Year 2 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Block 1 starts on Sunday 3rd September and runs for 7 weeks until Thursday 19th October. 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 1 KEY OBJECTIVES (2023-2024)	
Arabic	ن يقرأ كلمات مكوّنة من ثلاثة حروف مع الحركات القصيرة. أن يركّب كلمات مكوّنة من ثلاثة حروف مع الحركات القصيرة. أن يكتب كلمات مكونة من ثلاثة إلى أربعة حروف بطريقة الإملاء المحضر. أن يتحدث شفويا عن بعض المواقف أو الصور المعروضة. أن يستمع إلى نص الاستماع بإنصات وانتباه. أن يميّز الطعام الصحّي من غيره. أن يقرأ فقرة من النص قراءة جهيرة سليمة. أن يجيب عن أنشطة الفهم القرائي. أن يوظّف المفردات الجديدة في جمل من إنشائه. أن يوظّف النّمط اللّغوي (الجملة الفعلية ـ ظرفا الزمان والمكان) عند التحدّث والقراءة والكتابة. أن يوظّف النّمط الإملائي (اللّام الشمسية واللّام القمرية – التّاء المفتوحة والتّاء المربوطة) عند التحدّث والقراءة والكتابة. أن يختار الجملة المناسبة من الصندوق ويكتبها تحت الصورة. أن يكتب محاكيا بخط النّسخ الحروف (ص- ض – ب- ت – ث – ج- ح – خ). أن ينفّذ واجباته البيتيّة بدقّة وفي موعدها.
Islamic	أن يحفظ الآيات من (1 – 5) من سورة العاديات. أن يعدّد بعض نعم الله تعالى عليه. أن يحفظ الآيات من (6 – 8) من سورة العاديات. أن يوضّح المعنى الإجمالي لسورة القدر. أن يحفظ الآيات من (9 – 11) من سورة العاديات. أن يتعرّف أركان الإسلام. أن يحفظ حديث أركان الإسلام حفظا متقنا. أن يتعرّف ألفاظ الأذان والإقامة. أن يذكر معاني مفردات سورة الزّلزلة. أن يحفظ الآيات من (1 -5) من سورة الزّلزلة. أن يتعرّف أول عمل قام به النبي(ص). أن يوضّح الحكمة من رعي النبي (ص) للغنم. أن يتعرّف مفهوم الأمانة. أن ينفّذ واجباته البيتيّة بدقّة وفي موعدها.
English	• Use bullet points or numbers to layout written instructions. • Apply learned graphemes to spell words. • Read sight words from the 100 high frequency words lists. • Spell simple two and three letter words accurately within a sentence, e.g. is, in, at, on, me, and, the, him, for, you. • Follow a simple set of instructions. • To verbally recount experiences with some added interesting details.

	• Identify how vocabulary choice affects meaning. • Use capital letters to begin a sentence and figure spaces in between words. • Use a 'bossy' verb in the present tense to begin each instruction. • Explain how useful a non- fiction text is for its purpose. • Instructions are short and clear. • Include lists, e.g. equipment and materials. • Show numbered instructions in the right order. • Write a set of simple instructions.
Maths	• Recite, read and write number names and whole numbers (from 0 to 100). • Count on and count back in ones, twos, fives or tens, starting from any number (from 0 to 100). • Recognise the number of objects presented in unfamiliar patterns up to 10, without counting. • Estimate the number of objects or people up to 100. • Understand and explain that the value of each digit in a 2-digit number is determined by its position in that number, recognising zero as a place holder. • Compose, decompose and regroup 2-digit numbers, using tens and ones. • Understand the relative size of quantities to compare and order 2-digit numbers. • Round 2-digit numbers to the nearest 10. • Recognise value and money notation used in local currency. • Compare values of different combinations of coins or notes. • Recognise and use ordinal numbers.
Science	• Make and use a physical model of a familiar system or idea. • Ask questions about the world around us and talk about how to find answers. • Make predictions about what they think will happen. • Sort and group objects, materials and living things based on observations of the similarities and differences between them. • Use given equipment appropriately. • Take measurements in non-standard units. • Follow instructions safely when doing practical work. • Collect and record observations and/or measurements by annotating images and completing simple tables. • Describe what happened during an enquiry and if it matched predictions. • Present and interpret results using tables and block graphs.
Computing	• Know how to switch on and log onto a computer. • Identify a range of devices that can connect to a network, including to the internet. • Know that there are wired and wireless networks. • Know that network connected devices share information with each other and that there are risks associated with this. • Understand that technology can be used to communicate locally and globally.

	• Identify tasks that computers can complete more effectively than humans. • Know how to recognise when a network is and is not available. • Know that network connected devices share information with each other and that there are risks associated with this. • Know that two devices working together can achieve things that neither device can achieve on its own. • Use the correct terminology to explain functions of basic hardware and software. • Know the difference between input and output devices. • Understand that the internet is a network and that it has physical parts. • Know that digital technology can give access to a wide variety of information. • Know the difference between Internet and WWW. • Know a hyperlink connects websites and pages and can be linked to an icon, text or image. • Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. • Understand that users can have many accounts and can choose what information to put into each one. • Understand that there is a risk, people online are not who they say they are. • Understand that technology can be used to communicate locally and globally. • Know how to keep safe online. • Understand that users can have many accounts and can choose what information to put into each one. (2 SW.01) • Understand that there is a risk, people online are not who they say they are. • Understand that technology can be used to communicate locally and globally.
P.E.	• To travel in a range of different ways / directions and stop on a given signal. • To learn / develop / practice throwing a range of small apparatus in a number of different ways. • To use ropes to practise jumping & hopping. • To roll / bowl a ball to a partner at varying distances & speed. • To move in different directions and at different speeds. • To bounce & catch a large / medium sized ball. • To use different body parts to push / move a medium / large ball. • Further develop water confidence and develop core aquatic skills without aids. • Develop confidence and ability to perform a wide range of core skills without buoyancy aids. • Introduce the basic technique of sculling. • Develop balance and buoyancy.
Art	• Use everyday items to create a printed repeated pattern showing texture. • Explore and experiment with different textures. • Create a picture using collage and frottage to create texture. • Apply knowledge of visual texture in a piece of art. • Experiment with a range of tools to make different tones.

	• Know how to mix the primary colours to create a predetermined colour palette using tone. • Apply colour mixing skills and tone in a painting.
Music	• Can identify the musical emotion through listening to diffrent types of music . • Can feel the steady beat as I perform jump games. • Can identify the sound of voices singing and of instruments being played. • Can idenify the volume of the sounds (dynamics) e.g forte and piano (loud and soft) .