توجيه عام العلوم لغات بالقليوبية

**Primary Five** 

**Science Plan 20...../20......** 

First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	-Use evidence to	*Unit One	-Brain storming	-carry out	-Oral	-Teacher
Interaction	argue that plants use		-Discovery	activițies	questions	notes
of	specialized structures		_	shows		-Student
organisms	to obtain the	Interactions of	Experimentation	<b>Plant</b>	-Written	notes
	materials that need.	organisms	-Back in back	needs, soil	questions	-Lab.
	-Develop a model of	organisms	-Peer learning	importance,		notes
	how energy moves in		-Peer learning -Digetal videos -Self learning -comparison	plant	-Exercises	-Albums
	plants.	*Conceipbio	-Digetal videos	structure,		-Work
Plant	-Develop a model of	iOne	-Self learning	seed	-Complete	sheets
needs	plant process use	orate wite	-comparison	dispersal)		-Cards
	natural resources. Spect	Plant	-Technology		-Work sheet	-plant
	-Compare between	needs		-Examine		model
	circulatory system of	necas	-Role playing	model of	-Quiz	-Model of
	human and		-Cards	plant shows	-M. C. Q	heart
	transportation		_	its direction		-portfolio
	system in plants.					

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First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	-Design a model of	*Unit One	-Brain storming	-Design a	-Oral	-Teacher
- Living	food chain and food		-Discovery	model of	questions	notes
systems	web.	Interactions		food web or		-Student
	-Develop a model		Experimentation	food chain	-Written	notes
	show how energy	organisms	-Solve problems	show	questions	-Lab.
	transfer in ecosystem.		-Peer learning	energy How		notes
-Food	-Create a model to			in e	-Exercises	-Cards
chains and	explain the different	*Chapter	Silvin Vieross	ecosystem		-Albums
food webs	roles of living	Two	-Other half	-Form an	-Observation	-Model of
	organisms in		- 4-2-1	album	cards	food web
	ecosystem.	Energy		about food		-Work
	-Differentiate	flow in	Find the mistake	web.	-Work sheet	sheets
	between the	ecosystem	-Role play	-Record		
	producer, consumers	orate III	-Jigsaw	evidence as	-Quiz	
	and decomposers	CO	Caiden act	a scientist		
	ance Inst		-Spider net	about food	-M. C. Q	
	-Differentiate between the producer, consumers and decomposers Science Inspe			chains and		
				food web		

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First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	- Demonstrate	*Unit One	-Brain storming	-Design aج	-Oral	-Teacher
Interaction	through modeling		-Discovery	model of	questions	notes
between	how changes in	Interactions		ecosystem		-Student
living	ecosystem can	_	Experimentation	-Design an	-Written	notes
organisms	disturbance a food		-Solve problems	album	questions	-Lab.
	web.		-Sticky notes Silent videos	shows the		notes
	-Construction an	WOI 4 M	Cilent videos	effect of	-Exercises	-Work
	explanation about	*Chapter	-Shent videos	pollution		sheets
-protecting	human activities &	Three	-Individual learning		-Self	-cards
environment	negative impact.	Three	-4 corners	-Make a	assessments	-Models
	-Mention some possible solution to environmental	Changes	-Technology	research		of
	possible solution to	in food		about	-Work sheet	ecosystem
		webs	-One minute	ecosystem		-Albums
	proplems.		-Group work		-Quiz	
			-Simulation		-M. C. Q	

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**Science Plan 20....../20......** 

First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	-Communicate the	*Unit two	-Brain storming	-Use tools	-Oral	-Teacher
	defining		-Discovery	to meąsure	questions	notes
	characteristics of	Matter in	•	the scolume		-Student
-Matter &	three states of matter.	the world	Experimentation	of a matter.	-Written	notes
Energy		around us	-Snake & ladder	-Design a	questions	-Lab.
	-Deduce the relation		-Peer learning	model of		notes
	between the changes	*Chapter	-Silent videos	matter	-M. C. Q	-Albums
	in state of matter and	One	-Shelit videos	states		-Work
	movement of its	Particles <sup>ia</sup>	-Steps to treasure	particles	-Self	sheets
	particles.	in motion	-Bowling balls		assessment	-Models
	-Compare between	ale -	-Flower model	-Record		of
	-Compare between			evidence	-Work sheet	student's
	particles of matter in		-T-charts	like a		works
	different states.		-Role playing	scientist.	- Quiz	-cards
			_			

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**Science Plan 20....../20......** 

First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	-Classify materials	*Unit two	-Brain storming	-Make an	-Qral	-Teacher
	based on their		-Discovery	-Make an album about matter?	Auestions	notes
	properties.	Particles	E	about y		-Student
-Matter		in motion	Experimentation	matter ?	-Written	notes
properties	- Measure volume of			Bullion	questions	-Lab.
&	substance		-Down hands -Silent videos -Who am I -T.P. s -Technology -Envelope please	<b>~</b> ;·		notes
Measuring	experimentally.		Silant vada as	-Design a	-Exercises	-Cards
			-Silent vadeos	model of a		-Work
	-Deduce the	*Chapter.	-Who am I	balance.	-Self	sheets
	properties of matter	Twgrate '	-T.P. s	-Carry out	assessment	-Album
		Inspects	Tachnology	activities to		-Student's
- states of	-Analyze data to	ace it	- i celliology	differentiate	-Work sheet	researches
matter	identify unknown 5000		-Envelope please	between		
	material.		-K. W. L	physical	-quiz	
Matter &	-Differentiate			and		
Energy	between physical &			chemical		
	chemical properties			properties		
	of matter			of matter		
			•••••			

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First Term

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	- Explain the relation	*Unit two	-Brain storming	-Differentiate	-Oral	-Teacher
	between changes in		-Discovery	between	questions	notes
	temperature, state			(Ph. & Ch.)		-Student
-Matter, its	and mass of matter.		Experimentation	changes	-Written	notes
changes &	- Identify the reasons	<b>Particles</b>	-Freire model	experimentally	questions	-Lab.
its	of physical and	in motion	-Mantel maps	-Use some		notes
properties	chemical changes of		_	materials to	-Exercises	-Work
	matter	Matter in	-Silent videos	make		sheets
- Matter &	-Differentiate	the world	-Draw your thinking	mixture.	-Solve	-Albums
Energy	between mixture and	around us	- 4-2-1 مبيا	-Design an	problems	-Cards
	compound.			album		-portfolio
	-Classify mixtures	. 33	-K. W. L	about	-Work sheet	
	and compounds	*Chapter	-Y-charts	mixture		
	based on what	Three	-Observation	-Carry out	-Electronic	
	happen in formation,	ctorat		the project	quiz	
	ae Inspe			of unit	_	
	happen in formation.					
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**Primary Five** 

**Science Plan 20...../20......** 

**Second Term** 

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	- Classify systems on	*Unit	-Brain storming	-Differentiate	-Oral	-Teacher
	Earth as part of	Three	-Discovery	between the	questions	notes
Protecting	(hydrosphere,			four main		-Student
our planet	biosphere, geosphere,		Experimentation	sphere. -Use the	-Written	notes
	atmosphere)		I-Freire model	materials to	questions	-Lab.
	-Develop a model of	Our	-Mantel maps	design model		notes
	interaction between hydrosphere and biosphereIdentify defining characteristics of different aquatic ecosystemsMention the importance of water for life	Earth	-Silent videos	of inter	-Exercises	-Work
-Water	hydrosphere and	Resources	a	action		sheets
bodies and	biosphere.	alliou	-Out door learning	between	-M. C. Q	-Albums
their	-Identify defining	ie in Ou	- 4-2-1	spheres		-Cards
importance	characteristics of	ko Concept	-K. W. L	-Design an album about	-Work sheet	-portfolio
	different aquatic mspec	One	-K. W. L	four sphere		
	ecosystems.		-Y-charts	-Carry out	-Quiz	
-Water	-Mention the		-Observation	activity prove		
pollution	importance of water	Hydrosphe	Cticley notes	the effect of		
P	for life.		-Sticky notes	micro		
	-Draw a diagram	Biosphere		plastics on		
	show fresh and salt	interaction		aquatic ecosystem		
	water bodies			ccosystem		

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**Science Plan 20...../20......** 

**Second Term** 

Domains Learning out come	<b>Contents</b>	Strategies	Activities	Assessments	Evidence
Protecting Our planet  - Develop a model that describes the patterns of water distribution.  - Analyze a map and predict or comes of events in a watershed - Identify threats to freshwater resources and offer suggested solution.  - Identify the problem related overconsumption of natural resources.  - Design a model shows how human activities effects on water& other natural resources.  - protect water from pollution - Compare several solutions for the conservation and sustainable use of the Earth's natural resources.  - Discuss with evidence how people can change their behavior to protect natural resources and environment.	*Unit Three  Hydrosphere & Biosphere interaction  *Chapter	-Brain storming -Discovery Experimentation -Five questions -Mantel maps -Silent videos	-carry out activity the determine the sources	-Oral	-Teacher notes -Student notes -Lab. notes -Work sheets -Albums -Cards -portfolio

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**Second Term** 

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	- Describe patterns in	*Unit	-Brain storming	-Carry out	-Oral	-Teacher
	objects experiencing	Four	-Discovery	Pactivity to	questions	notes
	gravitational force on		97	prove the		-Student
-Change	small & large scales.		Experimentation	importance of gravity.	-Written	notes
&Stability	-Deduce		-Freire model	-Carry out	questions	-Lab.
	experimentally that	Effects of	-Mantel maps	activities to		notes
	gravitational force	Effects of the gravity	G:1 4 : 1	identify some	-Exercises	-Work
-Stars	acting towards the	torate	-Silent videos	forces as		sheets
&planets	center of the Earth, spec		-Draw your thinking	friction,	-Solve	-Albums
	-Plan and conduct an	*Concept	- 4-2-1	magnetism &	problems	-Cards
-Forces as	investigation to	One		air		-portfolio
Gravity	produce data to show		-K. W. L	resistance Design a	-Work sheet	
-Solar	evidence of effects of	<b>Effects of</b>	-Y-charts	model of		
System	gravity and air	gravity	-Observation	solar system	-Electronic	
	resistance on			shows	quiz	
	different objects.			revolution of	•	
	U			planets		
				around the		
				sun.		

ت بالقليوبية Science Inspectorate in Qaluiobia القليوبية Science Plan 20...../20.....

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**Second Term** 

Domains	Learning out comes	Contents	Strategies	Activities	Assessments	Evidence
	-Develop models that	*Unit	-Brain storming	Design	-Oral	-Teacher
	describe how the	Four	-Discovery	models that	questions	notes
-Change	movement of Earth in		العلا	show some	1	-Student
&Stability	the space causes cyclical	Patterns	Experimentation	Phenomenon	-Written	notes
	patterns of night and	in the sky	-Freire model	as (day	questions	-Lab.
-Stars	day, seasons and the apparent movement of		-Mantel maps	night, moon	400000000000000000000000000000000000000	notes
&planets			1	phases, four	-Exercises	-Work
	-Analyze and interpret	oatoobia Oatooncept	-Silent videos	seasons)		sheets
-Forces as	data to evaluate the	Two	-Learning games	,	-Solve	-Albums
Gravity	data to evaluate the claim that sunrise times	2 1/10			problems	-Cards
	differ in different effices and over time. Which it	Patterns	- Modeling	-Carry out	Problems	-portfolio
-Solar		of Motion	-K. W. L	the project	-Work sheet	
System	-Model patterns of daily		-Y-charts	of unit	WOIN SHEEL	
Bystein	changes in length and direction of shadows,	in the sky	-Observation	01 32110	- Quiz	
Observing	day & night and the		-Observation		- Quiz	
Space	appearance of changes		-Sticky notes			
Space	in the moon in the night					
	sky.					

Teacher School principal Super visor Inspector