



## Year 6 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Teachers will be working with your child to help them to achieve these, along with a broader range of skills within this period of work. The teachers will then assess the children against these key objectives and grade them on the IB 1-7 scale. Please read through the targets with your child and help them to understand what we want them to achieve. We greatly value your support!

YEAR 6 BLOCK 1 KEY OBJECTIVES (2021-2022)	
Arabic	<p>أن يقرأ نصًا سرديًا قراءة جهرية صحيحة. أن يجيب عن أسئلة الفهم والاستيعاب المتعلقة بالنص. أن يستخرج المضاف إليه من الجمل. أن يعرب المضاف إليه إعرابًا تامًا صحيحًا. أن يتعرف علامة الحذف والقوسان الهلاليان. أن يوظف علامة الحذف والقوسان الهلاليان توظيفًا صحيحًا . أن يلخص نصًا سرديًا. أن يتعرف أنواع الخبر. أن يوظف الخبر بأنواعه توظيفًا صحيحًا. أن يكتب مقاطع سردية تتضمن الوصف. أن يتحدث عن موضوع حر بلغة عربية سليمة. أن يحلل النص السردية المسموع (كهف مجلس الجن).</p>
Islamic	<p>أن يعرف ( الإدغام )، وإدغام التون الساكنة أو التتوين. أن يميز بين الإدغام بغنة وبغيرغنة. أن يتلو آيات سورة الملك الآيات من ( 16-30). أن يستنتج أدلة على قدرة الله تعالى. أن يحفظ الحديث الشريف غيبًا. أن يميز أنواع السجود. أن يعرف صلاة الجماعة. أن يعدد فوائد صلاة الجماعة. أن يعرف الطالب الساعة. أن يذكر أدلة تتعلق بقيام الساعة. أن يحفظ الآيات (1-17) من سورة المدثر حفظًا جيدًا. أن يميز بين صلاة المسبوق والصلاة الفائتة.</p>
Social Studies	<p>أن يتعرف أغلفة كوكب الأرض وعلاقتها بالإنسان. أن يستخلص كيفية الاستعداد لمواجهة أخطار الزلازل. أن يقارن بين البركان الغطائي والمخروطي. أن يعدد بعض فوائد البراكين. أن يحدد توزيع بعض السلاسل الجبلية حول العالم على الخريطة. أن يحدد مراحل نشأة الجبال الالتوائية.</p>
English	<p>Write a beginning that include either action dialogue or a detailed description of setting and characters. Develop suspense techniques within their writing. Include detailed action/dialogue to move the story on. Use ellipses to keep the reader hanging on. To construct paragraphs which show each part of a story and indicate a change in place, jump in time or change of action.</p>



	<p>Link ideas across paragraphs using cohesive devices- eg time connectives.</p> <p>Use dashes to mark the boundary between two independent clauses.</p> <p>Use language techniques – such as metaphor, simile, onomatopoeia, and personification.</p> <p>Use empty words – eg someone, somewhere was out to get him.</p> <p>Use noun phrases and adjectives to create a richer text with fuller description.</p> <p>Use powerful verbs and action in dialogue, - e.g.,” Stop!” he shouted, picking up the stick and printing after the thief.</p> <p>Use a variety of adverbial phrases to start sentences.</p> <p>To write legibly, fluently and with increasing speed.</p> <p>Summarise the main ideas and identify key details and quotations for illustration.</p> <p>Draw inferences such as inferring characters’ feelings, thoughts, and motives from their actions, justifying inference with evidence.</p>
<b>Maths</b>	<p>Recall all times tables up to 12.</p> <p>Read numbers to 10 000 000 and determine the value of each digit.</p> <p>Compare and order numbers up till 10 000 000.</p> <p>Round large numbers.</p> <p>Add and subtract large numbers mentally.</p> <p>Add and subtract decimals mentally.</p> <p>Recognise, describe and build simple 3-D shapes.</p> <p>Calculate TO x TO.</p> <p>Find an equivalent fraction.</p> <p>Problem solving using the four operations.</p> <p>Compare and order fractions, including fractions greater than 1.</p> <p>Use common factors to simplify fractions.</p> <p>Change improper fractions into mixed numbers and vice versa.</p> <p>Add fractions with same denominators.</p> <p>Subtract fractions with same denominators.</p>
<b>Science</b>	<p>Use scientific names for the major organs of body systems.</p> <p>Describe the main function of the circulatory system.</p> <p>Describe the main function of the digestive system.</p> <p>Describe the main function of the excretory system.</p> <p>Describe the main function of the nervous system.</p> <p>Describe the main function of the respiratory system.</p> <p>Identify the position of major organs in the body.</p> <p>Can ask relevant questions, using different types of scientific enquiries to answer them.</p> <p>Can set up simple, practical enquiries, comparative and fair tests.</p> <p>Can record data and results of increasing complexity using line graphs.</p>
<b>ICT</b>	<p>Understand how search engines work and refine search terms accordingly.</p> <p>Create and rank a paper-based webpage according to a simple page ranking algorithm.</p> <p>Identify and evaluate different methods of online communication.</p> <p>Understand and use pre-determined functions in Blockly to complete commonly repeated tasks</p> <p>Create an interactive animation in Blockly using sprites, behaviours, and events.</p>
<b>P.E.</b>	<p>Understand how healthy habits like physical activity, diet and sleep can positively impact your physical health and wellbeing.</p> <p>Perform a high quality and creative gymnastics sequence consisting of advanced travels, shapes, balances and jumps.</p>



	<p>Be able to accurately self-evaluate my performance in gymnastics.          Improve execution of the set and dig techniques.          Play a rally with a partner in volleyball using dig, set &amp; underarm serve.</p>
<b>Art</b>	<p>Student has learnt the meaning of perspective.          Student has demonstrated the ability to create two one-point perspective picture using geometrical shapes.          Student has learnt the meaning of foreshortening in perspective.          Student has learnt to apply the drawing technique of foreshortening to a falling person.          Student has learnt how to draw a one – point perspective landscape including shading to portray accurate light direction coming from the sun.          Student has learnt the meanings of a vanishing point, horizon line, eye level in relation to a landscape in perspective.          Student has learnt about the artist Jean Metzinger and to recognize the painting style of his landscape Art.          Student has learnt to apply the painting style of Metzinger to a landscape of their choice showing accurate perspective.          Student has learnt to recognise the painting style of the Artist Vincent Van Gogh.          Student has learnt to apply the thick paint style of Van Gogh to a landscape of their choice showing accurate perspective.          Student has demonstrated a range of perspective lettering styles.          Student has learnt to apply a two-point perspective drawing technique to their name initials.          Student has learnt how to develop their two-point perspective drawing of their name initials into a coloured collage artwork.</p>
<b>Music</b>	<p>Can actively engage with unfamiliar music, and ask about composer, cultural origins and traditions.          Participate in an ensemble with an awareness of the contribution of different parts.          Compose with others, equally contributing and pursuing a common goal.          Can listen to and discuss music from different traditions and incorporate these experiences into their own work.          Understand and value that music from different cultures and periods is produced in a variety of ways and can serve different functions in a community or society.          Improvise and perform a range of simple music with adequate intonation with developing stylistic awareness.          Experiment with simple accompaniments or chord progressions.</p>