

Straits International School Rawang

Curriculum Overview – Year 2

Year 2 Spring Term 2.2 2025/2026

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing: Explanation text - “The Pirates Next Door”</p> <p>Reading:</p> <ul style="list-style-type: none"> • ‘Molly Rogers to the Rescue’ by Cornelia Funke & Kasia Matyjaszek • ‘The pirate kids: The great treasure hunt’ by Johanna Gohmann 	<ul style="list-style-type: none"> • Make predictions from pictures and texts. • Discuss and clarify the meanings of new words while linking them to known vocabulary. • Answering and asking questions about a text. • Make inferences based on what is said in a text. • Use apostrophe to show possession and singular contraction. • Write exclamation sentences. • Use commas to separate a list of ideas. • Use subordination conjunctions (when, if, that, because). • Understand, identify features and adapt an explanation text. 	<ul style="list-style-type: none"> • Accurately predict, from pictures and texts. • Successfully discuss and clarify the meaning of new words based on known vocabulary and the context of the text. • Confidently answer and ask questions about a text. • Make accurate inferences based on what is presented within a text. • Use apostrophe correctly to show possession and singular contraction. • Write effective exclamation sentences within an explanation text. • Use commas accurately to separate a list of reasons supporting the facts within an explanation text. • Effectively use subordination conjunctions (when, if, that, because), to extend the depth of a sentence. • Successfully adapt and edit an explanation text to include all its features; using accurate grammar, punctuation and spelling.
How will this be assessed?		<p>Writing: Adapt and edit an explanation text.</p> <p>Reading: End of unit reading comprehension (fiction) assessment.</p>	

Maths

- Multiplication and Division

Multiplication and Division

- The 5- and 10-Times Tables. Learn and practice the 5- and 10-times tables. Divide numbers by 5 and 10, understanding the relationship between multiplication and division.
- Consolidation and Connections. Reinforce knowledge of the 5- and 10-times tables together.
- Solve problems involving multiplication and division using practical examples and word problems.
- Highlight connections between times tables, doubling, halving, and recognizing patterns in numbers.

- Length and Height

Length and Height

- Measure in centimetre. Children to know they MUST start at zero and not the edge of the ruler. They need to differentiate cm from inch.
- Measure in meters. Introduce different tools: meter ruler & tape measure. Introduce m=meters.
- Compare lengths and heights. Learn the meaning of the words "length" and "height"

Multiplication and Division

- To be able to understand 5 and 10 timetables.
- To know how to show and divide numbers by 5 and 10.
- To be able to understand relationship between multiplication and division.
- To be able to solve problems and make connections using practical examples and words sentences.

Length and Height

- To know that cm means centimetre. To be able to measure centimetre.
- To be able to use rulers and understand m-meters.

	<ul style="list-style-type: none"> • Mass, capacity and temperature 	<p>and when do we say, “longer than” vs “taller than” and “shorter than”.</p> <ul style="list-style-type: none"> - Order lengths and heights. Introduce new vocabulary – shortest, longest, tallest. Have different objects of varying lengths/heights. - Four operations with lengths and heights. Reinforce the 4 operations: + - x /. Continue to encourage the use of pictures and concrete objects to help find the answer. - Compare mass. Learn “heavier” & “lighter”. To explore mass using balancing scales - Measure in grams. Using balancing scales to find objects that students think are of similar mass. - Measure in kilograms. And to learn to read and know the varies items in kilograms. - Four operations in mass +-x/. To learn the use of pictures and concrete objects to help find the answer. - Compare volume and capacity. Learn the meaning of “volume” (amount of liquid an object can hold eg. a bottle) vs “capacity” (amount of space in an object eg. a lift). Use vocabulary: full, half full, empty. - Measure in milliliters and liters, to read the scale and estimate if need be. Learning how a certain volume if poured into containers of 	<ul style="list-style-type: none"> - Children know how to use inequality to signs to compare. Children to learn that for lengths with the same unit of measure, the larger the number, the longer/taller it is e.g. 25cm < 52cm. - Children to know how to sort based on what they think is the shortest to the longest. - Have fluency on using the 4 operations: +-x/. - To know how to use the balancing scales. To understand the meaning of heavier and lighter. - To know how to read and use the weighing scales. - To know how to name objects that would be use kg as a unit of measurement. What objects would use g and what objects could be measure with either. - To know the meaning and understand the vocabulary such as volume, capacity, full, half full and empty. - To know how to read the scale and estimate the volume. - To understand the vocabulary: hot, cold, warm, cooler, warmer and know how to read temperature scales.
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		<p>different size/capacity may deceptively look like they have more/less water, when indeed the volume remains the same.</p> <p>-To learn about temperature. Introduce degrees Celsius. Use vocabulary: hot, cold. Warm, cooler, and warmer. Recap 4 seasons and how the temperature changes.</p>	
How will this be assessed?		Daily formative assessments to check for understanding. End of unit assessment through White Rose.	
IPC	<p>Treasure Island</p> <p>International</p> <ul style="list-style-type: none"> • Rules • Jobs • Danger • Safety <p>Technology</p> <ul style="list-style-type: none"> • Food origin • Food pirates ate • Food groups • Healthy meals <p>Art</p> <ul style="list-style-type: none"> • Shading • Building • Imprinting • Carving 	<p>International</p> <ul style="list-style-type: none"> • Understand that rules exist to keep us safe. • Recognise the importance of different jobs within a society. • Identify places of danger. • Learn how to keep safe around bodies of water. <p>Technology</p> <ul style="list-style-type: none"> • Understand that different food originates from different locations around the world. • Identify what pirates ate and drank. • Classify food groups. • Plan a healthy meal. 	<p>International</p> <ul style="list-style-type: none"> • Successfully list rules and explain why and how they exist to keep us safe. • Effectively identify the different roles and jobs within a society and how everyone contributes differently. • Confidently point out places of danger and recognise the importance of staying away. • Know how to keep safe when near and in water. <p>Technology</p> <ul style="list-style-type: none"> • Recognises that different food originates from different parts of the world and the role pirates play in transporting them. • Accurately identify a pirate's meal and comment if it were balanced. • Successfully categorise different food into its food groups.

	<p>Geography</p> <ul style="list-style-type: none"> • Geographical features • Oceans • Continents • Compass • Maps 	<p>Art</p> <ul style="list-style-type: none"> • Use a variety of materials and tools to produce different results. • Design using motifs relevant to a theme. • Making coin using salt dough. • Using imprints to create patterns. <p>Geography</p> <ul style="list-style-type: none"> • Learn geographical features and vocabulary. • Identify different oceans and continents. • Read and follow a compass. • Learn how to draw a map. • Design and create a treasure map. 	<ul style="list-style-type: none"> • Effectively identify what a balanced and healthy meal looks like. • Confidently plan a healthy meal. <p>Art</p> <ul style="list-style-type: none"> • Effectively produce different art pieces using different materials and tools and commenting on its effectiveness. • Confidently create different designs for a pirate coin while explaining their choice. • Effectively making a pirate coin using salt dough. • Effectively translating design to product with carvings and imprints. <p>Geography</p> <ul style="list-style-type: none"> • Accurately identify different geographical features by using the correct vocabulary. • Confidently list all the oceans and continents on Earth. • Effectively read and follow the directions of a compass while accurately using the correct directional language – north, south, east, west. • Accurately draw a map from a bird’s eye view. • Design a treasure map that effectively includes all essential map features: orientation, scale and symbols.
<p>How will this be assessed?</p>		<p>Knowledge assessment IPC Rubrics End of unit reflection</p>	

By the end of this unit, students will:

- **Knowledge**

- Understand the importance of cleanliness and hygiene in daily life.
- Learn vocabulary and phrases related to personal hygiene, cleanliness, and a healthy lifestyle.
- Recognize good hygiene habits such as washing hands, brushing teeth, and keeping surroundings clean.

- **Understanding**

- Appreciate how cleanliness affects health and well-being.
- Identify the consequences of poor hygiene on health.
- Understand the importance of balanced nutrition and regular exercise for a healthy life.

- **Skills**

- Communicate ideas about hygiene and health using appropriate vocabulary.
- Demonstrate proper hygiene practices through role-play and daily activities.
- Apply learned knowledge in daily routines by

- Students confidently use hygiene-related vocabulary in conversations and written tasks.
- They consistently demonstrate good hygiene habits in class and daily life.
- They actively participate in discussions and role-play activities about cleanliness and health.
- They can explain the importance of cleanliness and healthy living with real-life examples.

maintaining cleanliness and making healthy choices.

How will this be assessed?

Classwork, quiz in class, end of term/ unit assessment

Mandarin

Advanced: 学生穿校服

Beginner:
Eating and Food (食物)

Advanced:

学生学习如何用中文说出与服装有关的词汇，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。

Beginner:

Knowledge

- Learn key food-related vocabulary (吃、饭、面、面包、饼干、菜、肉).
- Recognise simple sentence patterns used with food vocabulary.

Understanding

- Understand the meaning and basic usage of food-related words in everyday contexts.

Advanced:

- 朗读短文
- 书写与服装有关的词汇 (如外套、裙子、袜子等)
- 正确回答相关问题
- 书写正确的笔画顺序

Beginner:

Students confidently recognize, write, and use food-related vocabulary in sentences. They form correct sentence structures, read short phrases fluently, and engage in basic conversations about food preferences.

		<ul style="list-style-type: none"> • Understand how words combine to form simple sentences about eating. <p>Skills</p> <ul style="list-style-type: none"> • Write basic Chinese characters related to food accurately. • Construct simple Mandarin sentences using learned food vocabulary. 	
How will this be assessed?		Homework, Classwork, group discussion, Assessment	
<p>Physical Education</p>	<p>Multi Skills – Preparation for Sports Day</p>	<ul style="list-style-type: none"> • K - Understanding key movement principles for throwing, catching, kicking and striking, such as grip, stance and follow-through. Learning the proper way to hold and release an object when throwing, position hands when catching and follow through after kicking or striking. Understanding the importance of safe play, teamwork and fair participation in activities. • U - Students will understand how proper techniques improve accuracy, control and efficiency in various skills. Recognising how hand-eye and foot-eye coordination help in catching, kicking and striking effectively. Comprehending how participation, focus and positive 	<ul style="list-style-type: none"> • Students demonstrate throws objects with accuracy, proper grip and smooth motion toward a target. They will be able to catch a ball consistently using the correct hand position and tracking the ball. Students perform kicking a stationary or moving ball with power, precision and controlled follow-through. They will be able to strike an object with correct side orientation, grip and coordination for effective contact. • Students demonstrate excellent hand-eye and foot-eye coordination in all skill activities. They will know how to adjust force, speed and positioning to improve accuracy and performance. • Students will actively participate in all activities with enthusiasm and determination. They listen attentively, follows instructions and applies feedback for improvement. • Students display positive sportsmanship, encouraging and supporting peers. They will follow safety rules, respects equipment and plays fairly in all activities.

		<p>behaviour impact skill development and teamwork.</p> <ul style="list-style-type: none"> • S - Execute a controlled throw using a basic technique, aiming for a target with accuracy and correct hand movement. Demonstrate proper catching form, tracking the ball and securing it with both hands. Kick a stationary or moving ball with correct posture and follow-through toward a target. Show proper side orientation and grip when hitting an object (e.g. striking with a bat or racquet). Engage actively, follow instructions, demonstrate sportsmanship and contribute positively to group activities. 	
How will this be assessed?		Continual assessment of skills and level of understanding via teacher's observation and Q & A	
Physical Education (Swimming)	How will this be assessed?	<p>Knowledge</p> <ul style="list-style-type: none"> • Importance of body position in water • Basic freestyle movement pattern <p>Understanding</p> <ul style="list-style-type: none"> • How breathing rhythm affects swimming • How kicking and arms work together <p>Skills</p> <ul style="list-style-type: none"> • 5–10m freestyle with support 	<ul style="list-style-type: none"> • Swimming short distances independently • Coordinating arms and legs • Showing confidence in deeper water

		<ul style="list-style-type: none"> • Controlled breathing • Improved balance in water 	
How will this be assessed?		<ul style="list-style-type: none"> • Distance progression tracking • Technique observation • End-of-year confidence benchmark 	
Music	We are exploring more complex rhythmic patterns and developing structured musical storytelling through sound effects.	<ul style="list-style-type: none"> • Understanding different timbres and their effects in music. • Understanding: Applying soundscapes to enhance narratives. • Skills: Playing precise rhythmic sequences on percussion instruments and layering sounds to create immersive effects. 	Students will confidently design and perform structured soundscapes, demonstrating clear timing and creative use of musical elements in storytelling.
How will this be assessed?		Practical observation (Individual)	