



Year 6 Block 3 Key Objectives

These are the Key Objectives we have identified for Block 3. Block 3 starts on Sunday 7th January and runs for 7 weeks until Thursday 22nd 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 (2023-2024)	
Arabic	<p>أن يستخلص الفكرة العامة للنص المسموع. أن يتعرف الخدمات التي يقدمها مطار مسقط الدولي. أن يقرأ فقرة من النص قراءة معبرة. أن يستخرج الأفكار الجزئية للنص. أن يميز الفعل اللازم والفعل المتعدي. أن يعرب الجملة الفعلية إعرابا صحيحا. أن يتحدث بلغة عربية سليمة عن اكتشاف أو اختراع علمي. أن يحدد المجرد من المزيد. أن يحول الأفعال المجردة إلى مزيدة. أن يعلل رسم الهمزة المتوسطة على الواو. أن يكتب الهمزة المتوسطة على الواو كتابة صحيحة. أن يوظف الروابط اللفظية والأساليب المناسبة في كتابة مقال عن شخصية. أن يكتب نصا سرديا يتضمن مقطعاً تفسيريا. أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>
Islamic	<p>أن يستخلص من الآيات الكريمة المقررة واجبه تجاه الحق. أن يميز الإدغام في التون الساكنة والتنوين ويطبّقه. أن يفرق بين الإدغام بغنة والإدغام بغير غنة. أن يحفظ الآيات (15-19) من سورة المزمل حفظا سليما مراعيًا أحكام التجويد. أن يتلو الآية الكريمة (20) من سورة المزمل 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) كتابيا وشفهيا. أن يوضح بعضا من وجوه إعجاز القرآن الكريم. أن يتعرف الكيفية الصحيحة للاستدراك في الصلاة. أن يسرد بعضا من سيرة الصحابي الجليل (عبد الله بن عمر) رضي الله عنه. أن يذكر بعضا من الجوانب التي يمكن الاقتداء بها في شخصية الصحابي (عبد الله بن عمر). أن يحفظ الآيات (1-7) من سورة نوح حفظا سليما مراعيًا أحكام التجويد. أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>
Social Studies	<p>أن يتعرف مكونات الغلاف الجوي. أن يذكر خصائص كل طبقة من طبقات الغلاف الجوي. أن يتعرف على عناصر المناخ وتأثيرها.</p>



	<p>أن يدرك بعض الأخطار المحتملة المرتبطة بالأعاصير والفيضانات. أن يبين أهمية الغلاف المائي للكائنات الحية. أن يذكر المشكلات التي يعانيها الغلاف المائي. أن ينجز عرضاً أو يؤلف كتاباً الكترونياً عن طبقة من أحد الموضوعات التالية: (الغلاف الجوي / الغلاف المائي). أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>
English	<p>To imply a point of view with the title that I choose. To introduce my idea in the opening paragraph. Give reasons for my viewpoint. To develop my reasons with details, facts and examples. To use rhetorical questions to focus the reader. To present opinions as facts. To use expressions of conviction e.g. undoubtedly and obviously. To write a conclusion which summarises my argument. To use present tense verbs. To choose strong, emotive, intensifying adjectives. To set out a formal letter using the correct conventions. To understand and use apostrophes accurately. To use punctuation marks accurately in independent writing. To write clearly using letters and numbers that are correctly formed and consistent in size and shape. To read my persuasive letter to an audience. To listen attentively to my peers reading out their persuasive letters.</p>
Maths	<p>Recognise the use of letters to represent quantities that vary in addition and subtraction calculations. Estimate, add and subtract integers. Estimate, add and subtract numbers with the same or different number of decimal places. Read and plot coordinates including integers, fractions, and decimals in all four quadrants (with the aid of a grid). Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in all four quadrants. Record, organise and represent categorical discrete and continuous data. Choose and explain which representation to use in a given situation. Understand that the mode, median, mean and range are ways to describe and summarise data sets. Find and interpret the mode and median and consider their appropriateness for the context. Find and interpret the mean and range, and consider their appropriateness for the context. Find the average speed.</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</p>



	<p>Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction</p> <p>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</p> <p>Present and interpret results using tables, bar charts, dot plots and line graphs (WS)</p>
<p>Computing</p>	<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>P.E.</p>	<p>Girls – Net & Wall Games</p> <p>To serve to space using underarm serve.</p> <p>Effective use of 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>Boys – Striking & Fielding</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 warmup.</p> <p>To identify their own strengths & suggest practises to help them improve.</p>
<p>Art</p>	<p>Understand the F1 Ethara school project and their design role.</p> <p>Conduct research and brainstorm ideas through writing and sketching.</p> <p>Create sketches and design plans for F1 project, including logo design and colour schemes.</p> <p>Reflect on their design choices, gather feedback from others and explore ways to enhance the design.</p> <p>Modify design solutions based on feedback and self-reflection.</p> <p>Generate final designs for presentation.</p> <p>Organize and present final design solutions through infographic presentation boards.</p>
<p>Music</p>	