

Straits International School Rawang

Curriculum Overview – Year 2

Year 2 Summer Term 3.1 2025/2026

Summer Term 3.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing: Stories by significant authors.</p> <p>Reading: The No.1 Car Spotter by Atinuke Mrs Armitage on Wheels by Quentin Blake</p>	<ul style="list-style-type: none"> - Identify and describe story settings and characters. - Discuss the meaning of unfamiliar words to build and use a collection of interesting words, to describe setting and character. - Read with fluency and expression while extending ideas through role-play. - Use time conjunctions. - Write a variation of simple, compound and complex sentences, using conjunctions. - Begin to vary sentence openings using -ly adverbs. - Use dialogue in stories. - Develop stories with a setting, characters and a sequence of events that is structured with a beginning, middle and end. - Re-read own writing aloud to check for sense and accuracy. - Create, write and present an idea. 	<ul style="list-style-type: none"> - Accurately identify and describe the settings and characters of a story. - Effectively learn the meaning of unfamiliar words to build a collection of significant words, to use to express ideas, and describe the setting and characters. - Fluently read with expression while extending ideas through role-play. - Make accurate use of time conjunctions to show sequence within a story. - Successfully write a variation of simple, compound and complex sentences, using a variety of conjunctions. - Able to vary sentence openings using -ly adverbs. - Confidently include dialogue in a story. - Develop a story with settings, characters and a sequence of events that is well-structured with a beginning, middle and end. - Independently re-read own writing aloud to check for sense and accuracy. - Successfully create an invention, write about it and present it to the class.

How will this be assessed?

Writing: Write a story inspired by “Mrs. Armitage on Wheels”.

Reading: End-of-unit reading comprehension assessment.

Maths

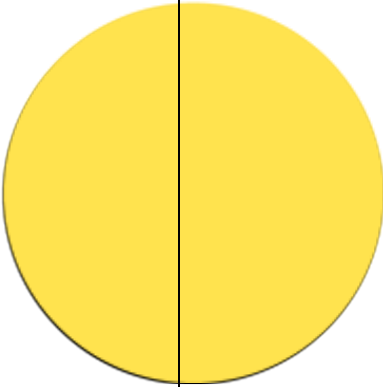
- Fraction

Fractions

1. Understanding Parts and Wholes
Students explore how shapes or quantities can be split into equal and unequal parts, laying the foundation for understanding fractions.
2. Recognising and Finding Simple Fractions.
Students identify and find halves, quarters, and thirds of shapes or quantities, understanding how these parts relate to the whole.
3. Unit and Non-Unit Fractions
Learn to differentiate between unit fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) and non-unit fractions (e.g., $\frac{2}{4}$, $\frac{3}{4}$), developing deeper understanding of fractional values.
4. Equivalence and Comparison.
Students recognise that two-quarters equal one-half and compare other simple fractions such as three-quarters, building their ability to reason with fractions.
5. Counting in Fractions and Real-Life Applications.
Pupils practise counting in

Fractions

1. Identifies and Explains Parts of a Whole
Can clearly explain the difference between equal and unequal parts and accurately identify halves, quarters, and thirds in various contexts.
2. Accurately Finds and Uses Fractions in Practical Situations.
Consistently finds fractions of amounts and objects ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$) and applies this knowledge to real-life situations involving mass, capacity, and temperature.
3. Understands and Explains Unit vs Non-Unit Fractions.
Can confidently explain the difference between unit and non-unit fractions and use them accurately in problem-solving.
4. Recognises and Justifies Fraction Equivalence.
Clearly understands and explains why two-quarters are the same as one-half and uses reasoning skills to compare and order simple fractions.
5. Fluently Counts in Fractions and Connects to Whole Numbers.
Counts in fractional steps with ease (e.g., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1), and makes strong connections between fractions and whole numbers, showing deep understanding.

	<ul style="list-style-type: none"> • Time 	<p>fractional steps up to a whole and apply their learning to real-world contexts like measuring mass, capacity, and temperature.</p> <p>Time</p> <ol style="list-style-type: none"> 1. Understanding Time on the Clock Students learn to tell and show time. 2. Introducing Quarter Hours. Learners recognise and read quarter past and quarter to the hour. 3. Telling Time to the Nearest 5 Minutes. Pupils develop skills to read the time in 5-minute intervals, including times both past and to the hour. 4. Understanding Units of Time. Children learn that there are 60 minutes in an hour and 24 hours in a day, building their understanding of time as a system. 5. Applying Time Knowledge in Real-Life Contexts. Students begin to use their knowledge to sequence events, solve simple time problems, and understand how time affects daily routines. 	<p>Time</p> <ol style="list-style-type: none"> 1. Reads and Explains O'clock and Half Past with Confidence. Accurately read and set o'clock and half past times on an analogue clock and explain the position of the hands. 2. Fluently Understands Quarter Times. Accurately reads and explains quarter past and quarter to times, showing clear understanding of how these relate to the full hour. 3. Tells the Time in 5-Minute Intervals. Reads time to the nearest 5 minutes, both past and to the hour, and uses the correct vocabulary confidently. 4. Applies Knowledge of Hours and Minutes. Clearly understands and explains that there are 60 minutes in an hour and 24 hours in a day and can use this to solve time problems. 5. Uses Time Skills Independently and in Context. Uses time-telling skills to organise their day, solve real-life word problems, and demonstrate a strong sense of daily time routines.
<p>How will this be assessed?</p>		<p>Daily formative assessments to check for understanding. End of unit assessments through White rose.</p>	
<p>IPC</p>	<p>From A to B</p>	<p>Geography</p>	<p>Geography</p>

	<p>Geography</p> <ul style="list-style-type: none"> Collecting data Map Transport types <p>International</p> <ul style="list-style-type: none"> Lives of children from different countries <p>History</p> <ul style="list-style-type: none"> Travel in the past Timelines Travel based on myths & legends <p>Design & Technology</p> <ul style="list-style-type: none"> Design & make a vehicle <p>Science</p> <ul style="list-style-type: none"> Flight <p>ICT</p> <ul style="list-style-type: none"> Instructions <p>Art</p> <ul style="list-style-type: none"> Movement 	<ul style="list-style-type: none"> Sort, group, and classify data by creating a questionnaire & conducting a survey. Create a map using symbols. Research, compare, and identify different transportation types (land, water, and air) depending on location. <p>International Task</p> <ul style="list-style-type: none"> Identify similarities and differences in how children in different countries travel. <p>History</p> <ul style="list-style-type: none"> Understand how people travelled in the past. Create a timeline for when vehicles were invented and used. Explore imaginative ways of travel, inspired by myths and legends. <p>Design and Technology</p> <ul style="list-style-type: none"> Design and label a method of transport. Make a vehicle. <p>Science</p> <ul style="list-style-type: none"> Understand how lift, weight, thrust, and drag influence flight. 	<ul style="list-style-type: none"> Accurately create a questionnaire & conduct a survey, that allows sorting, grouping and classifying data about how children in Year 2 travel to school. Independently create a map using symbols, of the perimeter of the school. Confidently research and compare the different transportation types on land, water and air and accurately identify the best mode of transport depending on the location. <p>International Task</p> <ul style="list-style-type: none"> Effectively identify similarities and differences of how children in different countries travel to and from school. <p>History</p> <ul style="list-style-type: none"> Understand how people travelled in the past. Accurately create a timeline for when vehicles were invented and used. Creatively produce imaginative ways of travel, inspired by myths and legends. <p>Design and Technology</p> <ul style="list-style-type: none"> Accurately design and label a mode of transport. Successfully make a boat that would move from point A to B. <p>Science</p> <ul style="list-style-type: none"> Confidently explain how lift, weight, thrust, and drag influence flight through experimenting with paper airplanes. <p>ICT</p>
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How will this be assessed?		<p>Knowledge assessment IPC Rubrics End of unit reflection</p>	
<p>Bahasa Melayu</p>	<p>Mengenal Masa, Di sekolah</p> <p>Students will be able to recognize and understand basic concepts of time, including hours and minutes.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize the basic concepts of time such as hours and minutes. - Know the names of times of the day in Bahasa Melayu (e.g., pagi, tengah hari, petang, malam). - Identify common time-related vocabulary (e.g., jam, minit, waktu). <p>Understanding:</p> <ul style="list-style-type: none"> - Understand the importance of time in daily life, especially at school (e.g., when lessons start and end, break times). <p>Skills:</p>	<ul style="list-style-type: none"> - Excellence will be demonstrated by students who can confidently and accurately tell the time in Bahasa Melayu using both analog and digital clocks, with precise pronunciation of time-related vocabulary. - They will show a secure understanding of time expressions and use them fluently in spoken sentences. - Identify and apply specific times of day such as <i>pagi</i>, <i>tengah hari</i>, <i>petang</i>, and <i>malam</i>, and meaningfully relate them to daily school routines and activities. - Able to construct clear and correct sentences, for example linking time to events (e.g., <i>Waktu rehat pada jam 10 pagi</i>)

		<ul style="list-style-type: none"> - Be able to tell the time using both analog and digital clocks in Bahasa Melayu. - Use time-related words in simple sentences (e.g., <i>Sekolah bermula pada jam 8 pagi</i> – School starts at 8 AM). - Understand and be able to schedule or organize daily activities using the concepts of time. 	
How will this be assessed?		Students will be assessed through structured worksheets, final assessment, and question-and-answer activities to monitor understanding and progress.	
Mandarin	<p>Mandarin Advanced: 这是我的家、我喜欢养宠物</p> <p>Mandarin Beginner: Body and sickness (身体与疾病) & Numbers (数字)</p>	<p>Mandarin Advanced: 学生将阅读《这是我的家》和《我喜欢养宠物》两篇文章，理解文章内容并掌握相关词汇。学生将学习正确的汉字笔顺，确保规范书写，并通过练习提升书写能力。此外，学生将运用所学词汇和句型，书写简短的句子，描述家庭和宠物相关的内容。</p> <p>Mandarin Beginner: Students will gain knowledge of basic vocabulary related to body parts, common illnesses, and medical terms (e.g., 生病、发烧、咳嗽). They will develop an understanding of how to use these words in context, especially to describe symptoms</p>	<p>Mandarin Advanced: 学在这一单元中，卓越表现将体现在学生能够准确理解并流畅朗读《这是我的家》和《我喜欢养宠物》，清楚表达文章的主要内容和自己的想法。在书写方面，学生能够正确运用笔顺，工整、美观地书写汉字，确保字体规范。在句子表达上，学生能够运用所学词汇和句型，书写完整、通顺且富有逻辑的句子，清晰描述家庭和宠物相关内容。</p> <p>Mandarin Beginner: Excellence will be demonstrated when students confidently recognize, say, read, and write key vocabulary related to body parts and sickness. They will be able to form short, accurate sentences such as “我感冒了” or “医生给我药.” In writing, they will show good character formation, stroke order, and spacing.</p>

		<p>and talk about health conditions. Key skills include making simple sentences such as “我头疼” or “他去看医生,” improving pronunciation, and practicing Chinese character writing. Students will also begin to recognize sentence patterns involving body-related verbs and adjectives, developing a foundation for real-life communication about health in Mandarin.</p>	<p>Excellent learners will combine vocabulary creatively, ask and answer simple questions about health, and show awareness of basic grammar rules such as subject-verb-object sentence structure. They will participate actively in oral tasks and demonstrate the ability to use Mandarin naturally in context.</p>
<p>How will this be assessed?</p>		<p>Workbook, worksheet, Assessment, Q&A</p>	
<p>Physical Education</p>	<p>Structure: 1x Weekly Swimming Lesson 1x Weekly PE (Land-based) Lesson</p> <p>Swimming (Weekly Slot): Students transition from foundational mechanics to Stroke Refinement and Velocity. In Freestyle, the focus shifts to "High-Elbow Recovery" and bi-lateral breathing to maintain Speed over longer distances (15m–25m). We also provide an Introduction to Backstroke, emphasizing a "flat" horizontal body position, the "thumb-out, pinky-in" arm rotation, and maintaining a steady</p>	<p>Technical Advancement: Students will master the "Continuous Arm Action" in Backstroke, the "Streamlined Push-off" from the wall in Freestyle, and the "Step-and-Throw" mechanic for increased power on land.</p> <ul style="list-style-type: none"> - Strategic Awareness: Understanding "Positional Play"—learning that in a game, players have different roles (e.g., someone to stay back and "defend" while others "attack"). - Physical Conditioning: Identifying the concept of "Pacing." Students will learn that a 25m swim requires a different speed than a 5m sprint, and how to manage 	<ul style="list-style-type: none"> - In Swimming, excellence is the ability to swim a full length of Freestyle without stopping, maintaining a high body position and demonstrating a controlled introduction to the Backstroke arm cycle. - In PE, it is shown through "Spatial Intelligence"—anticipating where a ball or a teammate will be and moving to that spot before the ball arrives. - In Games Carnival, excellence is characterized by "Rapid Transitions"—the ability to finish a task and immediately hand over to a teammate with professional focus and zero delay. - Across all areas, "excellent" students act as Squad Leaders by helping to organize their peers, demonstrating drills to the class, and maintaining a humble attitude even when they are the fastest or most skilled in the group.

	<p>flutter kick while looking directly upward.</p> <p>PE: Movement & Games (Weekly Slot): Building on Year 1, the land-based curriculum moves into High-Intensity Tactical Play. We advance from simple catching to Functional Accuracy, where students must pass or throw to a teammate who is running. Invasion Games become more structured, introducing the concept of "Defensive Goals" and "Attacking Zones." The term culminates in Competitive Games Carnival Prep, focusing on "Sprints" and "Power-based" relay events that require explosive movement and quick transitions.</p>	<p>their energy throughout a high-intensity PE circuit.</p> <ul style="list-style-type: none"> - Rules & Ethics: Applying "Lane Discipline" in the pool and understanding "Fouls/Contact" in invasion games. Students practice humble and professional communication by using positive "Callouts" to help teammates during a match. 	
<p>How will this be assessed?</p>	<ul style="list-style-type: none"> - Performance Metrics: Timing 15m/25m swims to track speed progression and assessing the technical "flow" of the Backstroke. - Tactical Application: Evaluating a student's ability to "Stay in Position" during a 4v4 or 5v5 invasion game. - Resilience & Effort: Assessing the student's ability to maintain high intensity for the full duration of a "Carnival Prep" circuit without giving up. - Professional Standards: Tracking kit organization, promptness to the pool/field, and the ability to listen to complex multi-step tactical instructions without needing a reminder. 		

Music	<p>We are discovering world music and how different cultures express themselves through sound.</p>	<ul style="list-style-type: none"> - Knowledge: Explore instruments, rhythms, and songs from different cultures. - Understanding: Compare and contrast music styles globally. - Skills: Sing/play music from diverse traditions, use simple notation. 	<p>Students perform and create music inspired by global styles, showing appreciation for diversity and improving rhythmic/melodic precision.</p>
<p>How will this be assessed?</p>		<p>Practical observation</p>	

