



Year 6 Block 3 Key Objectives

These are the Key Objectives we have identified for Block 3. Block 3 starts on Sunday 11th December and runs for 7 weeks until Thursday 9th February. 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 objectives with your child and help them to understand what we want them to achieve. We greatly value your support!

| YEAR 6 BLOCK 3 KEY OBJECTIVES (2022-2023) | |
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| Arabic | <p>أن يستخلص الفكرة العامة للنص المسموع أن يتعرف الخدمات التي يقدمها مطار مسقط الدولي أن يقرأ قطعة من النص قراءة معبرة أن يستخرج الأفكار الجزئية للنص أن يميز الفعل اللازم والفعل المتعدي أن يعرب الجملة الفعلية إعرابًا صحيحًا أن يتحدث بلغة عربية سليمة عن اكتشاف أو اختراع علمي أن ينقذ واجباته البيتية بدقة وفي موعدها أن يحدد المجزء من المزيد أن يحول الأفعال المجزدة إلى مزيدة أن يعلل رسم الهمزة المتوسطة على الواو أن يكتب الهمزة المتوسطة على الواو كتابة صحيحة أن يكتب نصًا سرديًا يتضمن مقطعًا تفسيريًا أن يوظف الروابط اللفظية والأساليب المناسبة للنص الوصفي</p> |
| Islamic | <p>أن يوضح دلالة بعض أسماء الله الحسنى. أن يعرف صلاة الجمعة ويبين أحكامها. أن يشرح أهمية المساجد في الإسلام. أن يستخلص من الآيات الكريمة المقررة واجبه تجاه تجاه الحق. أن يميز بين الإدغام في الميم الساكنة، والإدغام في النون الساكنة والتنوين ويطبّقه أن يحفظ الآيات (1-7) من سورة نوح حفظًا سليماً مراعيًا أحكام التجويد. أن يتلو سورة المزمل الآية الكريمة (20) تلاوة سليمة مراعيًا أحكام التجويد. أن يتعرف فضل قيام الليل من خلال الآية (20) من سورة المزمل. أن يبرز الآثار المترتبة على التهاجر بين المسلمين. أن يسمع الحديث الشريف (هجر المسلم حرام) كتابيًا وشفهياً. أن يوضح بعضًا من جوانب إعجاز القرآن الكريم. أن يتعرف الكيفية الصحيحة للاستدراك في الصلاة. أن يستخلص الدروس المستفادة من سيرة الصحابي الجليل (عبد الله بن عمر) رضي الله عنه. أن يحفظ الآيات (15-24) من سورة نوح حفظًا سليماً مراعيًا أحكام التجويد. أن ينقذ واجباته البيتية بدقة وفي موعدها.</p> |
| Social Studies | <p>أن يحدد مسار حملة العلم للمذهب الأباضي. أن يصمّم مسطرة زمنية لأحداث الإمامة في عمان. أن يذكر بعض الأئمة الذين حكموا عمان في فترة الإمامة الثانية. أن يتعرف مكونات الغلاف الجوي. أن يذكر خصائص كل طبقة من طبقات الغلاف الجوي. أن يبين أهمية الغلاف المائي للكائنات الحية. أن يذكر المشكلات التي يعانيها الغلاف المائي.</p> |



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| | أن ينقذ واجباته البيتية بدقة وفي موعدها. |
| English | <p>To use an introductory paragraph which briefly covers the who, what, where and when about an event.</p> <p>To use the first or third person, depending on whether the writer was present.</p> <p>To write in past tense (except if links to present / future are made in the conclusion).</p> <p>To name and describe specific people, places, and things.</p> <p>To use time conjunctions, usually in chronological order.</p> <p>To use quotations from witnesses / people who were there.</p> <p>To use a concluding paragraph which links back to the introduction.</p> <p>Explain why the events were significant and to whom.</p> <p>To write a personal recount that uses stronger language, including descriptions of emotions.</p> <p>To write a factual and direct account that is impersonal.</p> <p>Predict what will happen from details stated and implied</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>To use figurative language independently and correctly.</p> |
| Maths | <p>To identify, describe and sketch compound 3D shapes.</p> <p>To identify and sketch different nets for cubes, cuboids, prisms and pyramids.</p> <p>To understand the relationship between area of 2D shapes and surface area of 3D shapes.</p> <p>To understand the difference between capacity and volume.</p> <p>To estimate and multiply whole numbers up to 10 000 by 1-digit or 2-digit whole numbers.</p> <p>To estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers.</p> <p>To understand common multiples and common factors.</p> <p>To use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9.</p> <p>To estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers.</p> <p>To estimate and divide numbers with one or two decimal places by whole numbers.</p> <p>To use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule.</p> <p>To use knowledge of square numbers to generate terms in a sequence, given its position.</p> <p>To use the language associated with probability and proportion to describe and compare possible outcomes.</p> <p>To identify when two events can happen at the same time and when they cannot and know that the latter are called 'mutually exclusive'.</p> <p>To recognise that some probabilities can only be modelled through experiments using a large number of trials.</p> <p>To conduct experiments or simulations, using small and large numbers of trials. Predict, analyse and describe the frequency of outcomes using the language of probability.</p> |
| Science | <p>Know that the temperature at which a substance changes state is a property of the substance.</p> <p>Know that gases have properties, including mass.</p> <p>Understand that electrical conductivity and thermal conductivity are properties of a substance.</p> <p>Identify and describe physical changes that are reversible.</p> <p>Describe how temperature affects solids dissolving in liquids and relate it to the particle model.</p> |



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| | <p>Describe the difference between boiling and evaporation.</p> <p>Observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature).</p> <p>Use models, including diagrams, to represent and describe scientific phenomena and ideas.</p> |
| Computing | <p>Follow and understand algorithms that are presented as flowcharts.</p> <p>Know how to develop algorithms that include two or more variables.</p> <p>Understand and use arithmetic (+, -, *, /) operators in algorithms.</p> <p>Explain the use of constructs in programming, including sequence, selection and iteration.</p> <p>Know how to develop block-based programs where multiple algorithms interrelate.</p> <p>Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.</p> |
| P.E. | <p>To serve to space using underarm serve.</p> <p>To effectively use the set shot during competitive gameplay.</p> <p>To effectively use skills like the underarm pass/ dig shot during gameplay.</p> <p>To play cooperatively in a team; apply rules consistently & fairly.</p> <p>To identify appropriate exercises & activities for warming up.</p> <p>To pick out what they & others do well & suggest ideas for practices.</p> <p>To use a range of fielding skills e.g. throwing, catching, bowling, intercepting, with growing control & consistency.</p> <p>To strike a bowled ball.</p> <p>To work collaboratively in pairs, group activities & small -sided games.</p> <p>To understand & implement a range of tactics in games.</p> <p>To recognise the activities & exercises that need including in a warm up.</p> <p>To identify their own strengths & suggest practises to help them improve.</p> |
| Art | <p>Make scissor cut stencils.</p> <p>Print and repeat print patterns using stencils as a background for an artwork.</p> <p>Print a letter initial from your name on top of the stencil backgrounds we made last lesson.</p> <p>Give the illusion of shadow when printing and how to print clean, and clear shapes.</p> <p>Use the running stitch, loop stitch and blanket stitch techniques.</p> <p>Make a stitched picture frame to complete our previous printed art works.</p> <p>Complete a print and stitch project.</p> <p>Create a realistic looking sunrise & night sky watercolour painting.</p> <p>Colour blend watercolours to create smooth looking sky scenes.</p> <p>Use a variety of paint brush application techniques to add an element of realism to the paintings.</p> <p>Reflect on own art in order to develop and improve own art skills.</p> <p>Study different components of a painting in order to correct mistakes or add extra details.</p> |
| Music | <p>Compose using a range of dynamics, structures, tempi and techniques with awareness of the intended effect.</p> <p>Compose with others, equally contributing and pursuing a common goal.</p> <p>Experiment with simple accompaniments or chord progressions.</p> <p>Practice and use strategies to problem solve.</p> |