



## Year 1 Block 2 Key Objectives

These are the Key Objectives we have identified for Block 2. Block 2 starts on Sunday 23<sup>rd</sup> October and runs for 7 weeks until Thursday 8<sup>th</sup> December. 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 1 BLOCK 2 KEY OBJECTIVES (2022-2023)	
Arabic	<p>أن يفهم المسموع. أن يقرأ ويكتب الحرف بأصواته القصيرة والطويلة والسكون. أن يتعرف على الحرف في جميع أشكاله ومواضعه في الكلمة منفصلاً وامتصلاً. أن يدرك العلاقة بين الكلمة المسموعة والكلمة المكتوبة. أن ينطق الحروف بشكل سليم ويقرأ الكلمات المقررة بالشكل الصحيح. أن يتواصل شفهيًا باللغة العربية الفصحى. أن يكتب الحرف في جميع أشكاله حسب موضعه في الكلمة. أن يكتب الكلمات المقررة كتابةً صحيحة. أن يحفظ نشيد: أمي وأبي. أن يحفظ نشيد: مدرستي حديقتي.</p>
Islamic	<p>أن يحفظ ويسمع سورتي الكوثر والكافرون. أن يستعيد بالله تعالى من الشر. أن يحفظ الحديث الشريف (أحق الناس). أن يتعرف على بعض القيم الإسلامية ويطبقها عمليًا في حياته. أن يحب الله تعالى ربه، ويفهم معنى الرب. أن يطبق مفهوم طهارة الثوب والمكان عمليًا. أن يذكر نسب الرسول (ص) إلى أبيه وجده وقبيلته. أن يتلو سورة الفلق ويفهم بعض معانيها. أن يفهم بعض معاني سورة الفلق. أن يؤمن بأن الله تعالى رب كل شيء.</p>
English	<p>Can recognise the sounds taught so far (all of phase 2 sounds). Can write the sounds taught so far in cursive formation. Can blend to read CVC words with known sounds. Can segment to spell CVC words with known sounds. Can recognise set 1-6 of the Tricky Words. Can write their name with a capital letter and correct cursive formation. Can say a sentence and write it down clearly. Can read their written sentence back. Can write a simple sentence using finger spaces, a capital letter and full stop. Can read a simple sentence. Can listen with sustained concentration. Can ask and answer questions.</p>
Maths	<p>Recognise and use the ordinal numbers from 1st to 10th. Understand even and odd numbers as 'every other number' when counting (from 0 to 20). Identify, describe and sort 2D shapes by their characteristics or properties, including reference to number of sides and whether the sides are curved or straight.</p>



	<p>Recognise repeating patterns and continue them correctly.</p> <p>Use familiar language to describe sequences of objects.</p> <p>Identify, describe and sort 3D shapes by their properties, including reference to the number of faces, edges and whether faces are flat or curved.</p> <p>Differentiate between 2D and 3D shapes.</p> <p>Identify when a shape looks identical as it rotates.</p> <p>Use familiar language to describe position and direction.</p> <p>Compose, decompose and regroup numbers to 20.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Begin to recognise place value in numbers by reading, writing, counting and comparing numbers up to 20.</p>
<b>Science</b>	<p>I can identify living things and things that have never been alive.</p> <p>I know that animals including humans need air, water and food to survive.</p> <p>I can describe how humans are similar and different to each other.</p> <p>I can identify and name the major external parts of the human body.</p> <p>I can recognise and name the main parts of a plant.</p> <p>I know that plants need light and water to survive.</p> <p>To know that the 5 senses are to hear, see, smell, touch and taste.</p>
<b>Computing</b>	<p>Know that an algorithm is a set of instructions to complete a task or to solve a problem.</p> <p>Know that the order of instructions is important when creating an algorithm.</p> <p>Suggest ways that an algorithm could be changed to affect the outcome.</p> <p>Know that the order of instructions is important when creating an algorithm using block coding.</p> <p>Identify single errors in algorithms that represent everyday events or tasks.</p> <p>Suggest a set of ordered instructions to complete a simple task, such as drawing a picture of a particular object or building a brick tower.</p>
<b>P.E.</b>	<p>Demonstrate they can run at different speeds.</p> <p>Run continuously for approx. 4 min &amp; show difference between running at speed &amp; jogging.</p> <p>Throw with increasing accuracy &amp; coordination into targets set at different distances.</p> <p>Use different techniques, speeds &amp; effort to meet challenges set for running, jumping &amp; throwing.</p> <p>Describe what happens to their heart, breathing &amp; temperature during different types of athletic activity.</p> <p>Describe what they have done &amp; evaluate performance.</p> <p>Listen to instructions and be aware of the safety issues surrounding the activities they are doing.</p> <p>Explore and develop skills individually, in a pair and as part of a small / large group.</p> <p>Choose and use skills effectively for particular activities.</p> <p>Watch, copy, describe and evaluate what they and other are doing.</p> <p>Be aware that it is important to stay healthy and know the effects exercise has on their bodies.</p>
<b>Art</b>	<p>Know how to use the painting equipment correctly and apply this in a painting.</p> <p>Know how to make a range of brushstrokes when painting.</p> <p>Use a range of tools while painting, such as hands, brushes, rollers and stamps.</p> <p>Be able to make tints using white paint and tones using black paint.</p> <p>Apply knowledge of tints and shades in the style of an artist.</p>



	<p>Be able to mix paints to create a mixing chart. Apply knowledge of skills learnt in a piece of art.</p>
<b>Music</b>	<p>To follow the steady beat with a variety of body percussions. To compose simple rhythmic patterns with notation. To be able to differentiate and perform a steady beat and short rhythmic patterns (ta, ti-ti, crotchet rest). To participate in an ensemble with an awareness of unison, teamwork, leader and follower.</p>