



## Year 2 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 2 BLOCK 2 KEY OBJECTIVES (2022-2023)	
Arabic	<p>أن يوظف المفردات الجديدة في جمل من إنشائه. أن يقرأ فقرة من النص (سيكبرون) قراءة جهيرة سليمة. أن يوظف النمط اللغوي (ظرفا الزمان والمكان) عند التحدث والقراءة والكتابة. أن يوظف النمط الإملائي (التاء المفتوحة والتاء المربوطة) عند التحدث والقراءة والكتابة. أن يعيد ترتيب جمل للحصول على قصة. أن يكتب محاكيا بخط النسخ بعض حروف وكلمات وجمل الدروس. أن يقرأ فقرة من النص (ليس هذا ضعفا) قراءة جهيرة سليمة. أن يوظف المفردات الجديدة في جمل من إنشائه. أن يوظف النمط اللغوي (حروف الجر) عند التحدث والقراءة والكتابة. أن يوظف النمط الإملائي (علامات الترقيم) عند التحدث والقراءة والكتابة. أن يكمل قصة بكلمات مناسبة. أن يحفظ نشيد (صباح الخير). أن يقرأ فقرة من النص (مفتاح القراءة) قراءة جهيرة وسليمة. أن يوظف المفردات الجديدة في جمل من إنشائه.</p>
Islamic	<p>أن يحفظ سورة البينة حفظًا متقنًا. أن يتعرف معاني بعض المفردات الواردة في سورة البينة. أن يتعرف مفهوم التعاون. أن يحفظ الحديث الشريف (أنا متعاون) حفظًا متقنًا. أن يستنتج أسباب محبته للرسول (ص). أن يعبر عن محبته للرسول (ص). أن يتعرف أوقات الصلوات الخمس. أن يميز بين أوقات الصلاة. أن يوضح الصفات التي ساعدت النبي (ص) على النجاح في التجارة. أن يتعرف مفهوم الصفح الجميل. أن يوضح المعنى الإجمالي لسورة العلق. أن يبين معاني المفردات الواردة في سورة العلق. أن يوضح آداب التعامل مع الصغير والكبير. أن يحفظ الحديث الشريف (أرحم الصغير وأوقر الكبير).</p>
English	<p>Use simple connectives in written sentences such as; 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.</p>



	<p>Punctuate sentences using capital letters, finger spaces, full stops, commas, question marks and 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>
<b>Maths</b>	<p>Understand and explain the relationship between addition and subtraction.</p> <p>Recognise complements of 20 and complements of multiples up to 10 (up to 100).</p> <p>Recognise complements of 20 and complements of multiples up to 10 (up to 100).</p> <p>Estimate, add and subtract whole numbers with up to two digits (no regrouping of ones or tens).</p> <p>Estimate, add and subtract whole numbers with up to two digits (no regrouping of ones or tens).</p> <p>Use familiar language associated with patterns and randomness, including regular pattern and random pattern.</p> <p>Conduct chance experiments with two outcomes, and present and describe the results.</p> <p>Identify, describe, sort, name and sketch 2D shapes by their properties, including reference to regular polygons, number of sides and vertices.</p> <p>Recognise these shapes in different positions and orientations.</p> <p>Understand that a circle has a centre and any point on the boundary is at the same distance from the centre.</p> <p>Identify a horizontal or vertical line of symmetry on 2D shapes and patterns.</p> <p>Identify, describe, sort and name 3D shapes by their properties, including reference to number and shapes of faces, edges and vertices.</p>
<b>Science</b>	<p>Know that forces can change the movement of an object.</p> <p>Know that forces can change the shape of an object.</p> <p>Recognise that things will only speed up, slow down or change direction when something else causes them to do so.</p> <p>Know that there are many light sources, including the Sun.</p> <p>Know that darkness is the absence of light.</p> <p>Identify how we use electricity and describe how to be safe with it.</p> <p>Recognise the components of simple circuits (limited to cells, wires and lamps).</p> <p>Explore the construction of simple series circuits (limited to cells, wires and lamps).</p>
<b>Computing</b>	<p>Identify the steps needed to undertake tasks, in order to develop simple algorithms.</p> <p>Follow and understand linear algorithms.</p> <p>Identify and correct a single error in algorithms that represent everyday events or tasks.</p> <p>Know how to recreate algorithms as programs.</p> <p>Know how to debug programs so that they will run and will produce the desired output.</p> <p>Know how to enter directional instructions in to a physical computing device to enable it to reach a specific destination.</p> <p>Know how to develop programs to produce desired outputs, including the use of the repeat command.</p>
<b>P.E.</b>	<p>Demonstrate they can run at different speeds.</p>



	<p>Run continuously for approx. 5 min &amp; show difference between running at speed &amp; jogging. Throw with increasing accuracy &amp; coordination into targets set at different distances. Use different techniques, speeds &amp; effort to meet challenges set for running, jumping &amp; throwing. Describe what happens to their heart, breathing &amp; temperature during different types of athletic activity. Describe what they have done &amp; evaluate performance. Listen to instructions and be aware of the safety issues surrounding the activities they are doing. Explore and develop skills individually, in a pair and as part of a small / large group. Choose and use skills effectively for particular activities. Watch, copy, describe and evaluate what they and other are doing. Be aware that it is important to stay healthy and know the effects exercise has on their bodies.</p>
<b>Art</b>	<p>Investigate the work of an artist and describe it's features. Know how to use simple photography techniques to record the features of an artist's work. Use observational drawing to inform a work inspired by an artist. Use collage and painting techniques to create an artwork of natural found objects in the style of an artist. Know how to join materials when making a 3D model. Design and make a 3D model in the style of an artist. Know how to decorate and embellish a 3D model in the style of an artist.</p>
<b>Music</b>	<p>To sing in tune in one octave in Dorian. To participate in an ensemble with an awareness of individual and group contributions. To identify simple patterns, contrasting dynamics, pitch, and tempi in a piece of music. To engage with unfamiliar music.</p>