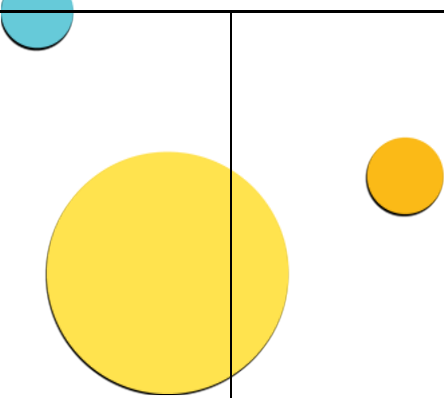



Straits International School Rawang

Curriculum Overview – Year 2

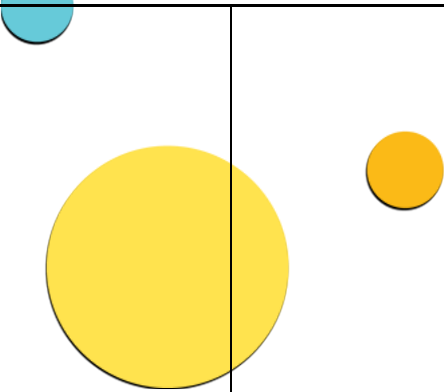
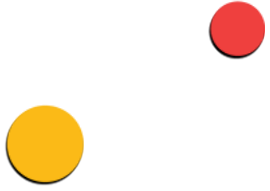
Autumn Term 1.1 2025/2026

| Autumn - Term 1.1 | What will we learn? | What KUS will we gain? | What will excellence look like? |
|----------------------------|--|--|---|
| English | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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? | | <p>Writing: Write own version of “Giraffe Can’t Dance”, complete with a beginning, middle and end; using accurate punctuation, expanded noun phrases and conjunctions.</p> <p>Reading: End of unit reading comprehension assessment.</p> | |
| Maths | <ul style="list-style-type: none"> Number Place Value Addition and Subtraction | <ul style="list-style-type: none"> Number Place Value - Read, write and identify in numerals and in words to 100. | <ul style="list-style-type: none"> 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. |

| | | | |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • 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 assessments through White Rose. | |
| IPC | <ul style="list-style-type: none"> • Brainwave Metacognition • The Earth is Our Home | <ul style="list-style-type: none"> • Brainwave <ul style="list-style-type: none"> - Understanding brain and able to apply metacognitive strategies to improve their own learning. - Know that emotions impact on learning. • The Earth is Our Home <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> • Brainwave <ul style="list-style-type: none"> - 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. Mnemonic, songs and drawings. - Students Reflections through knowledge and 8 personal Learning Goals. • The Earth is Our Home <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> 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 | <p>Beginner: Good morning</p> <p>Advanced:我的学校</p> | <p>Beginner: In Year 2 Mandarin, the topic "Good morning" will be taught through:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Learning common greetings such as "你好" (nǐ hǎo - hello), "早上好" (zǎo shang hǎo - good morning), and "再见" (zài jiàn - goodbye). <p>Understanding:</p> <ul style="list-style-type: none"> Recognising the appropriate use of each greeting in different social situations. | <p>Beginner: Excellence in Year 2 Mandarin for "Good morning" involves using greetings like "你好," "早上好," and "再见" accurately and confidently. Students will correctly pronounce, recognize, and write these phrases, applying them appropriately in conversations. This shows strong linguistic skills and cultural awarene</p> <p>Advanced:</p> <ul style="list-style-type: none"> 朗读短文 说出与学校有关的词汇（如学校、教室、书包等） 正确回答相关问题 书写正确的笔画顺序 |

| | | | |
|----------------------------|--|---|---|
| | | Advanced: 学生学习如何用中文说出与学校有关的词汇，并掌握了这些词汇的书写方法。此外，学生根据文章进行阅读与理解，回答相关问题。 | |
| How will this be assessed? | | Reading and writing tasks distributed throughout the term, along with teacher observations. | |
| Physical Education | IPC PE Unit: Fundamental Sports Skills | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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- | <ul style="list-style-type: none"> • 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. |

| | | | |
|--|---|--|--|
|  |  | <p>response activities, where students listen to a rhythm played by the teacher or a peer and then echo it back accurately.</p> <p>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.</p> | |
| <p>How will this be assessed?</p> | <p>Observation of students' ability to differentiate between rhythm and pitch</p> | | |