to minimize pollution in our daily life.• Demonstrate how to use lever/and simple machine.• Investigate the properties of materials in your local environment.• Demonstrate, pressure using different objects.• Construct, objects i.e. ballon, paper planes.• Demonstrate, that water pressure varies with depth, and air pressure varies with height/altitude

**SCIENCE
GRADE 5
TERM 3**

KNOWLEDGE:	SKILLS
<ul style="list-style-type: none"> • Name at least some plants as medicine and beverages and state the parts that are used. • Name some diseases and the plants that are used for treating them. • Explain the ways of preparing plants as medicine and beverages. • Identify different crops and classify them into different groups. • State two importance of crops and explain how to grow two types of crops in your locality. • Explain what pure water is and state the properties of pure water • Describe at least three methods of purifying water. • Explain the terms solvent, solute and solution. • Explain why water is said to be a universal solvent. • Name two substances that dissolve in water. • State how temperature affects the solubility of substance in water. • Differentiate between hard and soft water and state their sources. 	<ul style="list-style-type: none"> • Collect some plant parts and prepare beverages or local medicines. • Demonstrate how to purify water. • Demonstrate how to dissolve substances in water. • Demonstrate how different seedlings are Transplanted.

SOCIAL AND ENVIRONMENTAL STUDIES

GRADE 5

ATTITUDES

- Appreciate the significance of the position of the Gambia
- Recognise the importance of the relief, climate and vegetation of the Gambia
- Care and protect the environment
- Appreciate the importance of living together
- Appreciate and recognise the different ethnic groups and their forms of settlements
- Appreciate and recognise the contribution's of ethnic groups to socio-economic development
- Appreciate the meaning of the National anthem, pledge and develop respect for them
- Appreciate the significance of national days and festivals in the lives of the people
- Appreciate and recognise religious diversity
- Appreciate the different local dishes
- Appreciate and respect your traditions and those of others
- Appreciate and recognise people's contribution to nation building
- Demonstrate appreciate of vision 2020
- Appreciate and recognise the importance of self help project and actively participate in such projects.
- Appreciate and conform to the democratic and human rights values and principals
- Demonstrate self discipline
- Appreciate and recognise the problems associated with teenage pregnancy baby dumping and prostitution
- Participate in sporting events
- Develop interest and an appreciation for sport
- Recognise the importance of sport to the individuals and in the promotion of social unity
- Demonstrate recognition and appreciate the importance of culture
- Show appreciation for diversity of culture.
- Demonstrate appreciation of the important roles that youths can play in sports and culture.
- Recognise and appreciate the problems associated with urbanisation.
- Appreciate the importance of sport in socio-economic development of the country.

SOCIAL AND ENVIRONMENT STUDIES
GRADE 5
TERM 1

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Give the position of the Gambia in relation to the other countries of West Africa • Describe the relief, climate and vegetation of the Gambia • State and explain 3 environmental concerns and suggest 3 ways of addressing them • Name and discuss the earliest people of the Gambia, their origin settlements and interactions. • Name the 7 ethnic groups, their settlements in the Gambia and how they were established. • Name the colours of the national flag and explain their meaning • State the meaning of the motto and the coat-of-arm of the Gambia 	<ul style="list-style-type: none"> • Draw the map of West Africa and show the position of the Gambia • Draw and label the relief, climate and vegetation of the Gambia • Draw the national flag and coat-of-arms and explain their meaning • Recite and sing the national anthem.

SOCIAL AND ENVIRONMENTAL STUDIES
GRADE 5
TERM 2

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Name the national days and festivals celebrated in the Gambia e.g. independence, 22nd July celebration • Explain the reasons for holding these national days • Describe how national days and other festivals are celebrated • Name the main religions of the Gambia and state their differences • Explain staple food • Name and explain the local dishes in the Gambia • Explain traditions and state the different traditions of the Gambia • Identify the different ethnic costumes, dance, taboos etc. • Explain the concept of nation building • State the concept of self help and give some examples of self help projects • Name the different means of communication e.g. road, river etc • Explain the importance of education, health and agriculture etc. 	<ul style="list-style-type: none"> • Dramatize how any one of the national days are celebrated • Prepare a local dish • Dramatize the traditional costumes and dance of any ethnic group

SOCIAL AND ENVIRONMENTAL STUDIES
GRADE 5
TERM 3

KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Explain the concept of human rights • State the functions of institutions that promote democracy and human rights in the Gambia • Name the types of drugs and substance abuse in the Gambia • State the effects of drugs and substance abuse on individual, the family and the community. • State the causes of teenage pregnancy and baby dumping • Suggest 4 ways of preventing and controlling teenage pregnancy and baby dumping • State and explain the causes and effects of prostitution on the individual, family and community • Suggest 3 ways of preventing and controlling prostitution • Explain the concept of sport and state their importance • Name 2 traditional and modern sports in the Gambia • State the factors that influence cultural changes • State contribution of youths in the promotion of culture and sports. • State the problems associated with urbanisation • List the economic benefits of sports 	<ul style="list-style-type: none"> • Role play the effects of drugs and substance abuse in the Gambia. • Dramatize the effects of teenage pregnancy • Draw an urban scenario depicting problems associated with it. • Write an essay describing an urban centre • Draw a scene of a traditional sport e.g. wrestling contest, community hunting • Draw a scene of a cultural festival in your community • Dramatize how youths can participate in the promotion of culture and sports.