Brigitte VIDAL

French in 5ème

The objectives of this course are twofold:

1- Consolidating grammar and the grammatical structures previously learnt. Grammar structure is the foundation to any language. We'll start with exercises and then develop by learning the rules and then applying the rules. .

Spelling is important too. We'll do this through dictations

Language is the object of observation and reflection. You need to understand the text before trying to solve any problems. This will be applied to speaking, reading and writing of the language

2- Discovering literature. This should be cultural and fun. Individual curiosity and critical analysis of literature will be developed. Through literature we'll discover the world, its diversities, myths and legends… We'll read passages together and discuss them in class.

Personal reading is required too with written book reports to hand in. These will also be done as presentations in class. We will also do creative writing in class. This will try to give each pupil the passion to read and write in general.

ENGLISH Euro section
Vanessa Baker

This year, we will have a small mixed class divided into two levels: Level 1 and Level 2. This class will consist of a small number of students. Eventually, both levels will collaborate on the same lessons.

For this year's curriculum, we will be using the Harmonize 1 book, its Workbook, and the virtual interface.

Initially, there may be different activities for each level, at other times there may be the same activities but with a different focus for each level. In this way, the same topics can be presented to both groups.
The 5eme English EURO group will have three hours of lessons per week, covering reading, conversation, speaking, fun grammar exercises, and vocabulary.
I plan to exclusively communicate in English with your children, except in rare cases when they misunderstand instructions.

In order to promote the linguistic development of the students, we will also engage in various projects, **called The Project Week.**
They will be given the task of preparing and presenting a project on a given topic, such as designing their own range of clothes or presenting their favorite sport. Your children will have the opportunity to showcase their projects during the presentations.
They will gradually learn how to use Google Slides, PowerPoint, and other programs to present their projects to the entire class.
During the project presentations, your children will have the opportunity to speak to their classmates. It is important that their classmates listen attentively as they will be required to answer subsequent questions. This exercise allows for the development of both oral comprehension and oral expression skills.

Homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

As for the assessment methods, they will be conducted as follows:
We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

The assessments in class will be

- regular homework assignments
- oral production, for example on a theme worked on together in class
- vocabulary and grammar tests

As to the assessments scheduled for all classes in school, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

The goal is to enhance the A1+ level and progress towards the A2 level. This level will be achieved not only due to the small number of students this year but also because of the varied levels among the students.

You are encouraged to follow the course content and view the assignments on the "Classroom."

ENGLISH Bilingual Group
Vanessa Baker

The 5eme English bilingual group will have three hours of lessons per week.

For this year's curriculum, we will be using the Englishfile Intermediate book, its Workbook, and its virtual interface “Oxfordonlinepractice”.

Our objective is to reinforce what they have learned at the B1 level in order to progress into the B2 level.

In 5e, pupils are expected to acquire skills in English that will enable them to understand written or oral material, react to it and interact with other speakers. They acquire oral and written skills that enable them to understand, express, interact, communicate and, above all, **create.**

This aspect of creation holds great significance as it provides students with invaluable opportunities to further enhance their English language skills, both in speaking and writing. In order to achieve this objective, students will be assigned 3 to 4 individual projects that they will independently work on during their holiday breaks. These projects will encompass the task of preparing presentations on a book, a film, and a topic of their choosing.

We will start preparing these presentations together in the week before their holidays, and then they will have to finish them during the holidays so that they can present them independently when they come back.

Normally, homework will not be assigned during the week, but there will be homework over the weekend. This homework can either be a written assignment to be handed in and graded, or it can involve vocabulary learning, which will be systematically tested and graded during the first session of the week.

As for the assessment methods, they will be conducted as follows:
We will conduct assessments in class with variable coefficients AND there will be assessments held for all classes in school with a significant coefficient.

The assessments in class will be

- regular homework assignments to be returned via the “Classroom”:
- oral production, for example on a theme worked on together in class
- vocabulary and grammar tests
- oral or written assessments after each unit worked on in class

As to the assessments scheduled for all classes in school, they are called DS: Devoir surveillé. These assessments will focus on the units that have been covered in class. The DS assessments will carry a significant weight (coefficient of 2).

You are encouraged to follow the course content and view the assignments on the "Classroom.”

SPANISH
Sabrina Palamara

The 5eme language-learning aims revolve around:

Learning familiar words and expressions.

Communicating with simple questions, describing the environment, filling in a form.

Consolidating grammar

In order to achieve this, we will use a textbook with lessons and suggested activities.
Students will be assessed in three different ways:

Tests in class to gauge students' progress after a unit and assess the knowledge base.
Regular assessment tests (*Devoirs Surveillés*)
Written and oral assignments
In compliance with European standards, at the end of the year the 5eme should reach the A2 level.

Mathematics
Daniel GUY

The program in 5ème continues from where we finished at the end of the 6ème school year. We'll discover calculations with negative numbers for example.

In the 20 years of teaching mathematics and mental arithmetic, I have established a work methodology along with a set of rules. The main points are:

Work methodology

The lesson is delivered in a Powerpoint format on the interactive digital board and must be learned for the following class period so that we may proceed without having to go over previous lessons. Rest assured, there will never be 10 pages to learn for the following day.

We then put the lesson in practice through several exercises that we correct in class. It is recommended that students work at home on additional exercises corrected either by their parents or by myself.

Calculators

All students must have their calculators with them at all times (the model suggested by the school) even if we will rarely use them -the point is for students to know how to count and not punch keys.

School Supplies

Geometry tools are indispensable: ruler, protractor, compass, triangle and of course pencils and eraser. Students without their instruments will not be allowed in class.

Assessments

Students are required to take regular assessment tests or *Devoirs Surveillés*, but there will also be tests in class whether scheduled or not. To make sure no one is left at a disadvantage, exam questions will be based on algebra and geometry. Revisions –based on the two previous units - for the exam are given at least a week prior to the exam and posted on *Pronote*.

Kangourou Competition

Pupils will participate in the Kangourou competition, a fun way to discover Maths differently!

Web site

I have my own website where students can find the different lessons studied in class along with interesting links to other sites.

https://sites.google.com/site/danielepbi34670/

Chemistry and Physics

Daniel GUY

This year we will be developing the basic concepts of Chemistry and Physics. In particular, we will be working on the organisation and transformation of matter, movements and interactions, energy and its conversion and signals for observation and communication.

Working method:

The lesson will be given and explained in class. The lesson is projected on the interactive digital board. It must be learnt for the following lesson.

The activities will take place in three phases: analysis, interpretation and conclusion.

Once the lesson has been assimilated, we will put it into practice with exercises.

All the exercises given will be corrected in class by myself or by the students.

Practical work (Travaux Pratiques) may take place; in this case lab coats are compulsory.

Assessment Tests:

Students will be assessed during supervised tests (DS) but also during scheduled or unscheduled in-class tests as well as during practical work and reports.

SVT English Bilingual Section

Stéphanie Badaroux

Introduction

The students begin a new academic cycle, the 4th, and are expected to tackle SVT notions more deeply. Accordingly, all topics are studied at an increased level compared to 6th grade and this is done by improving the student's personal skills in data observation, data analysis, modeling, and experimentation. All of this aims at helping the student to become an open-minded individual and, of course, the main objectives are to enhance her/his level of knowledge and competences in biology while developing new scientific and technical skills.

Objectives:

In a continuum with the teaching programme that is covered during the 3rd academic cycle, the students continue their scientific education in Biology and Earth sciences by learning new concepts and terminology but also by strengthening all important notions that were acquired during the 6th grade. The main objective is to provide pupils with the right tools and skills to enable them to perform and practice biological sciences at a greatest possible level.
This includes the use of;

- Videos and “powerpoint” presentations
- The use of experiments during which working hypotheses are established before being (in)validated using scientific tools and logic
- The realization of poster and/or oral presentations to improve pupils’ communication skills
- Practical studies are intended to be performed in the laboratory once every two weeks to better understand life sciences and to enable pupils to look at this domain of sciences from an experimental point of view.

Finally, because it is easier to learn life sciences by being involved in a dynamic manner, it is expected that all pupils actively participate in class discussions and get involved in their own learning. This must be made through sustained work done at home before and after class.

The programme:

Three main themes are studied all year long at this level and are:

- Planet Earth, environment and the human footprint
- Evolution and variation of the living organisms
- The human body, health and disease

Assessment:

Three types of assessment are carried out all year long:

- DS, These are one hour assessment tests that are done two to three times per trimester to evaluate the student’s knowledge. These exams carry a coefficient of 2.
- Oral presentations and student class participation, these carry the coefficient of 1 and 0.5 respectively.
- Experimentation and report writing, these carry the coefficient 1.

Teaching SVT (Life and Earth Sciences) in 5eme Euro

Stéphanie Badaroux

* Life and Earth Sciences programmes are not annual but are designed for a three-year cycle.

In each chapter, a notion is introduced and treated in a progressive and more in-depth way (5°, 4° then 3°).

The student is at the centre of the teaching process.

Three topics are studied: -the planet Earth, the environment and human action

-the living world and its evolution

-the human body and health

* The aim of the SVT syllabus, starting in 5eme, is to develop students' scientific attitudes (curiosity, open-mindedness) and abilities (observation, modelling and experimentation).

Students will study: - nutrition of organisms

-sexual and asexual reproduction

-the relationship between living beings

-Biodiversity and evolution of species

-the human body around the nervous system and responsible behaviour and food with nutritional needs

-the functioning of the body during muscular effort

-the hazards and risks of plate tectonics

-some meteorological and climatic phenomena

-use of natural resources

* The objective in 5eme (=Cycle 4) is the acquisition of a scientific mind and a good working method.

* To achieve this, a teaching strategy is used:

-the use of different tools (experiments, videos, etc.), the different problems of the chapter will be formulated together in class

-the different hypotheses will be induced or deduced by logical reasoning

-the rest of the lesson will allow these hypotheses to be validated (or not) through guided exercises and different teaching aids

-the rest of the lesson will allow us to validate (or not) these hypotheses through directed exercises and thanks to different teaching aids. -the whole is gathered in a few lines in the notebook (lesson side)

In addition we will use "Google Classroom" as a teaching interface.

* Assessment : the lesson must be learned and, above all, understood well in order to be able to pass the assessment exercises and the DS which conclude the chapter. They enable the objectives to be evaluated.

* Sciences (SVT) are a living subject, students will make presentations, experiments, methodology and research work, allowing them to understand this subject in a more concrete way.

Bilingual Group: History / Geography / EMC 2025/2026

Teacher: Helen THIRTLE-LEOTARD, Head of the Language Department

I am pleased to announce that I will be the History and Geography teacher for this academic year 2025/2026.

I will have 3 hours every week with this bilingual class studying various aspects of History and Geography in English. The aim of these lessons in English is of course to learn facts and figures in History and Geography. However, we consider that the principal objectives of having these lessons in English are for the pupils to have access to more English with a native-English speaking teacher, to be able to express themselves better and to communicate in English about the topics presented in class.

Of course, using correct English is important. Language and grammar mistakes will not be dealt with in class unless they really need to be explained to the class as a whole. Instead I will concentrate on learning new vocabulary associated with each theme (for example “The Middle Ages” in History or “Sustainable Development” in Geography), learning the facts and being able to read / talk / write and speak English in class. Activities will be fun and interesting during class time. Reading will be done in class too as well as at home. Homework will be given every week which will usually consist of reading or answering questions on a given topic learnt in class. Pupils will also be asked to work in small groups on various projects and to give presentations to the class.

Both the History and Geography programmes in 5ème are rich and fascinating:

The History programme starts with the Rise of Islam and will then cover the Middle Ages, the Great African Empires through to the Renaissance and Reformation period.

The Geography programme starts with Sustainable Development, Global Population, Where people live, Global Inequalities, Climate Change and Food and Water Distribution.

The EMC programme will deal with three themes, one per term.

- Gender equality
- Fighting against discrimination
- Solidarity

Every term there will be 2 or 3 tests (or Devoirs Surveillés) to check that lessons have been learnt and assimilated correctly. It will also give me the opportunity to see who needs more help and advice during these History and Geography classes. The tests will be about the themes covered recently in class and pupils will be carefully prepared for each test. Revision notes and explanations for the test will be given to pupils about one week before the assessment. Pupils will not be penalised for their English, but encouraged to correct their mistakes after the test is handed back.

Here at EPBI, every teacher uses Google Suite for Education and has a “Classroom” for every subject. Within the 5ème History-Geography Bilingual 2025/2026 classroom you will find:

- Lesson Documents File with lesson summaries and extra resources (Internet web links etc.) that we have done during lesson time
- Homework File with homework correction
- DS File with the DS assessment tests and corrections

This will be clearly explained to students at the beginning of the new school year.

So I welcome your children to the History and Geography lessons in 5ème with me. I hope it will be a productive academic year for them, for their English and for History and Geography in English.

Helen THIRTLE LEOTARD

Head of the Language Department

History-Geography-Civic Education

Ange SCHNEIDER

In the continuity of the 6ème class, the History-Geography and Civic and Moral Education programme covers **a vast period** (from the Middle Ages to the modern age) that allows students to **think, see and to travel the world in a new way**.

A new cycle that addresses a **broad programme, rich, ambitious but very varied**.

Three main themes will be treated:

- **Christianity and Islam**

- Society, the Church and political power

- The transformation of Europe and its openness to the world.

Students will continue to learn about **different types of historical sources**.

They will learn to **situate** them **in time and in a given context**.

In connection with the specific programmes, students need to **be able to construct, both orally and in writing, organized and more developed narratives**.

These two capacities (document analysis and proficiency in written and oral expression) concern all parts of the programme.

History of Arts remains central in each part of the programme.

GEOGRAPHY

Humanity and sustainable development

A first approach to sustainable development was made in geography and science lessons in primary school as well as in 6ème.

This new cycle aims to raise students' **awareness of human space** issues through **global change**, the need **to master our critical resources** and **to emphasize our ability to find solutions** for **sustainable development**.

These three dimensions of sustainable development are included in the program:

- **The demographic question and unequal development.**

- Limited resources to manage and renew.

- Prevent risks, adapt to global change.

At the end of the 5th year students are able, faced with the study of a territory**, to mobilize the three dimensions of sustainable development**.

Once again, document analysis and mastery of written and oral expression will be favoured.

In civic and moral education

Diversity and equality are at the heart of the program.

Based on the achievements of primary school, the fifth class aims **to bring the student to confront human diversity and recognize the otherness**.

Value built in time, the republican equality is decisive to compensate and correct the inequalities.

Laws protect people and **property** and set the framework for **life in society**.

Security in the face of major risks is presented in connection with the geography programme. Students use the notions of diversity, equality, security and are made to perceive their articulation.

Four major themes are explored:

- Sensitivity: self and others.

- The judgment: to think for oneself and with others.

- The law and the rule: principles to live with others.

- Commitment: act individually and collectively.

At the end of the fifth, each student is able to identify the **essential values that allow life in society.**

The lesson

• Each course begins with **an opening on the chapter** thanks to documents to be analyzed.

• Then by **a specific work exercise** on the lesson theme.

• A complex task will require the student to reason.

• **History of art** will complete each chapter in history. In the same way, a lesson called **"At the scale of the world"** will complete those of geography.

• Only finally will the lesson be given properly.

• A **revision and training sequence** in class will make it possible to take stock of the pupils' achievements before any evaluation thanks to an activity entitled **"I make the balance sheet".**

• **Viewing a documentary** will give a **global point of view** at the end of each theme studied.

Have a happy school year!

Physical Education (P.E.)
By Antoine Haget

Welcome to the 2025–2026 school year in 5ème P.E.

First Term: Athletics (Relay & Sprinting)
We will begin the year with athletics, focusing on relay races and sprinting. These activities are ideal for developing speed, coordination, and cooperation.

Second Term: Volleyball
The second term will be dedicated to volleyball, a team sport that requires good positioning, reactivity, and communication.

Third Term: Non-Contact American Football

Finally, we will end the year with an introduction to non-contact American football (flag football), a dynamic activity combining strategy, agility, and team spirit.

Assessment in P.E.

Students will be assessed continuously throughout the year. The assessment will take into account:

- Motor and technical skills;
- Active participation and involvement;
- Respect for rules, instructions, and others;
- Engagement in various roles (player, referee, observer, etc.).

A mid-term evaluation will be conducted, mainly focused on effort and attitude. It will allow each student to reflect on their behaviour and commitment, and make adjustments if needed in order to progress.

P.E. Rules and Expectations

To ensure a safe and healthy environment for everyone, a few essential rules must be followed:

1. **Clothing:** Appropriate sportswear is required for every session.
2. **Hydration:** Students must bring a water bottle to every class.
3. **Protection:** In case of high temperatures, bring a cap and sunscreen.
4. **Respect and Safety:** Everyone must respect safety instructions, classmates, teachers, and the work environment.

Technology Course

The Technology course aims to help students acquire knowledge and skills related to **scientific and technical objects (OST)** as well as **digital technologies**, within the context of sustainable development.

It enables students to:

- build technical references useful in their daily lives,
- develop a pragmatic approach to identifying needs and solving technical problems,
- learn how to analyze, design, create, and evaluate the performance of technical objects.

The curriculum was updated in 2024 and has been further revised this year to prepare students, starting from Year 8 (5ème), to acquire the targeted competencies. They will also develop knowledge that is useful for **using, exploring, or creating OST**.
Activities with a strong digital and computing focus will also progressively prepare them for the **PIX certification** (digital skills).

📌 **Lesson duration**: 1 hour per week
📌 **Lesson distribution**: see attached document

Structure of a Typical Lesson

- **15 min**: presentation and explanation of concepts or methods
- **10 min**: analysis of documents or videos + class discussion
- **25 min**: independent exercises (files, digital applications)
- **10 min**: collective correction

Students will also be expected to consolidate their learning between lessons.

Required Materials

- A laptop
- Wifi access and Classroom (all lesson documents will be uploaded to a dedicated folder)

Areas of Study (common to Year 8, Year 9, and Year 10)

I. Objects and Technical Systems (OST): Uses and Interactions

- Evolution of OST
- Uses and impacts of digital technology in society
- OST within its environment
- Selecting OST in the context of sustainable development
- Performance of OST

II. Structure, Functioning, and Behavior

- Materials and processes
- Components of the information chain (sensors, signals)
- Describing OST in structured data formats
- Information flow in a computer network
- Troubleshooting and repair
- Programming simple functionalities

III. Creation, Design, Production, and Innovation

- Managing a technical project
- Improving an existing OST
- Choosing and testing material properties
- Selecting energy sources
- Assembling components
- Modeling and manufacturing technical objects
- Validating OST performance
- Programming and coding small applications

Progression by Year Group

- **Year 8 (5ème)**: discovery and use of everyday OST (operation, settings, configuration, tests). Introduction to basic technological culture.
- **Year 9 (4ème)**: deeper understanding of OST, including the technical conditions and constraints linked to their use.
- **Year 10 (3ème)**: practical activities linking science, technology, innovation, and invention, while considering needs, uses, and the life cycle of OST.

Student Assessment

- **Term tests (CT)**: exam-style papers for Year 10, exercises, document analysis, and quizzes for lower years.
- **Supervised tests (DS)**: exercises and quizzes to review each chapter.
- **Continuous assessment**: formative evaluation throughout the lessons (quizzes, exercises, small programs, projects).

👉 Throughout the program, students will also develop **digital skills for PIX**, the official certification in digital competence, which can be used to support their academic and future career paths.