

كل ما يحتاجه الطالب في جميع الصفوف من أوراق عمل واختبارات ومذكرات، يجده هنا في الروابط التالية لأفضل مواقع تعليمي إماراتي 100 %

<u>تطبيق المناهج الإماراتية</u>	<u>الاجتماعيات</u>	<u>الرياضيات</u>
<u>الصفحة الرسمية على التلغرام</u>	<u>الاسلامية</u>	<u>العلوم</u>
<u>الصفحة الرسمية على الفيسبوك</u>	<u>الانجليزية</u>	
<u>التربية الاخلاقية لجميع الصفوف</u>	<u>اللغة العربية</u>	
<u>التربية الرياضية</u>		
مجموعات التلغرام.	مجموعات الفيسبوك	قنوات تلغرام
<u>الصف الأول</u>	<u>الصف الأول</u>	<u>الصف الأول</u>
<u>الصف الثاني</u>	<u>الصف الثاني</u>	<u>الصف الثاني</u>
<u>الصف الثالث</u>	<u>الصف الثالث</u>	<u>الصف الثالث</u>
<u>الصف الرابع</u>	<u>الصف الرابع</u>	<u>الصف الرابع</u>
<u>الصف الخامس</u>	<u>الصف الخامس</u>	<u>الصف الخامس</u>
<u>الصف السادس</u>	<u>الصف السادس</u>	<u>الصف السادس</u>
<u>الصف السابع</u>	<u>الصف السابع</u>	<u>الصف السابع</u>
<u>الصف الثامن</u>	<u>الصف الثامن</u>	<u>الصف الثامن</u>
<u>الصف التاسع عام</u>	<u>الصف التاسع عام</u>	<u>الصف التاسع عام</u>
<u>الصف التاسع متقدم</u>	<u>الصف التاسع متقدم</u>	<u>الصف التاسع متقدم</u>
<u>الصف العاشر عام</u>	<u>الصف العاشر عام</u>	<u>الصف العاشر عام</u>
<u>الصف العاشر متقدم</u>	<u>الصف العاشر متقدم</u>	<u>الصف العاشر متقدم</u>
<u>الحادي عشر عام</u>	<u>الحادي عشر عام</u>	<u>الحادي عشر عام</u>
<u>الحادي عشر متقدم</u>	<u>الحادي عشر متقدم</u>	<u>الحادي عشر متقدم</u>
<u>ثاني عشر عام</u>	<u>الثاني عشر عام</u>	<u>الثاني عشر عام</u>
<u>ثاني عشر متقدم</u>	<u>ثاني عشر متقدم</u>	<u>ثاني عشر متقدم</u>

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Term 2 Science Outcomes

Living Things - Text book pages 6-10, 16-20, 23-25

5LW1 Explain the interdependence of plants and animals using simple food chains.

Lesson 1: What is a food chain?

A food chain shows the feeding relationship between living things: what eats what. All food chains start with a plant. The arrows show what is eaten by what. Green plants get their energy from the Sun and turn it into sugars. When

Key words

- food chain السلسلة الغذائية
- feeding relationship علاقة التغذية
- predator مفترس
- prey فريسة

The Cape Hare lives in the UAE.

It feeds mainly on grass.



29 What is the original source of energy in the food chain?

- air Sun water sugar

Grade 5 science

A slug eats leaves.

A small bird eats the slug.

A bird of prey eats the small bird.

What is the correct food chain matching the above statements?

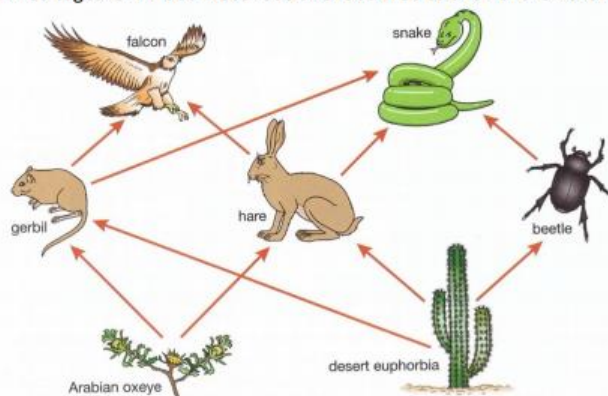
- Leaves → slug → small bird → bird of prey
- Slug → small bird → bird of prey → leaves
- Small bird → bird of prey → leaves → slug
- Bird of prey → small bird → slug → leaves

28 Which of these is a correct food chain for the Cape Hare?

Key: mouse → cat shows that a mouse is eaten by a cat.

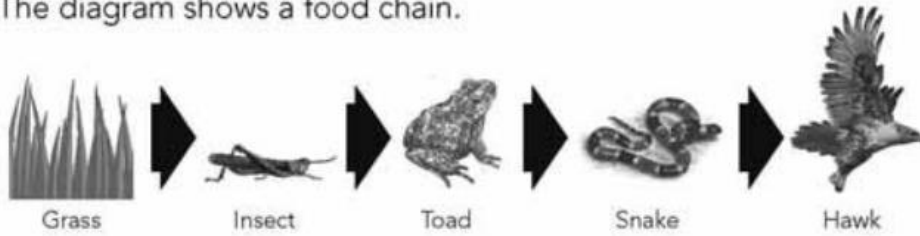
- grass → fox → Cape Hare
- grass → Cape Hare → fox
- Cape Hare → fox → grass
- fox → Cape Hare → grass

Food chains are linked together in food webs. Use this food web to answer the next 2 questions.



- 13.** Which organism is a **predator** of the beetle?
- A. Hare
B. Falcon
C. Gerbil
D. Snake
- 14.** What would happen to the **number of beetles** if all the snakes died?
- A. The beetles will all die
B. The number of beetles will increase
C. The number of beetles will decrease
D. The number of beetles will stay the same

The diagram shows a food chain.



Which organism will immediately increase in number if the toad is removed from this food chain?

- Grass Insect Snake Hawk

5LW6 Explain and illustrate the roles of different organisms in a food chain of an ecosystem.

Lesson 2: Producers and consumers

Plants are producers: they produce their own food. Animals are consumers: they consume (eat) plants or other animals. Animals that eat plants are called primary consumers. Animals that eat primary consumers are called secondary consumers. Animals that eat secondary consumers are called tertiary consumers, and so on.

I am learning the difference between a producer and a consumer.

Key words

- producer إجراء
- consumer مستهلك

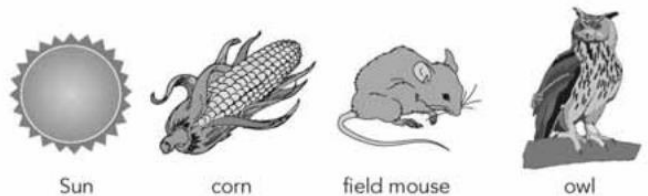
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30 Which two terms are true for the Cape Hare?

Choose the correct row.

	Term 1	Term 2
<input type="checkbox"/>	producer	herbivore
<input type="checkbox"/>	producer	carnivore
<input type="checkbox"/>	consumer	herbivore
<input type="checkbox"/>	consumer	carnivore

10 Which pair are examples of consumers?



- Corn and field mouse
 Owl and Sun
 Field mouse and owl
 Sun and corn

i) Identify each organism as a producer or consumer.

ii) Describe the difference between a producer and a consumer.

5LW7 Explain that ecosystems involve the interaction and interdependence of plants and animals.

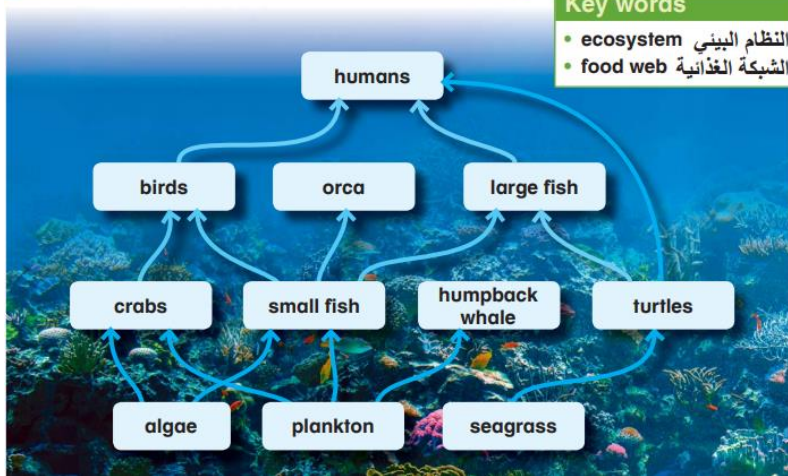
Lesson 5: Food webs

Most consumers have more than one source of food.
Most prey are preyed upon by more than one predator.

I am learning that food chains are linked into food webs.

Key words

- ecosystem النظام البيئي
- food web الشبكة الغذائية



This just means that plants and animals depend on each other to survive.

You must know the difference between:

Producer

Consumer

Predator

Prey

And what will happen if one species dies etc.

The diagram shows a food web.



Name **one** animal that is prey for the Owl.

.....

Human Body - Text book pages 75 - 84

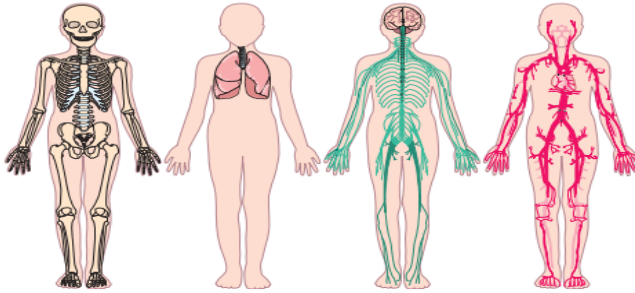
5LW3 Explain how the different organs work together and interact in carrying out body functions.

Unit 6 Human organ systems

Lesson 1: Systems working together

The organs that make up an organ system work as a team. Each organ has a specific job to carry out to help other organs do their jobs.

1 Which organ systems do these pictures show?



I am learning that each organ in an organ system has an important role to play.

Key words

- organ عضو
- organ system نظام الأعضاء

You must know the names of the organ systems, their job and the important organs in these systems.

- Skeletal system
- Respiratory system
- Nervous system
- Circulatory System
- Muscular System

4. Which organ is part of the digestive system?



A



B



C



D

Complete the table to add the organs to the correct system. One has been done for you.

Respiratory System	Circulatory System
	Veins

Stomach	Heart	Windpipe	Lungs	Veins
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25 Draw a line to connect each organ with the system it is part of.

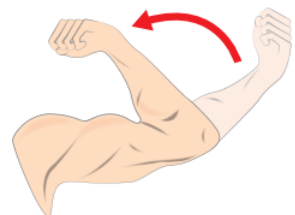
Draw another line to connect each system with its function.

One set has been done for you.

Organ	System	Function
lung	• circulatory •	• get oxygen for the body •
stomach	• respiratory •	• move blood around the body •
heart	• digestive •	• get food for the body •

22 What makes the arm bend?

- skin
- blood
- muscles



5LW4 Identify and explain how major body systems and organs are affected by change.

Which body system is **most negatively** affected by smoking cigarettes?

- Skeletal system
- Respiratory system
- Digestive system
- Nervous system

2. If you smoke, which **disease** are you more likely to get?

- A. Lung cancer
- B. Osteoporosis
- C. Chicken Pox
- D. Diabetes

2 Match the organ, the disease and the preventative action by drawing a line between the boxes.

Lungs	coronary heart disease	drink plenty of milk
Heart	skin cancer	stop smoking
Bones	lung cancer	eat less fatty foods
Skin	osteoporosis	wear sun screen

5LW5 Explain that the human body requires food as an energy source and the need for a balanced diet.

Lesson 3: Balanced diet

Eating healthily is important for our bodies to be able to work properly. We need food for energy and for growth, but if you have food in the wrong proportions you can become unhealthy.

I am learning what a balanced diet is.

Key words

- **balanced diet** نظام غذائي متوازن
- **nutrient** المواد الغذائية
- **obesity** بدانة



Term 3 Outcomes

Renewable energy- Text book pages 6-7, 10, 16, 21

5PW4 Evaluate different sources of renewable energy.

Saif listed sources of energy in two groups.

Group 1	Group 2
coal	wood
oil	solar
gas	geothermal

25 Which of these labels are correct for Group 1 and Group 2?

Choose the correct row.

	Group 1	Group 2
<input type="checkbox"/>	recyclable	non-recyclable
<input type="checkbox"/>	man-made	natural
<input type="checkbox"/>	non-renewable	renewable
<input type="checkbox"/>	non-polluting	polluting

11 Which of these are sources of renewable energy?

AD12

Shade **one** bubble in each row.

Is this a source of renewable energy?	Yes	No
geothermal	<input type="checkbox"/>	<input type="checkbox"/>
solar	<input type="checkbox"/>	<input type="checkbox"/>
natural gas	<input type="checkbox"/>	<input type="checkbox"/>
oil	<input type="checkbox"/>	<input type="checkbox"/>

9. Which energy resource is a **fossil fuel**?

- A. Solar
- B. Coal
- C. Hydroelectric
- D. Wind

Renewable energy resources are used to generate electricity. Which statement is true?

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- A. Wave energy does not need water
- B. Solar energy causes a lot of pollution
- C. Renewable energy resources will not run out
- D. Renewable energy resources will run out

Draw **three** lines to connect each picture to the type of **renewable** energy resource it shows.



Wind

Solar

Hydroelectric

Coal

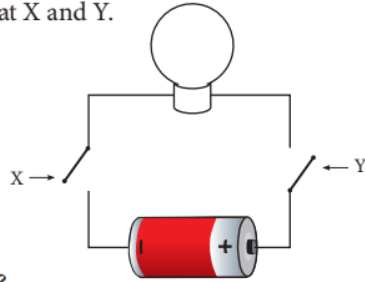
Electrical energy - Text book pages 23, 30, 31, 33-36

5PW3 Explain the relationships between the different components in electrical circuits.

The picture shows a light bulb connected to a battery.

There are switches in the circuit at X and Y.

The light bulb is off.



How could you turn the light on?

- Close switch X only.
- Close switch Y only.
- Close both switches.
- Leave both switches open.

You must know the symbols for:

- Battery
- Bulb
- Buzzer
- Motor
- Switch
- Wire

Electrical circuits are made of different components connected together with wires.

(a) Draw three lines to match each component to its symbol.

Bulb	
Battery	
Wire	

- What is a conductor?
- What is an insulator?
- What is the job of the switch?
- What does a series circuit look like?
- What does a parallel circuit look like?
- What will happen if you add another bulb to a series circuit?
- What will happen if you add another bulb to a parallel circuit?

(b) Use the symbols to draw a circuit diagram in the space below that has one batte

In the electrical circuit which device is used to stop the flow of electricity?

- A. Battery
- B. Bulb
- C. Wire
- D. Switch




Conductors allow electricity to pass through them. Which type of material is an electrical conductor?

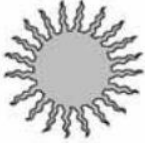
- A. Plastic
- B. Paper
- C. Metal
- D. Glass

5PW5 Describe energy transformations in electrical circuits and devices.


Which of these does not transform energy into light energy?




A lit candle



The sun



A flashlight



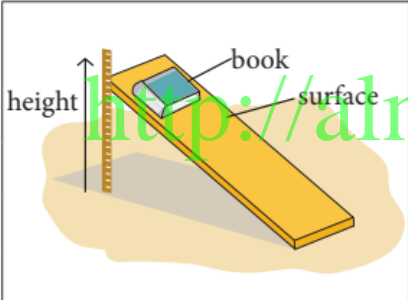
The moon

Force and Motion - Text book pages 52, 55, 58, 63

5PW1 Explain and measure the effect of gravity on objects.

Noura wanted to find the surface with the most friction. She tested four surfaces by sliding a book on each one.

Noura placed a book onto a flat surface, lifted the surface until the book started to slide, and then recorded the height of the surface.



Surface	Height of surface when book started to slide (cm)
wood	13
carpet	15
plastic	18
cardboard	20

AD16S6147

16 Which surface had the most friction with the book?

- wood
 carpet
 plastic
 cardboard

17 Which force causes the book to slide?

- gravity
 friction
 pushing
 air pressure

AD16S6149

18 Which actions will make the tests more reliable?

Shade **one** bubble in each row.

Would this make the tests more reliable?	Yes	No
Repeat the test with each surface at least two more times.	<input type="checkbox"/>	<input type="checkbox"/>
Get a different person to lift up each surface.	<input type="checkbox"/>	<input type="checkbox"/>
Use a different book for each surface.	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 3: Gravity

I am learning about gravity and weight.

Gravity is a non-contact force. All objects exert a weak force of gravity, but the larger the object, the stronger the force of gravity it exerts. The force of gravity exerted by the Earth, is far greater than any other force of gravity by any object on the planet. Gravity acts towards the centre of the Earth. When gravity acts on a mass, the force exerted is called the weight. Weight is measured in Newtons. When we lift an object up from the ground, we are acting against gravity, and the force needed to just lift it is equal to the force of gravity.

Key words

- mass كتلة
- weight وزن
- gravity جاذبية الأرض



Which **unit** is used to measure **force**?

- A. Metre (m)
- B. Kilogram (kg)
- C. Newton (N)
- D. Litre (L)

1 What force is pulling down on the apple in each picture?

2 What unit is force measured in?

3 What causes gravity on the Earth?

5PW2 Classify forces as contact or non-contact.

1. Friction is a force that slows things down. What **type** of force is friction?

- A. Non-contact
- B. Contact
- C. Heat
- D. Magnetic

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21. Label the force in each picture with either **contact** or **non-contact**. One has been done for you.

Opening a book



Contact

Throwing a ball



.....

Chewing a carrot



.....

Rain falling



.....

Text book pages 112, 116, 120, 123

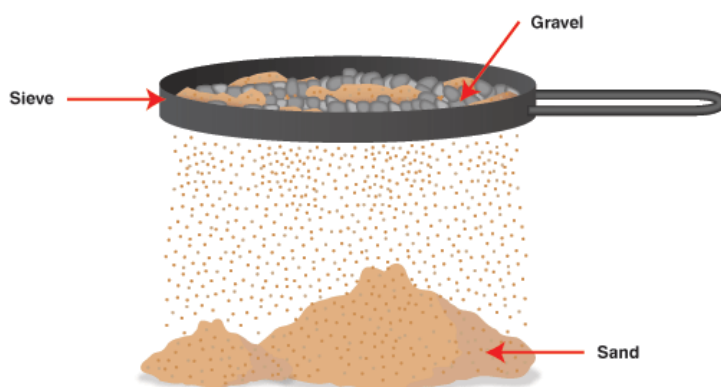
5M2 Describe the separation of mixtures by filtering, sieving and evaporation.

Separating mixtures

 Print

Sieving

A mixture made of solid particles of different sizes, for example sand and gravel, can be separated by sieving.



Filtering

A mixture of water and an insoluble substance like sand can be separated by filtering.

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Evaporating

By dissolving salt in water we make a solution. The salt disappears into the water. We can separate the salt from the water by boiling the solution. The water will evaporate until it is all gone. The salt will be left behind.

If we collect the water vapour that evaporates we can cool it to form water again.

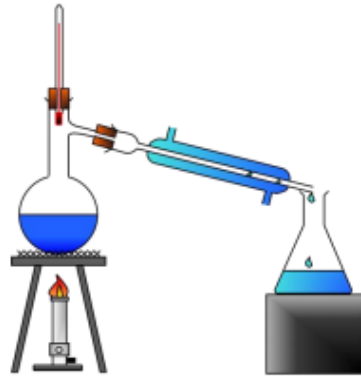


Example exam questions

22. The diagram shows equipment used to separate ink and water.

Explain why the mixture needs to be heated.

.....
.....
.....



Which method of **separating mixtures** is shown in the diagram?

- A. Distillation
- B. Filtration
- C. Sieving
- D. Decanting



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Which equipment can be used to separate **sand** and **stones**?



A



B



C



D

Text book pages 125-126, 138-140

5M3 Explain what a chemical change is and the changes to properties that take place as a result of such change.

Lesson 1: What is burning?

Some materials, like paper, wood and wax, are very combustible. Others, like water, are not. Materials that burn are called fuels. Fuels contain carbon and hydrogen, and as they combust they react with oxygen in the air to form carbon dioxide and water. The formation of these new products is a sign that a chemical change has taken place. Energy, in the form of heat and light, is released. When a material burns it changes and it cannot be changed back.

I am learning why burning is a chemical change.

Key words

- chemical reaction تفاعل كيميائي
- combustion إحراق
- oxygen أكسجين

Lesson 4 Review: Chemical reactions

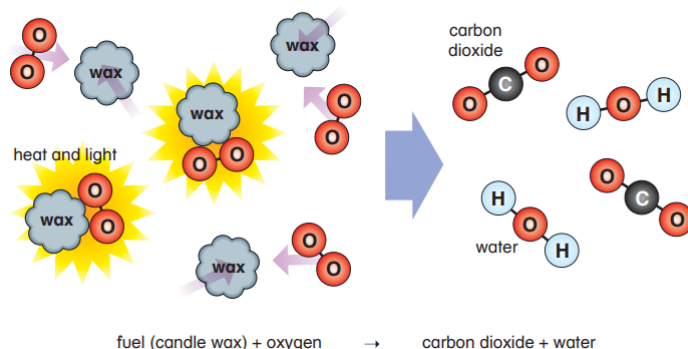
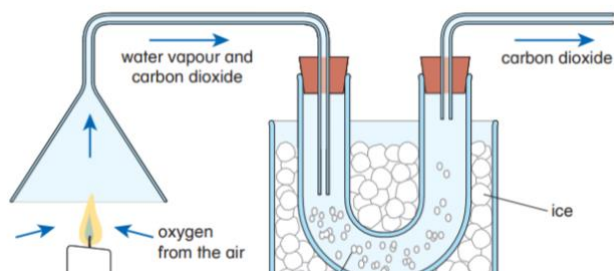
In a chemical reaction the particles collide with each other to make the reaction happen. The products of the reaction are different substances.

I know that chemical reactions use raw materials to make products.

Key word

- carbon dioxide ثاني أكسيد الكربون

1 Look at the diagram. What evidence is there that water is made in the reaction?



Which process is an example of a chemical reaction?

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- A. Melting
 - B. Evaporating
 - C. Freezing
 - D. Combustion

Other possible questions on acids and alkalis

Asif tested different substances with Universal Indicator. He recorded his results in a table.

Substance	Colour of indicator
Lemon juice	red
Tomato juice	orange
Water	green
Baking soda	blue
Bleach	purple

(a) State the name of the **most acidic** substance.

.....

(b) Suggest which substance could neutralize Baking Soda.

An unknown liquid tastes sour. What **colour** will it would turn universal indicator?

- A. Black
- B. Green
- C. Blue