

Straits International School, Rawang
Curriculum Overview – Year 2
Autumn Term 1.2 2025/2026



Autumn - Term 1.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing: Instructions</p> <p>Reading: The owl who was afraid of the dark by Jill Tomlinson</p> <p>Poetry from significant authors:</p> <ul style="list-style-type: none"> • Twinkle, twinkle little star • I'm not afraid of the dark by Kenn Nesbitt 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 will this be assessed?

Writing: Plan, write and edit a set of instructions on “How to”.

Reading: End of term reading comprehension assessment.

Maths

- Addition and Subtraction
- Shape

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**

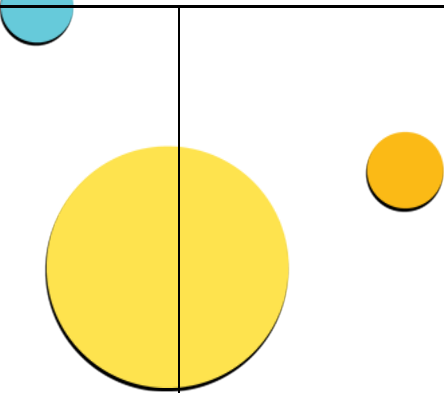
- **2D & 3D Shapes:** Use concrete objects to differentiate between 2D and 3D shapes, identifying how 2D shapes form 3D ones.
- **Sides, Vertices, and Symmetry:** Teach sides, vertices, and symmetry using models, mirrors,

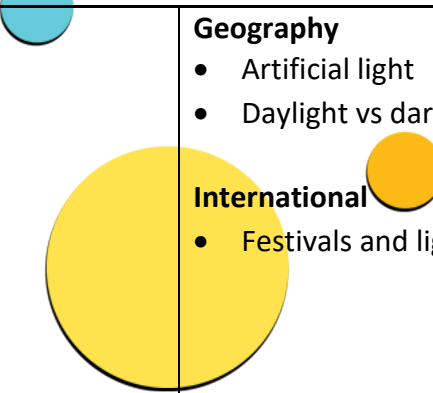
Addition and Subtraction

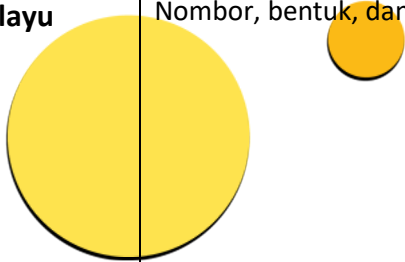
- Students should be able to read, write, and solve addition and subtraction problems involving 1-digit and 2-digit numbers using Base 10 and number lines.
- **Subtracting:** Able to use Base 10 and ten frames to subtract from 2-digit numbers, crossing 10 efficiently.
- **Adding Tens:** Identify and 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.

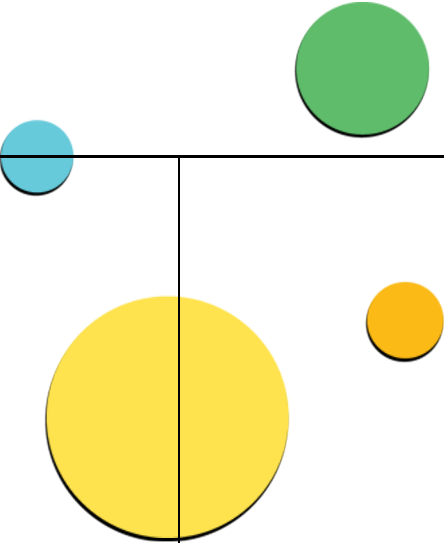
Shape

- **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.

		<p>and drawing activities with hands-on exploration.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> • Daily formative assessments to check for understanding. • End of unit assessments through White rose. 	
<p>IPC</p>	<p>Seeing Light</p> <p>Art</p> <ul style="list-style-type: none"> • Shading techniques • Art critique <p>Science</p> <ul style="list-style-type: none"> • Light sources • The sun • Materials • Shadows • Scientific experiment 	<p>Art</p> <ul style="list-style-type: none"> • Shading techniques to show light and dark. • Compare and comment on works of art. • Different techniques to create light inspired art. <p>Science</p> <ul style="list-style-type: none"> • Identify both natural and artificial sources of light. 	<p>Art</p> <ul style="list-style-type: none"> • Able to create art pieces using different techniques, including shading to show light and dark. • Able to compare and critique different art works. <p>Science</p> <ul style="list-style-type: none"> • 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.

	<p>Geography</p> <ul style="list-style-type: none"> • Artificial light • Daylight vs darkness <p>International</p> <ul style="list-style-type: none"> • Festivals and light. 	<ul style="list-style-type: none"> • 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. <p>Geography</p> <ul style="list-style-type: none"> • 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. <p>International</p> <ul style="list-style-type: none"> • Understand the significance of light in different festivals and celebrations across the globe. 	<ul style="list-style-type: none"> • 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. <p>Geography</p> <ul style="list-style-type: none"> • Comment on the pros and cons of artificial light. • Describe the experience of “Midnight sun” and “Polar night”. <p>International</p> <ul style="list-style-type: none"> • Tell a story of a light-significant festival/celebration, using shadow puppets.
<p>How will this be assessed?</p>	<p>Knowledge assessment</p>		

		IPC Rubrics End of unit reflection	
Bahasa Melayu	Nombor, bentuk, dan warna. 	<ul style="list-style-type: none"> • Recognizing Numbers: Use flashcards and counting games to help students identify and name numbers. • Understanding Shapes: Use shape sorting activities and visual aids to teach students how to recognize and differentiate shapes. • Learning Colors: Use colorful objects and matching games to help students identify and name different colors. • Applying Knowledge: Engage students in activities where they count objects, categorize by shape, and match items by color. 	<ul style="list-style-type: none"> • Confident Number Recognition: Students easily identify and name numbers in sequence and out of order. • Clear Understanding of Shapes: Students accurately recognize, name, and describe basic shapes (circle, square, triangle, etc.) with examples. • Fluent Color Identification: Students confidently identify and name a variety of colors, even when mixed or in different contexts. • Application of Knowledge: Students can count objects, categorize by shape, and match items by color with accuracy and without hesitation. • Creative Expression: Students use numbers, shapes, and colors in drawings or activities, showing their ability to apply knowledge in creative ways.
How will this be assessed?		<ul style="list-style-type: none"> • Use flashcards and games for recognition. • Engage in hands-on sorting and counting activities. • Encourage class discussions about everyday examples. 	
Mandarin	Beginner: Fruits and Food Advanced: 礼貌用语	Beginner: Knowledge <ul style="list-style-type: none"> • Vocabulary for common fruits (e.g. 水果、面包、米饭). • The word 每天 (every day) and how to use it in a sentence. • The verb 吃 (to eat) and simple sentence structure: 我每天吃.... 	Beginner: <ul style="list-style-type: none"> • Students can confidently use full sentences with correct word order, e.g. “我每天吃苹果和面包”. • They can extend sentences with connectors: “我每天吃面包和米饭”。 • They can recognise and read aloud both pinyin and some characters for fruits. • They can ask and answer simple questions about fruits, e.g. <ul style="list-style-type: none"> • Q: 你每天吃什么水果？ • A: 我每天吃苹果。

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- Awareness of healthy eating in Chinese culture (link to “水果” as part of daily diet).

Understanding

- How to form simple present tense sentences with frequency expressions (每天).
- The difference between just saying a fruit word vs. putting it into a full sentence.
- That word order in Mandarin is Subject + Time + Verb + Object (e.g. 我每天吃水果).
- That repetition helps in building confidence with new vocabulary.

Skills

- Listening: Recognising fruit names and sentences containing them.
- Speaking: Saying what fruit they eat daily using 我每天吃...
- Reading: Identifying fruit characters and simple sentences in pinyin/characters.
- Writing: Copying/attempting to write key characters (我、天、吃、果).

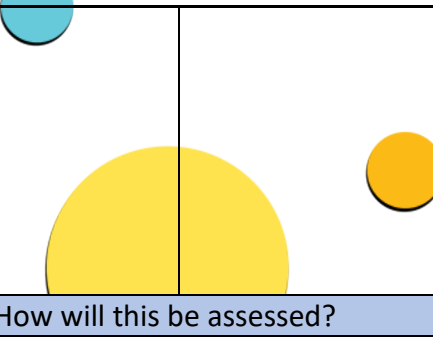
- They show confidence in pronunciation and tones, making themselves understood.
- They make a simple link to healthy living: e.g. “吃水果对身体好” (Eating fruit is good for your health).

Advanced:

1. 朗读短文
2. 说出不同的礼貌用语
3. 写出不同的礼貌用语
4. 使用正确的笔画顺序

		<p>Advanced: 学生学习如何在不同的情境下使用礼貌用语，并掌握这些词汇的书写方法。此外，他们还学习根据问题给出完整的回答。</p>	
<p>How will this be assessed?</p>		<p>assessment, worksheet and classwork Q&A session,</p>	
<p>Physical Education</p>	<p>IPC PE Unit: Fairy Tale Athletics</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 	<ul style="list-style-type: none"> • 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.

		<p>landing with an emphasis on distance and coordination. In throwing, they will refine an overarm push action, aiming for accuracy and control.</p>	
<p>How will this be assessed?</p>		<p>Continual assessment of skills, Q and A, and observation.</p>	
<p>Music</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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 	<ul style="list-style-type: none"> • 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.



		<p>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.</p>	
How will this be assessed?		Practical observation and written assessment	