



Year 2 Block 3 Key Objectives

These are the Key Objectives we have identified for Block 3. Block 3 starts on Sunday 7th January and runs for 7 weeks until Thursday 22nd 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 (2023-2024)	
Arabic	<p>أن يقرأ فقرة من نص "نور تحب قريتها" قراءة جهيرة سليمة. أن يوظف المفردات والتراكيب في جمل من إنشائه. أن يعيد ترتيب الكلمات بصورة صحيحة مكونا جملا فعلية وجملا اسمية. أن يكتب الكلمة بالتنوين المناسب (الفتح والضم والكسر). أن يكتب محاكيا بخط النسخ بعض حروف وكلمات وجمل الدروس. أن يكون نصا سرديا من الجمل المعطاة. أن يتحدث عن مضمون لوحة المحادثة بلغة سليمة. أن يقرأ فقرة من نص "ليلي ترسم وطننا" قراءة جهيرة سليمة. أن يحول الجملة الفعلية إلى اسمية والعكس. أن يكمل الفقرة بكلمات تنتهي بتاء مفتوحة أو تاء مربوطة. أن يعيد ترتيب المقاطع للحصول على قصة قصيرة. أن يقرأ فقرة من نص البحر يتسع للجميع قراءة جهيرة سليمة. أن يجيب عن أسئلة النص بلغة سليمة. أن يرتب أحداث النص ترتيبا صحيحا. أن ينقذ واجباته البيتية بدقة وفي موعدها.</p>
Islamic	<p>أن يعلل سبب تسمية النبي(ص) بالصادق الأمين. أن يعدد بعض الأساليب المنظمة للوقت. أن يحفظ الآيات (1-5) من سورة العلق. أن يوضح المعنى الإجمالي لسورة التين. أن يذكر بعض الأعمال الدالة على طاعة الله. أن يحفظ الآيات (6-10) من سورة العلق. أن يحفظ الحديث الشريف "تعلموا العلم" حفظا متقنا. أن يحفظ الآيات (11-14) من سورة العلق. أن يتعرف سبب تسمية التشهد بهذا الاسم. أن يحفظ التشهد حفظا متقنا. أن يذكر سبب تسمية النبي "ص" بالأمين. أن يتعرف مفهوم صلة الرحم. أن يحفظ الآيات من 15-19 من سورة العلق. أن ينفذ واجباته البيتية بدقة وفي موعدها.</p>



<p>English</p>	<p>Write a sequence of events with a clear beginning, middle and end. Re-read work to check that writing makes sense. In story writing, use a range of adjectives to describe characters and settings. Uses a variety of sentence openings in story writing. Identify and use the main events to retell a story verbally. Use words 'or', 'and' and 'but' to link parts of sentences [for example, I would really like to meet the Gruffalo but I'm not sure whether the Gruffalo is friendly.] Expand noun phrases to describe and specify (for example, the blue butterfly). Listen to, discuss and express views about stories written by the same author beyond that at which students can read independently. Use apostrophes for contracted forms and the possessive (don't / goose's). Identify similarities and differences in stories. Use imaginative a range of vocabulary and non-verbal gestures when retelling stories. Use alliteration. Spell phase 3, Block 4 tricky words: he, she, we, me, be, was, you, they, all, are, my, her. Read phases 3, 4 and 5 tricky words. Use spacing between words that reflects the size of the letters. Uses basic punctuation in an extended writing piece of half an A4 page or more.</p>
<p>Maths</p>	
<p>Science</p>	<p>Describe a property as a characteristic of a material and understand that materials can have more than one property. Know that materials can be tested to determine their properties. Explain why materials are chosen for specific purposes on the basis of their properties. Know that some changes can turn a material into a different material. Understand that some materials occur naturally and others are manufactured. Make predictions about what they think will happen (WS) Follow instructions safely when doing practical work (WS) Describe what happened during an enquiry and if it matched predictions (WS)</p>
<p>Computing</p>	<p>Know the advantages of storing data and information computers. Know how to use computing devices to present categorical data. Understand how data may help to solve problems. Discuss the different types of data that a question may generate, limited to statistical and non-statistical. Identify types of statistical data that can be manually recorded using computing devices. Employ a combination of sequential and looped commands to reach the end of a maze.</p>
<p>P.E.</p>	<p>Striking & Fielding To explore and develop skills individually, in a pair and as part of a small or large group. To choose and use skills effectively. To watch, copy, describe and evaluate what they and others are doing. To know the effects exercise has on their bodies. To strike a ball into space using different equipment, direction, and speed. To stop a moving ball using two hands, one hand or catch the ball in the air.</p>



	<p>Invasion Games</p> <ul style="list-style-type: none">To play team games with some understanding of rules.To explore using a range of throwing & catching techniquesTo be able to get into positions to receive the ball.To be able to catch and pass a ball over short and longer distances.To understand how to score points in a game.To copy a lead a team warmup
Art	<ul style="list-style-type: none">Learn paper folding and cutting techniques to create a simple book and pop-up.Plan and design a series of illustrations for a purpose (Pop-up and book).Learn painting techniques in the style of an artist.Apply painting techniques in a series of illustrations.Know how to prepare and design a printing plate.Know how to create a relief print.Add embellishment to printing and incorporate these elements into an illustration.
Music	