



Science notebook

Grade five

Year 20 / 20











Teacher's name /

School /

Grade /









لصق خطة توزيع منهج العلوم الفصل الدراسي الأول للصف الرابع عام (ــ)

Subject teacher subject supervisor subject coordinator school principal

خطة توزيع منهج العلوم الفصل الدراسي الأول للصف الرابع عام (–)

Week no.	Month	Week date	Subject	Assessment Test	Observe
1					
2					
3					
4					
5					
6					
7					
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11					
12					
13					
14					
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18					

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General Objectives of the Science Subject for the Primary Stage

By the end of the primary stage, students are expected to achieve the following learning outcomes in the Science subject:

- **Understand natural and life phenomena in a simplified way that relies on observation, experimentation, and scientific thinking**
- **Learn that learning science is built gradually on scientific knowledge, through facts, observations, and scientific experiences, and then arriving at scientific concepts and rules**
- **Develop a scientific mindset based on curiosity, accuracy, scientific honesty, and perseverance**
- **Appreciate science and scientists in the service of humanity**
- **Instill the values of sustainable development by conserving natural resources, energy, water, and living things**
- **Apply healthy rules and good habits, and recognize their role in maintaining good health throughout human life**
- **Develop logical, critical, and creative thinking skills, which strengthens collaboration and communication skills with others**
- **Ask questions to determine the relationship between variables**
- **Plan and carry out experiments independently or in groups (inquiry-based learning)**
- **Build and analyze graphs and charts to present data**
- **Evaluate an argumentative discussion supported by evidence to back up hypotheses**
- **Organize and collect data from multiple sources to uncover relationships, compare them, and evaluate the accuracy of the source**
- **Communicate scientific information through presentations or written work**
- **Prepare a generation that loves science and participates positively in building a better future**
- **Make the study of science an enjoyable and engaging experience**

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Grade 5 Science Curriculum Map – Academic Year (2026/2027) – First Semester (I)

Domain	Chapter	Lesson Title	Learning Outcomes: By the end of the lesson, the student should be able to:	Scientific Skills	Strategies	Assessment	Evidence & Documentation
Life Science	Chapter One Bones and Muscles	1- Bones and Muscles	# Differentiate between muscles and bones # Explain the concept of muscles and joints # Explain the mechanism of muscle action (contraction and relaxation)	❖ magnifying lens ❖ Designing an observation card ❖ Designing classification tables ❖ Designing comparison tables ❖ Using a compass ❖ Scientific process skills, including: – Observation / Classification – Prediction / Measurement Interpretation /Experimentation – Modeling / Inference – Problem solving Using a microscope	• Questioning • Brainstorming • Cooperative learning • T-chart • Fan-diagram technique • Peer learning • Practical experiments • Inquiry, and its stages: 1) Questioning 2) Formulating a hypothesis 3) Planning and implementation 4) Collecting and analyzing data 5) Drawing conclusions • Young-teacher technique • Name-stick technique • "1-2-4" strategy	✓ Student self-assessment ✓ Weekly assessment ✓ Homework (practice) ✓ Observation cards ✓ Monthly test ✓ Oral questions	Student's textbook Assessment booklet Class notebook Student activities
		2- Structure of Bones	# Identify the functions of bones in the body # Know the joint and its importance # Know cartilage and identify its importance in movement # Identify the locations of joints in the human body and their number # Classify joints according to the type of movement they allow				
		3- The Complet Skeleton of the Body	# Know the skeleton # Identify the components of the skeleton and the function of each # Link each part of the skeleton to its function				
		4- Animal Bodies	# Compare the bone structure of humans and some animals # Identify differences in movement between humans and some animals # Identify similarities in movement between humans and some animals # List the structural adaptations of the camel for living in the deser				
Earth Science	Chapter Two Changes in the Seasons	1- Changes During the Year	$ Identify the changes that happen to plants during the different seasons of the year $ Order the stages of the plant's annual cycle $ Link temperature to the change that occurs				
		2- Animals and Temperature	$ Explain the effect of temperature change on the activity of some animals $ Know hibernation $ Explain why some animals resort to hibernation $ Explain why some animals appear in summer and disappear in winter $ List the structural adaptations of the fennec fox to overcome the high temperature in the desert $ Explain scientifically the importance of wearing light-colored clothing in summer				

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Continued Grade 5 Science Curriculum Map – Academic Year (2026/2027) – First Semester (II)

Domain	Chapter	Lesson Title	Learning Outcomes: By the end of the lesson, the student should be able to:	Scientific Skills	Strategies	Assessment	Evidence & Documentation
Life Science	Chapter Three Conditions for Germination	1- What's Inside the Seed	# Know germination, the embryo, and the cotyledon # Identify the function of the embryo and cotyledon for the plant # Carry out an experiment to detect the presence of starch in the cotyledon # Explain why the shade of iodine color differs between a germinated seed and one that hasn't germinated	❖ magnifying lens ❖ Designing an observation card ❖ Designing classification tables ❖ Designing comparison tables ❖ Using a compass ❖ Scientific process skills, including: – Observation / Classification – Prediction / Measurement Interpretation /Experimentation – Modeling / Inference – Problem solving Using a microscope	• Questioning • Brainstorming • Cooperative learning • T-chart • Fan-diagram technique • Peer learning • Practical experiments • Inquiry, and its stages: 1) Questioning 2) Formulating a hypothesis 3) Planning and implementation 4) Collecting and analyzing data 5) Drawing conclusions • Young-teacher technique • Name-stick technique • "1-2-4" strategy	✓ Student self-assessment ✓ Weekly assessment ✓ Homework (practice) ✓ Observation cards ✓ Monthly test ✓ Oral questions	Student's textbook Assessment booklet Class notebook Student activities
		2- Water and Germination	# Carry out an experiment to verify the need for water for seed growth # Acquire the skills of carrying out a fair test # Learn the concept of the variable being tested and the fixed conditions				
		3- Air and Germination	# Carry out an experiment to verify the need for air for seed growth # Acquire the skills of carrying out a fair test # Identify the variable being tested and the factors that must be fixed when carrying out a fair test				
		4- Temperature and Germination	# Carry out an experiment to verify the need for warmth for seed growth # Acquire the skills of carrying out a fair test # Learn about the variable being tested and the fixed condition				
		5- Summary of Germination	# List the conditions necessary for germination # Be able to answer the lesson's questions with an explanation of the answer				
	Chapter Four Conditions for Growth	1- Sunlight and Growth	# Explain the need for sunlight for good plant growth # Acquire the skills of carrying out a fair test # Identify the variable being tested and the fixed conditions # Acquire the skill of recording observations and drawing conclusions				
		2- Fertilizer and Growth	# Explain the need for fertilizer for good plant growth # Acquire the skills of carrying out a fair test # Identify the variable being tested and the fixed conditions # Acquire the skill of recording observations and drawing conclusions # Explain the effect of climate in Egypt on keeping seeds viable since the time of the pharaohs # Explain how soil formed on the banks of the Nile River				

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Continued Grade 5 Science Curriculum Map – Academic Year (2026/2027) – First Semester (III)

Domain	Chapter	Lesson Title	Learning Outcomes: By the end of the lesson, the student should be able to:	Scientific Skills	Strategies	Assessment	Evidence & Documentation
Life Science	Chapter Five From Seed to Fruit	1- Structure of the Flower of the Arum Plant	# List the main components of the flower # Identify the function of each of the main components # Distinguish between the male and female parts of the flower # Create an observation card describing the male and female flower	❖ magnifying lens ❖ Designing an observation card ❖ Designing classification tables ❖ Designing comparison tables ❖ Using a compass ❖ Scientific process skills, including: – Observation / Classification – Prediction / Measurement Interpretation /Experimentation – Modeling / Inference – Problem solving Using a microscope	• Questioning • Brainstorming • Cooperative learning • T-chart • Fan-diagram technique • Peer learning • Practical experiments • Inquiry, and its stages: 1) Questioning 2) Formulating a hypothesis 3) Planning and implementation 4) Collecting and analyzing data 5) Drawing conclusions • Young-teacher technique • Name-stick technique • "1-2-4" strategy	✓ Student self-assessment ✓ Weekly assessment ✓ Homework (practice) ✓ Observation cards ✓ Monthly test ✓ Oral questions	Student's textbook Assessment booklet Class notebook Student activities
		2- How We Use the Microscope	# Identify the function of the microscope # Describe how to prepare a microscope slide # Learn the names of the microscope's parts and the importance of each # Practice using the microscope correctly # Explain the use of different objective lenses when examining a microscope slide # Create an observation card after examining a pollen grain slide				
		3- Pollination and How Fruits Grow	# Know the meaning of pollination and its importance # Explain the role of insects in the pollination process # Order the stages of fruit growth # Carry out an experiment showing the importance of pollination in fruit formation and the continuation of the plant's life cycle				
	Chapter Six Human Growth and Reproduction	1- Stages of Human Growth	# Know the concept of reproduction # Know the concept of growth and the change that happens to the body # List the stages of growth in order # Differentiate between the characteristics of each life stage # Order the stages of human growth and explain the characteristics of each stage				
		2- Similarities Between Parents and Children	# Explain the role of parents in raising their children # Learn the reason for the similarity between parents and children in some traits # Create an observation card about similarities and differences among family members				
		3- Conditions for Healthy Growth	# List the conditions for healthy body growth # Explain the importance of healthy food, sleep, and exercise for healthy body growth # Write an observation card about habits that need to be changed				

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Grade 5 Science Curriculum Map – Academic Year (2026/2027) – First Semester (IV)

Domain	Chapter	Lesson Title	Learning Outcomes: By the end of the lesson, the student should be able to:	Scientific Skills	Strategies	Assessment	Evidence & Documentation
Life Science	Chapter Seven Animal Growth and Reproduction	1- Animals That Give Birth to Live Young	# Explain the importance of reproduction for living things # Classify animals into those that give birth to live young and those that lay eggs # Describe the role of parents in caring for their young and ensuring the continuation of the species # Discuss how cats grow, as an example of living things	❖ magnifying lens ❖ Designing an observation card ❖ Designing classification tables ❖ Designing comparison tables ❖ Using a compass ❖ Scientific process skills, including: – Observation / Classification – Prediction / Measurement Interpretation /Experimentation – Modeling / Inference – Problem solving Using a microscope	• Questioning • Brainstorming • Cooperative learning • T-chart • Fan-diagram technique • Peer learning • Practical experiments • Inquiry, and its stages: 1) Questioning 2) Formulating a hypothesis 3) Planning and implementation 4) Collecting and analyzing data 5) Drawing conclusions • Young-teacher technique • Name-stick technique • "1-2-4" strategy	✓ Student self-assessment ✓ Weekly assessment ✓ Homework (practice) ✓ Observation cards ✓ Monthly test ✓ Oral questions	Student's textbook Assessment booklet Class notebook Student activities
		2- Animals That Lay Eggs	# Explain how fish reproduce # Explain why a fish lays such a large number of eggs # Compare the method of reproduction in cats and fish in terms of method and number				
		3- Comparing Animals and Preserving the Species	# Classify animals in terms of method of reproduction and habitat # Explain the importance of nature reserves for some animals				
Earth Science	Chapter Eight Weather Changes	1- Clouds and Weather	$ Know cloud cover $ Determine when the weather is sunny or cloudy $ Acquire the skill of determining whether by looking at the sky				
		2- Cloud Movement	$ Identify the factors that affect cloud movement $ Link weather change to cloud patterns $ Acquire the skill of using a compass to determine directions				
		3- Weather Forecasting	$ Know the concept of weather forecasting $ Predict tomorrow's weather using images taken by satellite $ Compare weather radar and satellites in terms of location and the information each collects $ Explain the difference in weather in Egypt between the desert and the Nile River				
Energy Science	Chapter Nine The Water Cycle	1- Evaporation of Water	& Know the process of evaporation and identify the factors that affect its rate & Carry out an experiment showing the factors that evaporation depends on				
		2- Water Vapor in the Air	& Know condensation and explain how it happens & Carry out an experiment to illustrate the concept of condensation				
		3- Where Does the Water Go	& Know the water cycle and correctly order its stages & Summarize the water cycle in the form of a poster or an essay				

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Date	Class	Period	Total	Present	Absent

Chapter ( ) :	**Lesson ( ) :**

Learning Objectives	**At the end of the lesson, student will be able to:**	**Bloom's taxonomy**
Learning strategy		
Learning resources		
Lesson elements		
Warm-up	.....	

Lesson prostration

Learning ..... (min)	**Activity** ..... (min)
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Formative assessment (performance task)

Learning ..... (min)	**Activity** ..... (min)
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.....	.....

Final assessment	**Try**.....	**Practice**.....

Homework .....

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Weekly assessment .....

Date	Class	Period	Total	Present	Absent

Chapter ( ) :	**Lesson ( ) :**

Learning Objectives	**At the end of the lesson, student will be able to:**	**Bloom's taxonomy**
Learning strategy		
Learning resources		
Lesson elements		
Warm-up	.....	

Lesson prostration

Learning ..... (min)	**Activity** ..... (min)
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.....	.....
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.....	.....

Formative assessment (performance task)

Learning ..... (min)	**Activity** ..... (min)
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.....	.....

Final assessment	**Try**.....	**Practice**.....

Homework .....

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Weekly assessment .....