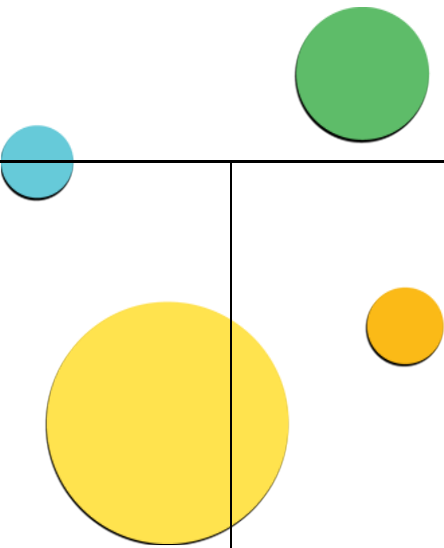


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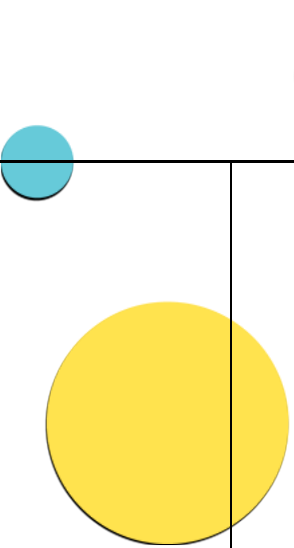
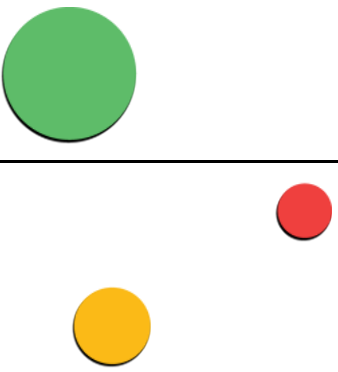
Curriculum Overview – Year 2

Autumn Term 1.1 2026/2027

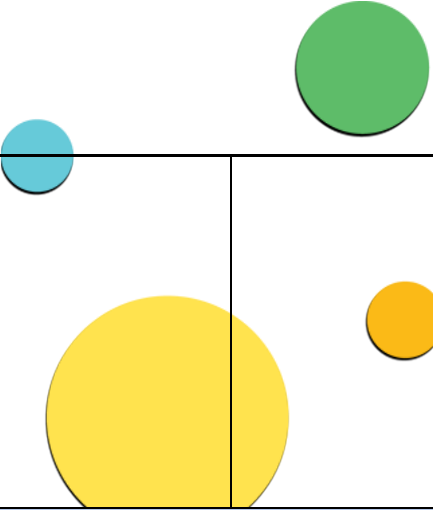
Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	- Writing based on a familiar setting, using the story “Giraffes Can’t Dance”. - Reading -Learn new vocabulary and retrieve information from a passage. - Grammar – expanded noun phrases and conjunctions. - Punctuation – capital letters and full stops. - Handwriting – ladder letters	- Using text box to write a story with a planned structure – beginning, middle, end. - Including new vocabulary and expanded noun phrases to describe character and setting of the story. - Using coordinating conjunctions to join sentences and time conjunctions to show the passing of time.	- New vocabulary accurately used in story. - A structured story with a beginning, middle and end. - Characters and settings of story described using expanded noun phrases. - Correct use of conjunctions to join 2 sentences. - Accurate use of conjunctions to indicate time. - Consistent use of capital letters and full stops. - Legible and neat handwriting.
How will this be assessed?		Writing: Write own version of “Giraffe Can’t Dance”, complete with a beginning, middle and end; using accurate punctuation, expanded noun phrases and conjunctions. Reading: End of unit reading comprehension assessment.	
Maths	- Number Place Value - Addition and Subtraction	- Number Place Value - Read, write and identify in numerals and in words to 100.	- Number Place Value - To be able to read, write and identify in numerals and words. - To be able to use counters and drawings to represents numbers in different ways.

		- Identify, represent and estimate numbers using different representations - Recognise the place value in a two digits numbers (tens and ones). • Addition and Subtraction - Identify number bonds up to 100 - Add and subtract up to 2 digits numbers - Mix addition, subtractions and to compare numbers - Reasoning and problem solving	- To be able to identify, count and recognise tens and ones. • Addition and subtraction - To be able to identify numbers bonds up to 100 - To be able to add, subtract and compare numbers. - To be able to use and understand words for reasoning and problem solving
How will this be assessed?		Daily formative assessments to check for understandings End of unit assessment through White Rose.	
IPC	• Brainwave Metacognition • The Earth is Our Home	• Brainwave - Understanding brain and able to apply metacognitive strategies to improve their own learning. - Know that emotions impact on learning. • The Earth is Our Home - To understand how animals are adapted to their habitat. - To know different habitats, contain different plants and animals. - To understand that plants and animals have needs. - To be able to understand food chain and nutrient cycle. - To understand how humans are changing the environment.	• Brainwave - High students' engagement and understanding through input using formative assessment. Students able to articulate and communicate learnings. - Able to use different strategies of memory recall through mnemonic, songs and drawings. - Student reflection of knowledge and 8 Personal Learning Goals. • The Earth is Our Home - Able to identify and compare how animals, including humans, are similar and different in their external body parts. - Able to describe the differences of habitats. - Able to understand the nutrient cycle. - Able to understand and give suggestions on how humans help conserve and protect habitats.

		- How we can help conserve and protect habitats.	
How will this be assessed?		Knowledge assessments IPC Rubrics End of unit reflections	
Bahasa Melayu	Nama, Warna dan Bentuk	Students will learn about Names, Colors, and Shapes. They will practice recognizing and using names, identifying various colours, and understanding basic shapes. This learning will help students grasp and apply these fundamental concepts in their everyday communication.	- Recognize and use names correctly in their communication. - Identify and name different colors accurately. - Identify basic shapes such as circles, squares, and triangles. - Connect names with colors and shapes in everyday situations. - Apply their understanding of names, colors, and shapes in conversations and activities.
How will this be assessed?		Writing and reading exercises, class participation	
Mandarin	Beginner: Daily routines; School life; Polite expressions; Character writing; Sentence building; Reading simple texts. Advanced:我的学校	Beginner: Knowledge: Students will learn common polite expressions such as 谢谢、谢谢你、不用谢、对不起 and 没关系, together with everyday vocabulary including 来、去、去上学、放学、回家 and 几点. They will recognise and write new Chinese characters using the correct stroke order and understand simple question patterns related to daily routines and time. Understanding: Students will understand how polite expressions are used appropriately in different social situations and how movement words describe actions and directions. They will understand how to talk about daily school routines, ask and answer questions about time	Beginner: Students confidently use polite expressions naturally in classroom conversations and respond appropriately in different situations. They recognise, read and write the taught characters accurately with correct stroke order, pronounce vocabulary clearly using correct tones, and communicate about their daily routines and school times using complete sentences. Students demonstrate increasing independence by asking and answering questions without prompts and applying learnt vocabulary confidently during speaking and writing tasks. Advanced: Read short Chinese passages fluently with clear pronunciation and confidence.

		using whole hours, and recognise how vocabulary is used to communicate in familiar everyday contexts. Skills: Students will develop confidence in listening, speaking, reading and writing simple Mandarin. They will participate in short conversations using polite expressions, ask and answer questions about daily routines and school times, recognise and write Chinese characters accurately, and pronounce new vocabulary using appropriate pinyin and tones. They will also strengthen sentence-building skills through guided speaking and writing activities. Advanced: Students will learn a range of Chinese vocabulary related to school, including places, people, and everyday classroom items. They will practise recognising, pronouncing, reading, and writing these words accurately. Students will also develop their reading comprehension skills by reading short passages about school life and answering simple comprehension questions. Through speaking, reading, and writing activities, they will build confidence in using school-related vocabulary in meaningful contexts. In addition, students will continue to strengthen their Chinese handwriting by learning and applying the correct stroke order when writing Chinese characters.	• Recognise and accurately say school-related vocabulary, such as school, classroom, schoolbag, teacher, and student. • Demonstrate understanding of the reading passage by answering comprehension questions correctly. • Use school-related vocabulary appropriately during classroom speaking activities. • Write Chinese characters using the correct stroke order and proper character formation. • Produce neat and legible handwriting when completing written tasks. • Participate actively in reading, speaking, and writing activities throughout the lessons. • Show confidence in applying newly learnt vocabulary in different classroom contexts.
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How will this be assessed?		Students will be assessed through teacher observation during pair and group conversations, role-play activities, questioning, listening tasks, reading activities and guided writing exercises. They will demonstrate their understanding by recognising and using new vocabulary, responding appropriately in simple conversations, writing Chinese characters with correct stroke order, and communicating about daily routines and time using familiar sentence patterns. Ongoing formative assessment will monitor pronunciation, character recognition, sentence construction and confidence in speaking Mandarin.	
Physical Education	IPC PE Unit: Fundamental Sports Skills	• K - Learn the connection between the eyes and hands/feet through the practice of various sports skills. Gain knowledge of how rules vary across different games. Know that the rules of a game need to be followed consistently. • U - Understand how to apply basic sports skills through the simplified or adapted games. Develop an understanding of safety rules, personal space and the need to follow instructions to prevent injuries. • S - Learn how to send and receive a variety of objects through the skills of throwing, catching, dribbling, shooting and striking.	• Able to demonstrate different sports skills; throw and catch using two hands accurately, dribble a ball using hands and feet with control, shooting a ball to a target using hands and foot accurately and strike a ball correctly using equipment. • Show enthusiasm, resilience, and leadership in group activities, encouraging peers and promoting teamwork and fair play. • Consistently follow games rules and safety rules, taking responsibility for themselves and others, and reflecting on their performance to continually improve.
How will this be assessed?		Continual assessment of skills, Q and A, and observation. Continual assessment of skills, Q and A, and observation.	
Music	Rhythm and pitch • Call and response	Students will learn to clap and play multiple rhythms on small percussion instruments such as tambourines, shakers, and hand drums. They will practice various rhythmic patterns, both individually and in groups, to develop a sense of timing and coordination. These rhythms will be applied in call-and-response activities, where students listen to a	• Able to play more than one simple rhythmic pattern. "Crotchet and minim" • Play in steady beat in a group. • Able to differentiate low and high pitch through listening activities. • Able to demonstrate low and high pitch.



		rhythm played by the teacher or a peer and then echo it back accurately. Students will also learn to sing in a higher pitch, developing their vocal range and control. Through guided exercises and songs, they will explore how to produce clear and stable high notes, enhancing their understanding of pitch variation in music.	
How will this be assessed?		Observation of students' ability to differentiate between rhythm and pitch	