



Year 6 Block 4 Key Objectives

These are the Key Objectives we have identified for Block 4. Block 4 starts on Sunday 12th February and runs for 8 weeks until Thursday 20th April. 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 4 KEY OBJECTIVES (2022-2023)	
Arabic	<p>أن يتحدّث بلغة عربية سليمة لمدة دقيقتين عن موضوع حرّ من اختياره.</p> <p>أن يلخّص نص الاستماع تلخيصاً شاملاً.</p> <p>أن يستخلص القيم الإيجابية من خلال الدرس.</p> <p>أن يستخرج بعض معاني الكلمات من المعجم.</p> <p>أن يعلّل كتابة الهمزة المتوسطة على (الياء).</p> <p>أن يصف البيئة الطبيعية بعناصرها المختلفة في مقطع وصفيّ صحيح.</p> <p>أن يقرأ فقرة من النّص قراءة جهريّة معبّرة مع مراعاة علامات التّرقيم وصحة الضّبط.</p> <p>أن يقترح حلولاً مناسبة للحدّ من استهلاك البلاستيك.</p> <p>أن يستنبط الفكرة العامّة والأفكار الجزئية للنّص.</p> <p>أن يستخدم المفردات الجديدة في جمل من إنشائه.</p> <p>أن يعيّن العلامات الإعرابية للجمع المذكر السالم.</p> <p>أن يعرب جمع المذكر السالم إعراباً تاماً.</p> <p>أن يحوّل المفرد إلى جمع مذكر سالم.</p> <p>أن يستخدم أساليب الأمر والنهي في تحويل مقطع تعبيريّ إلى مقطع توجيهيّ.</p> <p>أن يكتب مقطعا توجيهيّاً صحيحاً مع مراعاة الصّحة اللغويّة والأساليب المختلفة.</p> <p>أن ينقّد واجباته البيئية بدقّة وفي موعدها.</p>
Islamic	<p>أن يتلو الآيات (63-67) من سورة الفرقان، مراعيّاً تطبيق أحكام التّجويد التي تعلّمها.</p> <p>أن يتعرّف الإخفاء الحقيقيّ في التّون الساكنة والتّونين.</p> <p>أن يعدّد حروف الإخفاء الحقيقيّ.</p> <p>أن يستخرج مواضع الإخفاء الحقيقيّ في الآيات الكريمة المقرّرة.</p> <p>أن يعدّد صفات عباد الرّحمن الواردة في الآيات (63-67) من سورة الفرقان.</p> <p>أن يستظهر الحديث الشّريف (ضبط النفس عند الغضب) كتابياً وشفهياً.</p> <p>أن يذكر أضرار الغضب على الإنسان.</p> <p>أن يبيّن فوائد ضبط النفس.</p> <p>أن يعدّد أسماء الكتب السّماوية ويذكر أسماء الأنبياء الذين أنزلت عليهم.</p> <p>أن يميّز بين ظاهريّ الخسوف والكسوف.</p> <p>أن يتعرّف كيفية أداء صلاة الخسوف والكسوف.</p> <p>أن يبيّن صفات المبادر.</p> <p>أن يحفظ الآيات (15-24) من سورة نوح حفظاً سليماً مراعيّاً تطبيق أحكام التّجويد التي تعلّمها.</p> <p>أن ينقّد واجباته البيئية بدقّة وفي موعدها.</p>
Social Studies	<p>أن يتعرّف مكونات الغلاف الحيوي.</p> <p>أن يعيّن على خريطة العالم النّظم البيئية.</p> <p>أن يذكر العوامل التي تؤثر على النّظم البيئية الأرضية.</p> <p>أن يوضّح بالرّسم طبيعة العلاقة بين عامل الارتفاع ونموّ النباتات الطبيعية.</p> <p>أن يعدّد أهمّ خصائص بيئة الغابات المدارية المطيرة.</p> <p>أن يكتب بعض مشكلات الغابات المدارية المطيرة.</p>



	<p>أن يستنتج أهم خصائص بيئة الحشائش المدارية الطويلة. أن يحدّد توزيع أهم مناطق الحشائش المدارية الطويلة على خريطة العالم. أن يتعرّف خصائص بيئة الصحارى الحارة. أن يبيّن أهم طرق تكيف النباتات الطبيعية والحيوانات في الصحراء. أن يقدم عرضاً مرئياً عن إحدى البيئات الطبيعية. أن ينقّد واجباته البيئية بدقة وفي موعدها.</p>
English	<p>To understand and use persuasive reasons to support an argument. To identify the features of persuasive writing and use them independently in their writing. To set out a formal letter using the correct conventions. To identify, use, and create catchy titles or slogans. To identify, use, and create positive points. To understand how the use of persuasive language such as powerful adjectives and memorable phrases affect people's interaction with adverts. To understand how the use of rhetorical questions affect people's interaction with adverts. To use the features of advertising in their own, independent writing. To understand and use apostrophes accurately. To use punctuation mark accurately in independent writing. To identify how language, structure and presentation contribute to meaning. To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary. To articulate and justify answers, arguments, and opinions.</p>
Maths	<p>Identify and sketch different nets for cubes, cuboids, prisms and pyramids. Understand the relationship between area of 2D shapes and surface area of 3D shapes. Understand the difference between capacity and volume. Estimate and multiply whole numbers up to 10 000 by 1-digit or 2-digit whole numbers. Estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers. Understand common multiples and common factors. Use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9. Estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers. Estimate and divide numbers with one or two decimal places by whole numbers. Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions). Use knowledge of equivalence to write fractions in their simplest form. Recognise that fractions, decimals (one or two decimal places) and percentages can have equivalent values.</p>
Science	<p>Describe the effect of gravity and know that when gravity changes, the weight of an object changes, but the mass does not. Use force diagrams to show the name, size and direction of forces acting on an object. Describe the effect of different forces on an object at rest and in motion. Recognise that the mass and shape of an object can affect if it floats or sinks. Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction. Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps and buzzers.</p>



	<p>Make simple circuits and compare the brightness of lamps in series and parallel circuits. Present and interpret results using tables, bar charts, dot plots and line graphs.</p>
Computing	<p>Design appropriate forms to capture continuous data for given purposes. Design spreadsheets that include a combination of features, including cell referencing, arithmetic operators and functions limited to SUM, and AVERAGE. Select data that is relevant for particular purposes. Design and create single table databases, including data attributes and data types, for given purposes. Know that data is used to solve problems in a range of industries, including health, manufacture and retail. Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.</p>
P.E.	<p>To use a range of fielding skills e.g. throwing, catching, bowling, intercepting, with growing control & consistency. To strike a bowled ball. To work collaboratively in pairs, group activities & small -sided games. To understand & implement a range of tactics in games. To recognise the activities & exercises that need including in a warm up. To identify their own strengths & suggest practices to help them improve.</p>
Art	<p>Understand the meaning of car livery and present initial design ideas to the class. Create a livery design for a formula 1 car using felt tips. Create a first initial design for a logo and a name for their F1 team. Know how to give constructive criticism to class peers for design feedback. Demonstrate design development in reference to peer assessment about their initial logo design. Produce a final design for their F1 team logo. Understand and apply a colour scheme for the F1 team - including uniform, car and presentation board design. Demonstrate visual consistency within a T shirt design for the F1 team, keeping to the final chosen design using fabric markers. Understand the importance of good layout, fonts, titles, subtitles, team name/logo etc within their F1 presentation board. Present a final presentation board for the F1 Ethara project, laid out and assembled in keeping with their team's visual identity. Learn how to create a pattern template to use as a stencil. Create a range of printed patterns to act as the background for an artwork.</p>
Music	<p>Use some technical language to talk about music. Discuss how music reflects the contexts in which it is created, performed and heard. Use feedback to refine ideas and processes, reflecting on different views and how this relates to purpose and meaning. Perform with increasing confidence, expression, skill and level of musicality and make adjustments to own performance in response to others.</p>