

Curriculum Overview - Year 2

Subject: English



Topics

Writing: Instructions

Reading: The owl who was afraid of the dark by Jill Tomlinson

Poetry from significant authors:

- Twinkle, twinkle little star
- I'm not afraid of the dark by Kenn Nesbitt



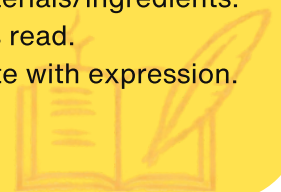
What KSU will we gain?

- Reading, analysing and writing instructions.
- Differentiate between a statement, question, exclamation and command.
- Use subordinating conjunctions (when, if, that, because) to provide more details to a sentence.
- Turn adjectives into adverbs (with the addition of a -ly) and using it to describe a verb.
- Use present tense correctly and consistently in writing instructions.
- Use commas to separate items in a list.
- Identify and use imperative (bossy) verbs to give instructions.
- Using VIPERS to understand and extract answers from a text.
- Reading, understanding and reciting poems.



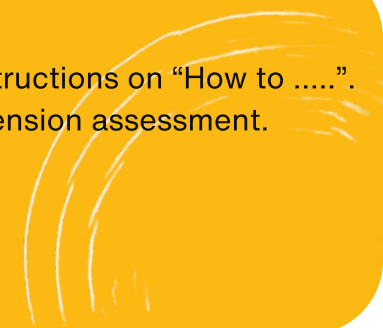
What Excellence Looks Like

- Successfully writing a set of instructions including all key features: headings, ingredient/material list, steps in correct sequence, imperative verbs.
- Able to use statements, questions, exclamation and command accurately in their instructional writing piece.
- Correctly using subordinating conjunctions to provide details when giving instructions.
- Use suitable imperative verbs, supported by adverbs, to provide clear, precise instructions.
- Consistently keeping to the present tense.
- Accurately using commas to separate a list of materials/ingredients.
- Successfully answering questions about any texts read.
- Able to explain the meaning of the poem and recite with expression.



HOW WE WILL BE ASSESSED

Writing: Plan, write and edit a set of instructions on "How to".
Reading: End of term reading comprehension assessment.



Curriculum Overview - Year 2



Subject: Maths

Topics

- Addition and Subtraction
- Shape



What KSU will we gain?

Addition and Subtraction

- Add and subtract 1-digit and 2-digit numbers using Base 10 and number lines.
- Subtracting: Use Base 10 and ten frames to subtract from 2-digit numbers, crossing 10.
- Adding Tens: Adding multiples of ten with hundred squares, focusing on tens digit changes.
- Column Addition/Subtraction: Use Base 10 to support column addition and exchange of tens and ones.
- Compare numbers and solve missing numbers in equations using models like part whole.

Shape

- 2D & 3D Shapes: Use concrete objects to differentiate between 2D and 3D shapes, identifying how 2D shapes form 3D ones.
- Sides, Vertices, and Symmetry: Teach sides, vertices, and symmetry using models, mirrors, and drawing activities with hands-on exploration.
- Shape Construction: Build shapes with straws and clay, and then draw them using rulers on dotted and squared paper.
- Shape Properties: Sort and group 2D and 3D shapes by properties like sides, vertices, and edges, and compare shapes like squares and rectangles.
- Pattern Recognition: Identify and create symmetrical patterns using 2D and 3D shapes, analysing their sequences and properties.



What Excellence Looks Like

Addition and Subtraction

- Students should be able to read, write, and solve addition and subtraction problems involving 1-digit and 2-digit numbers using Base 10 and number lines.
- Subtracting: Able to use Base 10 and ten frames to subtract from 2-digit numbers, crossing 10 efficiently.
- Adding Tens: Identify and to add multiples of ten using hundred squares, focusing on changes in the tens digit.
- Column Addition/Subtraction: To understand using Base 10 to solve column addition and subtraction, ensuring correct exchange of tens and ones.
- Comparison and Missing Numbers: Able to compare numbers and solve missing numbers in equations using part-whole models and other apparatus.

Shape

- 2D and 3D Shapes: Ability to distinguish and explain how 2D shapes form 3D shapes using concrete objects.
- Sides, Vertices, and Symmetry: Students will confidently describe and explore sides, vertices, and symmetry through hands-on activities.
- Shape Construction: Able to build and accurately drawing shapes using straws, clay, and rulers.
- Shape Properties: Students able to sort and compare shapes based on sides, vertices, and edges.
- Pattern Recognition: Recognizing, creating, and analysing symmetrical patterns using 2D and 3D shapes.



HOW WE WILL BE ASSESSED

- Daily formative assessments to check for understanding.
- End of unit assessments through White Rose.

Curriculum Overview - Year 2

Subject: IPC



Topics

Seeing Light

Art - Shading techniques & Art critique

Science - Light sources, The sun, Materials, Shadows, Scientific experiment

Geography - Artificial light & Daylight vs darkness

International - Festivals and light.



What KSU will we gain?

Art

- Shading techniques to show light and dark.
- Compare and comment on works of art.
- Different techniques to create light inspired art.

Science

- Identify both natural and artificial sources of light.
- Understand how the rotation of the Earth on its axis determines day and night.
- Understand that the earth's rotation around the sun determines the lengths of days.
- Recognise translucent, transparent and opaque materials.
- Understand how shadows form and changes.
- Determine how humans use different light sources.
- Carry out a scientific experiment.

Geography

- Evaluate the pros and cons of artificial lights.
- Understand how the lengths of day changes with each season.
- Explore the living conditions of places with extreme daylight / darkness.

International

- Understand the significance of light in different festivals and celebrations across the globe.



What Excellence Looks Like

Art

- Able to create art pieces using different techniques, including shading to show light and dark.
- Able to compare and critique different art works.

Science

- Successfully identify sources of light and explain how humans use them.
- Able to explain how day and night occur.
- Understand that the lengths of days differ depending on the position of Earth in relation to the sun.
- Confidently sort translucent, transparent and opaque materials.
- Successfully plan, conduct and record a scientific experiment to show the change in direction and size of a shadow.

Geography

- Comment on the pros and cons of artificial light.
- Describe the experience of "Midnight sun" and "Polar night".

International

- Tell a story of a light-significant festival/celebration, using shadow puppets.



HOW WE WILL BE ASSESSED

Knowledge assessment

IPC Rubrics

End of unit reflection

Curriculum Overview - Year 2

Subject: Bahasa Melayu



Topics

Bentuk dan Nombor dan sebahagian Warna (Shapes and Parts of Numbers)



What KSU will we gain?

- K - Recognise and recall key vocabulary for shapes, objects and numbers.
- S - Listen and respond to simple instructions, pronounce and read vocabulary, copy and write words and numbers accurately, match vocabulary to pictures, identify patterns and use numbers and shape words in simple sentences.
- U - Understand the meaning of shape and number vocabulary and connect words with pictures, quantities and familiar objects.



What Excellence Looks Like

- Confidently identify and name familiar shapes and numbers.
- Accurately match vocabulary to pictures and quantities.
- Read and write numbers with increasing independence.
- Show accurate spelling and pronunciation.
- Use shape and number vocabulary in simple spoken and written sentences.
- Identify patterns and describe objects using simple Bahasa Melayu.
- Explain answers using simple Bahasa Melayu.



HOW WE WILL BE ASSESSED

Students will be assessed through picture matching, vocabulary, listening, reading, writing and speaking activities. Assessment will focus on shape and number recognition, pronunciation, spelling, accuracy and the ability to use new vocabulary independently.

Curriculum Overview - Year 2

Subject: Mandarin



Topics

Beginner: School Routines, Time & Food Preferences

Advanced: 我喜欢吃面条, 我喜欢很多颜色



What KSU will we gain?

Beginner:

K - Knowledge

- Vocabulary for daily routines, time, food and preferences.
- Sentence structures for describing routines and expressing likes and dislikes.
- Key Chinese characters related to the unit.

S - Skills

- Listen for key information about routines, times and food preferences.
- Ask and answer simple questions in Mandarin.
- Read and write simple sentences using familiar vocabulary and characters.
- Use Mandarin to communicate personal information and preferences in short conversations.
- U - Understanding
- Understand how to ask and answer questions about daily routines and eating habits.
- Understand how time expressions are used to describe when activities happen.
- Understand how to express personal food preferences using appropriate language.

Advanced:

- K - Students will learn Mandarin vocabulary and simple sentence structures related to food, colours and personal preferences.
- S - Students will practise recognising and pronouncing familiar vocabulary and using “我喜欢.....” (“I like...”) to communicate their preferences in simple exchanges.
- U - Through pictures, songs, games, questions and classroom activities, students will understand how to express their favourite foods and colours.



What Excellence Looks Like

Beginner:

- Communicate familiar information independently using appropriate time and food vocabulary.
- Combine several ideas into connected sentences.
- Use 喜欢 / 不喜欢 accurately.
- Respond appropriately to questions rather than relying only on memorised phrases.

Advanced:

- Excellence will be demonstrated when students can accurately name common foods and colours, use “我喜欢.....” (“I like...”) to express their preferences, and understand and answer simple questions.
- Students will be assessed through teacher observation, picture matching, oral questions and answers, listening activities, reading aloud and simple conversations.
- Assessment will focus on vocabulary knowledge, pronunciation, listening comprehension and the ability to express preferences using “我喜欢.....”.



HOW WE WILL BE ASSESSED

Students will complete listening and reading activities, routine sequencing, class surveys, paired speaking, vocabulary games and short written responses. Assessment will focus on comprehension, vocabulary accuracy, pronunciation and the ability to communicate routines and preferences.

Curriculum Overview - Year 2

Subject: Physical Education



Topics

IPC PE Unit: Fairy Tale Athletics



What KSU will we gain?

- K - Students learn the basics of how to prepare themselves for physical activity, such as warming up, staying hydrated, and being mindful of safety. They also gain knowledge of how their eyes and hands/feet work together in athletic movements, and how different movements are required in activities like running, jumping, and throwing.
- S - Students will develop key skills in running, jumping, and throwing. They will learn to demonstrate good running form with increasing speed, focusing on body control and balance. For jumping, students will practice a two-foot take-off and landing with an emphasis on distance and coordination. In throwing, they will refine an overarm push action, aiming for accuracy and control.
- U - Students begin to understand that proper technique leads to better outcomes in athletic tasks. They develop an awareness of how eye-hand/foot coordination enhances their ability to control movements, such as throwing correctly or landing a jump safely.



What Excellence Looks Like

- Students exhibit excellent running form, with a smooth, efficient stride, strong posture, and effective arm movement. They can run with speed and endurance while maintaining balance and control throughout.
- Students perform two-footed take-offs and landings with precision, achieving significant distance while maintaining stability. Their landing is soft, balanced, and controlled, showcasing strong coordination of the whole body.
- Students display excellent overarm push throws with power, accuracy, and technique.
- Across all activities, students show exceptional body awareness and control, smoothly transitioning between movements with balance and coordination, quickly adapting to different tasks while keeping proper form.



HOW WE WILL BE ASSESSED

Continual assessment of skills, Q and A, and observation.

Curriculum Overview - Year 2



Subject: Music

Topics

In this unit, students will learn about the musical staff and how to identify high and low notes. They will also explore accents (emphasizing certain beats) and tempo (the speed of music). As part of their practical learning, students will play the xylophone, applying what they've learned about pitch, rhythm, and dynamics.



What KSU will we gain?

- **Knowledge:** Students will learn to read basic musical notes on the staff and identify high and low notes. They will also gain knowledge of accents and tempo, understanding how to vary the emphasis and speed in music.
- **Skills:** Students will develop practical music reading skills, recognizing notes on the staff and applying them to xylophone performance. They will also enhance their ability to play rhythms with accents and adjust their playing to different tempos.
- **Understanding:** Students will understand how the placement of notes on the staff represents different pitches and how accents and tempo changes impact the feel of a musical piece. They will also connect these concepts to their xylophone playing.
- Students will participate in hands-on activities using the xylophone to reinforce their understanding of musical staff, pitch, accents, and tempo. They will practice reading notes on the staff and playing corresponding notes on the xylophone, focusing on differentiating between high and low pitches. Additionally, students will engage in group activities where they must follow the rhythm and apply accents, as well as adjust the tempo based on the teacher's instructions.



What Excellence Looks Like

Excellence will be shown by students who can confidently read high and low notes on the staff and play them accurately on the xylophone. They will apply accents effectively in their performance, adding dynamics to their playing. Students who excel will also demonstrate strong control over tempo, being able to play both fast and slow passages with precision and expression.



HOW WE WILL BE ASSESSED

Practical observation and written assessment