



## Year 1 Block 5 Key Objectives

These are the Key Objectives we have identified for Block 5. Block 5 starts on Sunday 23<sup>rd</sup> April and runs for 7 weeks until Thursday 8<sup>th</sup> June. 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 1 BLOCK 5 KEY OBJECTIVES (2022-2023)	
Arabic	<p>أن يتحدث عن مشهد ما أو موضوع ما أو مواقف مختلفة من زمن محدد. أن يحلل الجملة المسموعة إلى كلمات. أن يذكر مرادفات الكلمات من سياق فقرات الدرس. أن يقرأ الدرس قراءة صحيحة ومعبرة. أن يميز اللام الشمسية عن اللام القمرية عند القراءة. أن يصنف كلمات اللام الشمسية عن اللام القمرية عند الكتابة. أن ينجز أنشطة الكتاب المدرسي في وقتها المحدد. أن يتفاعل مع معلمته وزملائه في حل أنشطة الدرس. أن يقرأ قراءة مسترسلة وبسرعة مناسبة. أن يستنبط الفكرة العامة للنص. أن يستخرج القيم من النص. أن يكتب جملة صحيحة غيباً. أن يكتب جملة بسيطة بخط واضح ومقروء مستوحياً من مستند بصري. أن يحاكي جملة مكونة من (4-6) كلمات مراعيًا صحة رسم الحروف في مواضعها الصحيحة من الكلمة. أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>
Islamic	<p>أن يحفظ سورة التكاثر أن يحفظ الحديث الشريف: ( من آداب المجالس ) أن يستنتج أهمية الماء وطرق المحافظة عليه. أن يعدد مبطلات الوضوء. أن يلخص مراحل نشأة النبي (ص). أن يعطي حلاً لبعض المواقف في التعامل مع الآخرين. أن يعدد بعض مظاهر العبادة. أن يحفظ الحديث الشريف ( أتعلم القرآن الكريم ) أن يذكر فوائد نعمة الحواس. أن يرتب الصلوات الخمس المفروضة ترتيباً صحيحاً. أن يقترح بعض آداب الحديث مع الآخرين. أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>
English	<p>Include some relevant information when writing simple non-fiction texts in familiar real-life contexts. Begin to write for a purpose using basic language and features appropriate for the text type. Write names, labels, captions and lists independently. Write at least 3 sentences relating to a theme (decodable by an adult). Say a sentence, write and read it back to check it makes sense. Simple connectives - and who because but if so when. Always use capital letters for own names and 'I'.</p>



	<p>Begin to use capital letters and full stops for sentences (at least 1 of each).          Read own writing aloud and talk about it.          Begin to recognise a range of common words on sight, including common exception words.          Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. th, sh, ch; ai, ee; igh).          Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.          Provide relevant information, as needed.          Ask simple questions about what is heard or read.          Show understanding of the opinions of others.          Speak audibly and clearly with familiar people.</p>
<p><b>Maths</b></p>	<p>Record, organise and represent categorical data using Venn diagrams.          Record, organise and represent categorical data using Carroll diagrams.          Read data found on Venn and Carroll diagrams to find answers.          Understand that an object or shape can be split into two equal parts.          Understand that an object or shape can be split into two unequal parts.          Understand that a half can act as an operator (whole number answers).          Understand and visualise that halves can be combined to make wholes.          To answer word problems related to fractions (half).          Use familiar language to describe units of time.          Know the days of the week.          Know the months of the year.          Recognise time to the hour.          Recognise time to the half hour.          Can answer word problems related to time.</p>
<p><b>Science</b></p>	<p>Explore, talk about and describe the movement of familiar objects.          Describe pushes and pulls as forces.          Explore that some objects float and some sink.          Identify different sources of sound.          Explore that as sound travels from a source it becomes quieter.          Identify things that require electricity to work.          Explore, talk about and describe what happens when magnets approach and touch different materials.          Talk about how science explains how objects they use, or know about, work.          Talk about how some of the scientific knowledge and thinking now was different in the past.          Make predictions about what they think will happen.          Collect and record observations and/or measurements by annotating images and completing simple tables.          Ask questions about the world around us and talk about how to find answers.</p>
<p><b>ICT</b></p>	<p>Identify what a robot is and where they may be found in the real world.          Know how to give simple instructions, using directional language (forward, backwards, left, right), to navigate a path.          Predict what is likely to happen when programs are run.</p>



	<p>Know that programs can contain errors.</p> <p>Know how to recreate algorithms as programs to perform simple tasks.</p> <p>Know that 'debugging' is the correction of errors in a program.</p>
<b>P.E.</b>	<p>To listen to instructions and be aware of the safety issues surrounding the activities they are doing.</p> <p>To explore and develop skills individually, in a pair and as part of a small / large group.</p> <p>To choose and use skills effectively for particular activities.</p> <p>To watch, copy, describe and evaluate what they and other are doing.</p> <p>To be aware that it is important to stay healthy and know the effects exercise has on their bodies.</p> <p>Become water confident and develop core aquatic skills understanding of basic core aquatic skills.</p> <p>Encourage independent movement.</p> <p>Develop skills through enjoyment, fun and self-discovery.</p>
<b>Art</b>	<p>Know how to complete a close observational drawing using mixed media.</p> <p>Know how to create a range of tones using paint.</p> <p>Apply tone and value in a painting.</p> <p>Investigate the properties of found/recycled materials and use these in a collage.</p> <p>Investigate joining techniques and create a design using these.</p> <p>Use elements of the design process to move from 2D to 3D artwork.</p> <p>Apply techniques learnt to create a 3D model and evaluate the outcome.</p>
<b>Music</b>	<p>To describe the sounds of instruments.</p> <p>To differentiate between basic dynamics.</p> <p>To create and perform a graphic score.</p> <p>To sing and play music, joining in when appropriate and spontaneously.</p>