



Year 5 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Block 1 starts on Sunday 3rd September and runs for 7 weeks until Thursday 19th October. 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 5 BLOCK 1 KEY OBJECTIVES (2023-2024)	
Arabic	<p>أن يستمع إلى قصة ويحللها ملتزمًا آداب الاستماع. أن يرتب الأحداث وفق ورودها في نص الاستماع. أن يتحدث عن غلاف قصة، بلغة عربية فصيحة ملتزمًا آداب التحدث. أن يقرأ نصًا قصصيًا قراءة مسترسلة مراعيًا علامات الترقيم وخصائص النمط. أن يبيّن معاني الكلمات والتراكيب من خلال السياق. أن يوظف المفردات والتراكيب الجديدة في جمل من إنشائه. أن يجيب على أسئلة الفهم والاستيعاب المتعلقة بالنص السردى. أن يميّز بين الإعراب والبناء. أن يستخرج جملاً اسمية من النص. أن يحدّد ركني الجملة الاسمية. أن يضبط بالشكل أواخر الكلمات ويعربها إعرابًا تامًا. أن يضع همزة وصل أو همزة قطع حيثما يلزم في الكلمات الملونة. أن يكتب إملاء مسموعًا موظفًا القواعد الإملائية المدروسة. أن يكمل عنصر النهاية في نصّ سرديّ. أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>
Islamic	<p>أن يحفظ الآيات الكريمة (1-12) من سورة المرسلات حفظًا متقنًا. أن يتلو (آية الكرسي) تلاوة صحيحة. أن يحدّد السلوكيات الصحيحة والخاطئة في تجويد القرآن الكريم. أن يحفظ الحديث الشريف (فضل العلم) حفظًا سليمًا. أن يبيّن فضل العلم. أن يستنتج علامات الإيمان بالله تعالى. أن يكتب أقوال الصلاة في المواضع المحددة لها. أن يبيّن حكم الصلاة في بعض الحالات. أن يوضّح سبب اختيار الرسول صلى الله عليه وسلم الطائف للدعوة إلى الإسلام. أن يبيّن موقف أهل الطائف من دعوة الرسول صلى الله عليه وسلم للإسلام. أن يحفظ الآيات الكريمة (13-24) من سورة المرسلات حفظًا متقنًا. أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>
Social Studies	<p>أن يتعرّف استخدامات الشعوب للخرائط قديمًا. أن يذكر بعض العوامل التي أسهمت في تطوّر علم الخرائط عند المسلمين. أن يرسم خطوط الطول ودوائر العرض الرئيسية على شكل الكرة الأرضية. أن يوضّح أهمية خطوط الطول ودوائر العرض. أن يستخرج أمثلة لبعض الدول التي تقع ضمن المناطق الحرارية حسب الجدول. أن يكتب مميّزات خرائط الجغرافيين المسلمين. أن يقدّم بحثًا أو مشروعًا في مواضيع الوحدة الأولى. أن ينفذ واجباته البيئية بدقة وفي موعدها.</p>



<p>English</p>	<ul style="list-style-type: none"> • To use capital letters and full stops for all sentences (with minor mistakes). • To logically organise paragraphs. • To use adverb starters to add detail. • To use commas after fronted adverbials. • To use adverbial phrases ('where', 'when' or 'how' starter). • To use embedded clauses. • To use commas before and after an embedded clause. • To consistently use present and past tense as appropriate. • To evaluate how authors use language to impact the reader. • To predict what might happen from details stated and implied. • To summarise main ideas, identifying key details and using quotations for illustration. • To use consistently formed and sized handwriting, with evidence of joins. • To listen carefully, asking questions that further their knowledge. • To narrate biographical stories with expression to add detail and excitement for the listener.
<p>Maths</p>	<ul style="list-style-type: none"> • Understand and explain the difference between prime and composite numbers. • Use knowledge of multiplication to recognise square numbers (from 1 to 100). • Understand and explain the value of each digit in decimals (tenths). • Understand and explain the value of each digit in decimals (hundredths). • Compose, decompose, and regroup numbers, including decimals (tenths and hundredths). • Round numbers with one decimal place to the nearest whole number. Understand Time Intervals Less than One Second • Use knowledge of factors and multiples to understand tests of divisibility by 4 and 8. • Count on and count back in steps of constant size and extend beyond zero to include negative numbers. • Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence. • Recognise and extend the spatial pattern of square and triangular numbers. • Find time intervals in seconds, minutes, and hours that bridge through 60. • Recognise that a time interval can be expressed as a decimal, or in mixed units. • Compare times between time zones in digital notation (12- and 24-hour) and on analogue clocks.
<p>Science</p>	<ul style="list-style-type: none"> • Know that models are not fully representative of a real-world situation and/or scientific idea. • Know that a model presents an object, process or idea in a way that shows some of the important features. • Choose equipment from a provided selection and use it appropriately. • Take appropriately accurate measurements. • Ask scientific questions and select appropriate scientific enquiries to use. • Plan fair test investigations, identifying the independent, dependent and control variables. • Present and interpret results using tables, bar charts, dot plots and line graphs.



	<ul style="list-style-type: none"> • Sort, group and classify objects, materials and living things through testing, observation and using secondary information. • Carry out practical work safely.
Computing	<ul style="list-style-type: none"> • Describe different networked devices and how they connect. • Explain types of media that can be shared on the World Wide Web (WWW). • Understand how content is created, added, accessed and owned on the WWW. • Understand not everything on the WWW is reliable or true. • Understand and use sequencing and debugging strategies in Blockly.
P.E.	<ul style="list-style-type: none"> • To pass, dribble & shoot with control in games. • To identify & use tactics to help their team keep the ball & take it towards the opposition's goal. • To mark opponents & help each other in defense. • To know & carry out warm up activities that use exercises helpful for invasion games. • To pick out things that could be improved in performances & suggest ideas & practises to make them better. • Improve quality of stroke technique, introduce multi-aquatic skills/disciplines and basic lifesaving skills. • Introduce lifesaving skills and basic aquatic discipline skills. • Provide basic skills to enable progression into all aquatic disciplines including life saving.
Art	<ul style="list-style-type: none"> • Experiment with a range of watercolour painting techniques to create textures, lines, and colour variations. • Understand how artists use complementary colours to create artwork. • Know how to create a colour wheel. • Develop a range of mark making and shading techniques. • Know how to create an abstract composition using lines and patterns. • Understand and know how to recognize positive and negative shapes in an artwork. • Understand and know how to create and use tone and value in an artwork. • Know how to apply the skills learnt in a piece of work and talk about the outcome.
Music	<ul style="list-style-type: none"> • Develop an awareness of other cultures and traditions. • Can actively engage with unfamiliar music and ask about composer, origin, and how music plays a role in society. • Can pitch with growing accuracy. • Sing with an awareness of others. • Can perform an instrumental accompaniment to a well-known song. • Can perform with confidence as part of a larger ensemble, showing awareness of others.