



Year 2 Block 5 Key Objectives

These are the Key Objectives we have identified for Block 5. Block 5 starts on Sunday 17th April and runs for 7 weeks until Thursday 9th 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 2 BLOCK 5 KEY OBJECTIVES (2021-2022)	
Arabic	<p>يتحدث بلغة سليمة عن مضمون الصور المعروضة عليه. يقرأ فقرة من النص المقرر قراءة جهيزة سليمة. يوظف المفردات والتراكيب في جمل من إنشائه. (كم، أي، ما، لماذا، كيف)، عند التحدث والقراءة والكتابة. يوظف النمط اللغوي – أدوات الاستفهام يجيب عن أسئلة النصوص المقررة بلغة واضحة. يوظف النمط اللغوي – أسلوب النداء (يا، أيها، أيتها)، عند التحدث والقراءة والكتابة. يردد نشيد شرطي المرور بصوت مسموع ويحفظه. يستمتع إلى نص الاستماع سأصنع مركبة فضائية بإنصات. يجيب عن الأسئلة التابعة لنص الاستماع إجابة صحيحة. يوظف النمط اللغوي – ضمير المتكلم (أنا، نحن)، عند التحدث والقراءة والكتابة. يذكر جملاً تحتوي على المثني وجمع المذكر السالم وجمع المؤنث السالم. يتخيل المشهد الأخير لقصة مصورة ويعبر عنه</p>
Islamic	<p>يحفظ الجزأين الأول والثاني من سورة الليل يتعرف بعض الأشياء التي تجعل مظهره راقياً يتعرف سورة الضحى ويوضح المعنى الإجمالي للسورة يحفظ الحديث الشريف أكرم ضيفي حفظاً متقناً يتعرف صفات الله تعالى الرحيم يوضح كيفية أداء صلاتي الظهر والعصر يحفظ الجزأين الثالث والرابع من سورة الليل يتعرف مفهوم النظام يذكر ثمار الكلمة الطيبة يحفظ الأحاديث الشريفة المقررة يتعرف بعض آداب اللعب يحفظ سورة الشمس</p>
English	<p>Compose and write simple rhyming sentences. Ensure the body of text relates to the title. Lay out words in accordance with the poem structure (e.g. shape poem, acrostic poem). Speak with clarity and use appropriate intonation when reading and reciting texts. Read and spell words with split e vowel sounds, question words and connectives: a-e, i-e, o-e, u-e. Spell phase 4 and 5 tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could. Make adventurous word and language choices appropriate to the style and purpose of the text. Start each line with a capital letter. Use alliteration. Use simile. Write in verses / text is organised in a stanza.</p>



	When reciting a poem use appropriate voice, pace, body language and actions.
Maths	<p>Know that two halves make a whole, three thirds make a whole and four quarters also make a whole.</p> <p>Know that a third is one of three equal parts of a whole.</p> <p>Compare and order objects according to their volume.</p> <p>Convert between litres and millilitres and vice versa.</p> <p>Recognise, count, read, write, compare and order numbers to 100.</p> <p>Identify the number of tens and ones in any two-digit number.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recall the multiplication and division facts for the 2 x multiplication tables.</p> <p>Recall the multiplication and division facts for the 5 x multiplication tables.</p> <p>Recall the multiplication and division facts for the 10 x multiplication tables.</p>
Science	<p>To identify and differentiate between natural and artificial light sources.</p> <p>To know some objects are reflectors of light.</p> <p>To know we can see the moon at night because it reflects the sun's light.</p> <p>To know that dark is an absence of light.</p> <p>To know that only light sources can be seen when it is dark.</p> <p>To know how shadows are formed and discover how distance and angle of light impact shadows.</p> <p>Make observations and simple comparisons of materials.</p> <p>Learn that some materials let light through.</p> <p>To make predictions and observations.</p> <p>To collect data and report with tables, diagrams and graphs.</p> <p>To use simple equipment.</p> <p>To work collaboratively to reach a simple hypothesis.</p>
ICT	<p>Describe a series of instructions as a sequence.</p> <p>Explain what happens when we change a sequence of instructions.</p> <p>Use logical reasoning to predict the outcome of a program (series of commands).</p> <p>Design an algorithm.</p> <p>Drag and snap blocks to create a simple programming sequence.</p>
P.E.	<p>Develop physical skills like hand-eye coordination, balance, and mobility.</p> <p>Improve social interaction and communication.</p> <p>Develop muscle strength.</p> <p>Improve understanding of the use of space.</p> <p>Change speed and direction over obstacles and try new movement skills.</p> <p>Catch a ball with one hand and perform simple throws.</p> <p>Improve communication skills in team games.</p> <p>Pass a ball to a moving player using chest, shoulder and bounce passes.</p>
Art	<p>Explore a range of textiles and know some of the properties of these.</p> <p>Learn a range of techniques for joining materials.</p> <p>Learn how to combine materials to create a weaving.</p> <p>Know some techniques for changing the quality of a fabric.</p> <p>Create a design making decisions about materials and processes needed.</p>



	<p>Apply techniques learnt in a textiles collage. Evaluate and discuss the design process and finished artwork.</p>
Music	<p>Understand and articulate the relationship between practice and achievement. Recognise and name simple notes and rest values. Know a repertoire of songs from different traditions and know where they come from. Play phrases or simple songs on instruments.</p>