



Year 6 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 6 BLOCK 1 KEY OBJECTIVES (2023-2024)	
Arabic	<p>أن يستخلص الفكرة العامة للنص المسموع. أن يقرأ فقرة من النص (مدرستي الأولى) قراءة جهريّة مسترسلّة ومعبرة عن المعنى. أن يوظّف المفردات اللّغوية الجديدة في جمل مفيدة من إنشائه. أن يصف مظاهر الحياة الاجتماعية في المجتمع العماني. أن يبيّن الدور الإيجابي للسبلة في المجتمع العماني. أن يعرّف المضاف إليه أو المجرور بالإضافة. أن يعرّف أنواع الخبر. أن يعرب الخبر بأنواعه. أن يوظّف علامة الحذف والقوسين الهلاليين في مواضعها الصحيحة. أن يكتب إملاء اختباريًا موظفًا القواعد الإملائية المدروسة. أن يلخص نصًا سرديًا، موظفًا أهم مهارات التلخيص التي درسها. أن يكتب نصًا سرديًا متكاملًا مضمّنًا وصف المشاهد، والمكان، والمشاعر. أن يستخلص القيم التي تهدف إليها الآيات من (10-13) من سورة الحجرات في درس (المؤمنون إخوة). أن ينفذ واجباته البيئية بدقّة وفي موعدها.</p>
Islamic	<p>أن يتعرّف مخارج الحروف. أن يحفظ الآيات 1- 17 من سورة المدثر حفظًا سليماً مراعيًا تطبيق أحكام التجويد التي تعلمها. أن يتلو الآيات (183-185) من سورة البقرة تلاوة صحيحة خالية من الأخطاء. أن يبيّن فضل العمل الصالح من خلال الحديث الشريف. أن يستنبط بعض دلائل وحدانية الله تعالى. أن يميّز بين أنواع الصيام. أن يدرك أهمية التخطيط في الحياة من خلال أحداث الهجرة. أن يحفظ الآيات 18- 22 من سورة المدثر حفظًا سليماً مراعيًا تطبيق أحكام التجويد التي تعلمها. أن يذكر بعض آداب التعامل في الأسواق. أن يتعرّف أحكام النون الساكنة والتنوين. أن يستنتج الحكمة من تأييد الله تعالى رسله بالمعجزات. أن يفهم المقصود بركاة الفطر ويعدّد صورها . أن يعدّد بعض مظاهر الاعتدال في مناحي الحياة. أن ينفذ واجباته البيئية بدقّة وفي موعدها.</p>
Social Studies	<p>أن يذكر أهم مكونات النظام الأرضي. أن يستخلص أهم المشكلات البيئية التي تتعرض لها أغلفة كوكب الأرض. أن يستخلص كيفية الاستعداد لمواجهة أخطار الزلازل. أن يقارن بين البركان الغطائي والبركان المخروطي. أن يحدّد توزيع السلاسل الجبلية في العالم. أن يبيّن مراحل تكون الجبال الالتوائية. أن يستنتج العوامل التي مكنت عبد الرحمن الداخل من تأسيس الدول الأموية في الأندلس. أن يوضح بعض المنجزات الحضارية للمسلمين في الأندلس.</p>



	<p>أن يُعدّد الأسباب التي أدّت إلى نشأة الممالك الإسبانية في شمالي الأندلس. أن ينفذ واجباته البيئيّة بدقّة وفي موعدها. أن يُقدّم مشروعا عن أحد الدروس يصحبه عرضا شفويا قصيرا.</p>
English	<ul style="list-style-type: none">• Use 'Boxing up' grids – Use the 'Old House text' Adapted from Pie Corbett's 'Old Mill'. Imitate, innovate.• Use a 5-part story structure - Introduction – Write a story beginning that includes action dialogue and detailed description of setting and characters. – DASH openings.• Build-up – develop suspense techniques within their writing.• Problem/Dilemma – to include detailed action/dialogue to move the story on.• Resolution – to explain how the story is heading towards its conclusion.• Conclusion – to resolve story by linking ideas with the problem/dilemma.• To construct paragraphs which show each part of the story and indicate a change in place, jump in time or change of action.• Link ideas across paragraphs using cohesive devices- e.g. time connectives.• To use metaphor's correctly in context.• To use simile's correctly in context.• To use onomatopoeia correctly in context.• To use personification correctly in context.• To use hyperbole correctly in context.• To use 'empty words' correctly in context e.g. someone, somewhere (was out to get him).• To use noun phrases correctly in context to create a richer text with fuller description.• To use adjectives correctly in context to create a richer text with fuller description.• Use powerful verbs and action in dialogue e.g. " Stop!" he shouted, picking up the stick and sprinting after the thief.• Use expanded 'ed' clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.• Use a variety of adverbial phrases to start sentences - e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.• To 'bunch up' sentences that deal with a single thought or topic.• Use ellipses – to keep the reader hanging on.• Use dashes to mark the boundary between two independent clauses.• To use speech marks correctly in context.• Discuss and predict what may happen next in a story.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence.
Maths	<ul style="list-style-type: none">• Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths).• Compose, decompose and regroup numbers, including decimals (tenths, hundredths and thousandths).• Use knowledge of place value to multiply and divide .• Whole numbers and decimals by 10, 100 and 1000.



	<ul style="list-style-type: none"> • Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. • Round numbers with 2 decimal places to the nearest tenth or whole number. • Count on and count back in steps of constant size, including fractions and decimals, and extend beyond zero to include negative numbers. • Count on and count back in steps of constant size, including fractions and decimals, and extend beyond zero to include negative numbers. • Use knowledge of laws of arithmetic and order of operations to simplify calculations. • Understand that brackets can be used to alter the order of operations. • Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals. • Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals. • Know the parts of a circle: centre, radius, diameter and circumference. • Construct circles of a specified radius or diameter. • Use knowledge of area of rectangles to estimate and calculate the area of right-angled triangles. • Classify, estimate, measure and draw angles.
<p>Science</p>	<ul style="list-style-type: none"> • Describe how a model can help us understand and describe scientific phenomena and ideas. • Use models, including diagrams, to represent and describe scientific phenomena and ideas. • Know the features of the five main types of scientific enquiry. • Make predictions, referring to relevant scientific knowledge and understanding with familiar and unfamiliar contexts. • Plan fair test investigations, identifying the independent, dependent and control variables. • Describe risks when planning practical work and consider how to minimise them. • Sort, group and classify objects, materials and living things through testing, observation and using secondary information. • Take appropriately accurate measurements. • Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry. • Carry out practical work safely.
<p>Computing</p>	<ul style="list-style-type: none"> • Understand how search engines work and refine search terms accordingly. • Create and rank a paper-based webpage according to a simple page ranking algorithm. • Identify and evaluate different methods of online communication. • Understand and use events in Blockly to control sprites. • Create an interactive animation in Blockly using sprites, behaviors, and events.
<p>P.E.</p>	<ul style="list-style-type: none"> • To use different techniques for passing, controlling, dribbling & shooting the ball in games. • To apply basic principles of team play to keep possession of the ball.



	<ul style="list-style-type: none"> • To use marking, tackling & / or interception to improve their defence. • To plan practises & warm up to get ready for playing safely. • To suggest ideas that will improve performance. • Improve and maintain stroke technique over distance, and develop basic training and race skills producing a swimmer who is 'Race ready'. • Improve efficiency in all four strokes. • Develop turn technique for all four strokes. • Improve Knowledge and understanding of rules in competitive swimming.
<p>Art</p>	<ul style="list-style-type: none"> • Demonstrate the ability to create one-point perspective drawing using geometrical shapes. • Apply the drawing technique of foreshortening to a falling person. • Demonstrate how to draw a one – point perspective and understand the concepts and vocabulary related to creating perspective in an artwork. • Apply the painting style of the artist Metzinger to an artwork. • Apply the thick paint style of Van Gogh to an artwork. • Demonstrate a range of perspective lettering styles. • Develop a final artwork that shows two-point perspective in a collage artwork.
<p>Music</p>	<ul style="list-style-type: none"> • They will actively engage with unfamiliar music, and ask about artists, cultural origins, and traditions. • Understand some musical characteristics inherent in music from the Classical Period of western classical music. Comparing and contrasting styles from different composers. • Can learn left hand accompaniments (with increasing difficulty) on the piano, understanding musical notation of all notes in the key of C major, and simple root chord progression. • Can sing with an awareness of pitch. • Can maintain a melody line in a two-part harmony context. • Take part in a variety of ensembles, showing an awareness of others.