



Year 2 Block 3 Key Objectives

These are the Key Objectives we have identified for Block 3. Block 3 starts on Sunday 2nd January and runs for 7 weeks until Thursday 17th 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 2 BLOCK 3 KEY OBJECTIVES (2021-2022)	
Arabic	<p>يقرأ فقرة من نص البحر يتبع للجميع قراءة جهييرة سليمة. يحفظ نشيد صباح الخير حفظا جيدا. يسمع بإصغاء إلى نص الاستماع الذكرى الخالدة، ويجيب عن الأسئلة المتعلقة به. يقرأ فقرة من نص نور تحب قرينها قراءة جهييرة سليمة. يوظف المفردات والتراكيب في جمل من إنشائه. يوظف النمط اللغوي – الجملتان الاسمية والفعلية- عند التحدث والقراءة والكتابة. يوظف النمط الإملائي – التنوين – عند التحدث والقراءة والكتابة. يكتب محاكيا بخط النسخ بعض حروف وكلمات وجمل الدروس. يكون نصا سرديا من الجمل المعطاة. يتحدث بلغة سليمة عن مضمون الصور المعروضة عليه. يقرأ فقرة من نص ليلى ترسم وطننا قراءة جهييرة سليمة. يوظف النمط الإملائي التاء المربوطة والهاء عند التحدث والقراءة والكتابة. يعيد ترتيب الكلمات في جمل مفيدة. يميز أزداد ومرادفات بعض كلمات النص.</p>
Islamic	<p>يقارن بين الخائن والأمين. يحفظ سورة العلق حفظا متقنا. يوضح أسباب حبه للقرآن الكريم. يفهم دعاء الاستفتاح. يحفظ دعاء الاستفتاح. يعلل سبب تسمية النبي ص بالصادق الأمين، ويوضح أهمية الصدق في الحياة. يبين أهمية الوقت للإنسان. يوضح المعنى الإجمالي لسورة التين. يحفظ الجزء الأول من سورة التين. يحفظ الجزء الثاني من سورة التين. يذكر بعض الأعمال الدالة على طاعة الله. يفهم المعنى الإجمالي للحديث الشريف أتعلم العلم. يحفظ الحديث الشريف أتعلم العلم. يتعرف مفهوم الأمانة.</p>
English	<p>Use simple connectives in written sentences – and, who, because, but, if, so, when. Write simple factual sentences based around a theme. Identify features of Non-Fiction text such as glossary, index, contents, captions, lists, diagrams. Use questions beginning with 'who', 'what', 'where', 'when', 'why'. Make illustrations with labels and captions to explain a topic. Spell words with these graphemes: ure, ay, ou, ie, ea, oy, ir. Discuss the key features that make up an information text. Read phase 5 tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could. Punctuate sentences using capital letters, finger spaces, full stops, commas, question marks and</p>



	<p>exclamation marks.</p> <p>Use alphabetical order to quickly navigate features of non-fiction text.</p> <p>Research a topic using book, eBooks, google.</p> <p>Plan to write a non-chronological report.</p> <p>Use accurate layout including paragraphed sections, title, headings, subheadings, and labelled diagrams.</p> <p>Use cursive handwriting formation.</p> <p>Use formal language such as habitat, vermicomposting.</p>
Maths	<p>Read and find fractions of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.</p> <p>Name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.</p> <p>Know the number of minutes in an hour.</p> <p>Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times.</p> <p>Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.</p> <p>Count in steps of 3 from 0, forward and backward.</p> <p>Identify the number of tens and ones in any two-digit number.</p> <p>Add a two-digit number to a one-digit number.</p> <p>Subtract a one-digit number from a two-digit number.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Recall and use multiplication and division facts for the 2 and 5 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Recall and use multiplication and division facts for the 5 and 10 multiplication tables.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.</p> <p>Compare and order mass and record the results using $>$, $<$ and $=$.</p>
Science	<p>Identify and explain the basic functions of the components of a simple circuit.</p> <p>Differentiate between an open and closed circuit.</p> <p>Identify and compare switches.</p> <p>Build simple electrical circuits.</p> <p>To make predictions.</p> <p>Identify and classify renewable and non-renewable energy sources.</p> <p>Understand the impact of non-renewable energy at global and local level.</p> <p>Identify energy saving strategies for home and community.</p>
ICT	<p>Describe how music can make us feel.</p> <p>Use a computer to create a musical pattern using three notes.</p> <p>Describe how music can be used in different ways.</p> <p>Understand how music is made from a series of notes.</p> <p>Create music for a purpose using a computer.</p> <p>Use blocks to create a simple programming sequence to direct a sprite on the screen.</p>
P.E.	<p>Give two reasons why we warm up for P.E. and follow a teacher led warm up.</p>



	<p>Run over long distances without stopping. Develop communication skills in team games. Develop hand-eye coordination skills using different pieces of equipment.</p>
Art	<p>Know some of the features of sculpture and look at the work of famous sculptors. Investigate the properties of clay and create clay prints. Know how to make a clay slab. Know how to join two pieces of clay using the scratch and slip method. Create an observational drawing to inform forthcoming 3D work. Apply clay and design techniques taught in a piece of 3D artwork.</p>
Music	<p>Students will know a repertoire of songs from different traditions. Students can respond to simple tempo and dynamic signals from a conductor. Students can visually identify the orchestral families of instruments. Students will recognise that instruments and voices have different sounds (timbre).</p>