

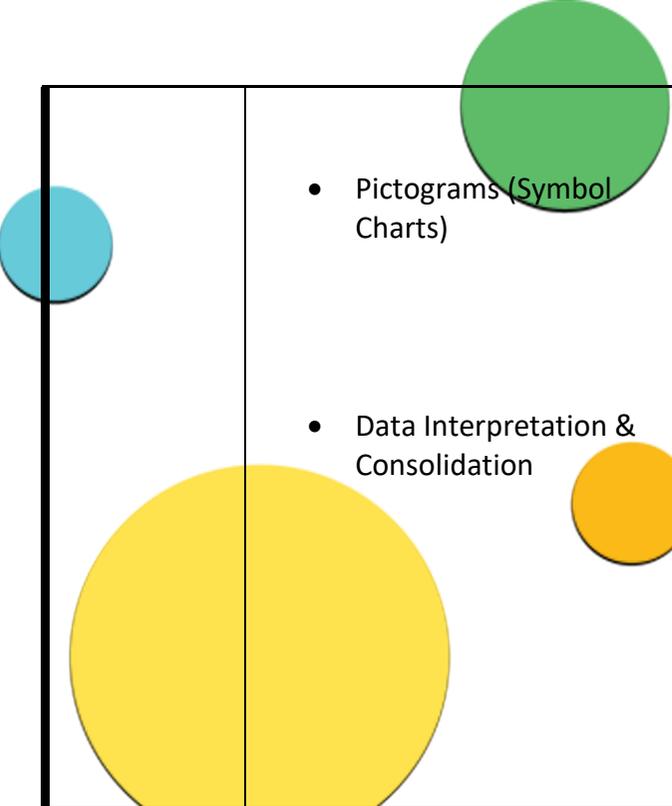
Straits International School Rawang

Curriculum Overview – Year 2

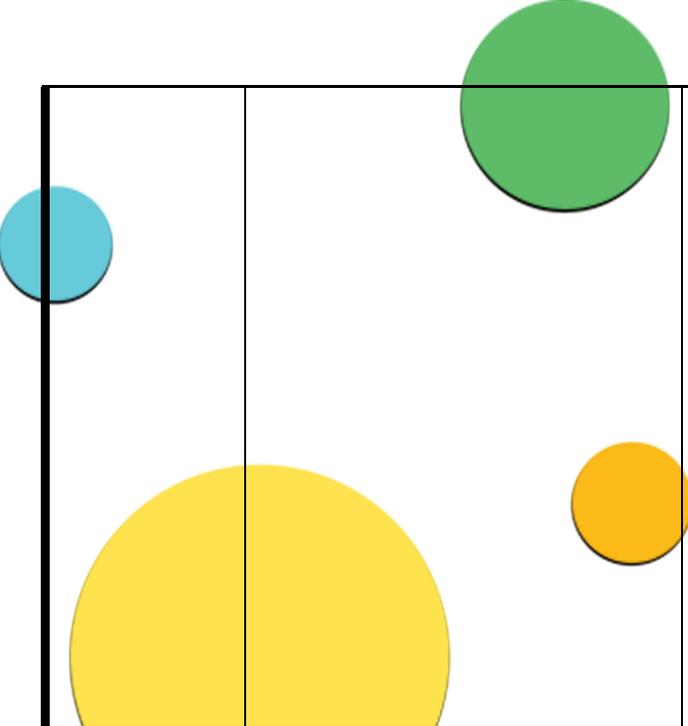
Year 2 Summer Term 3.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p>Writing: Traditional tales from different cultures.</p> <p>Reading: Hansel & Gretel (Classic version) retold by Ronne Randall Hansel & Gretel (African version) by Rachel Isadora</p>	<ul style="list-style-type: none"> • Discuss and share opinions of books. • Identify new and interesting words to describe people and places. • Use role-play to express ideas and retell a story. • Identify what a traditional tale is. • Compare two stories/poems by identifying their similarities and differences. • Use dialogue, with correct punctuation, when writing stories. • Identify the characters and their characteristics within a story. • Use adjectives and adverbs to add description. • Write a story with a planned structure, including characters and setting. • Use interesting vocabulary, conjunctions, and time connectives. 	<ul style="list-style-type: none"> • Confidently discuss and share opinions about books. • Identify new and interesting words to describe people (characters and their characteristics) and places (setting) and use them in their writing. • Confidently role-play to express ideas and retell a story. • Independently identify what a traditional tale is. • Accurately compare two stories/poems by identifying their similarities and differences. • Use dialogue, with correct punctuation, when writing stories. • Write a story with a planned structure (beginning, build-up, end) that includes characters and setting, with effective use of interesting vocabulary, conjunctions, time connectives, adjectives, and adverbs. • Effectively re-read, edit, and improve a piece of writing. • Successfully identify sounds, rhyme, and rhythm within a poem.

		<ul style="list-style-type: none"> • Write a story with a beginning, build-up to the problem of the story and a solution to end the story. • Re-read, edit, and improve a piece of writing. • Identify sounds, rhyme, and rhythm within a poem. • Recite and articulate a poem with clear expression. 	<ul style="list-style-type: none"> • Confidently recite and articulate a poem with clear expression.
<p>How will this be assessed?</p>		<p>Writing: Write Hansel and Gretel, in a different cultural setting, e.g. a Malaysian version. Reading: End of unit reading comprehension assessment.</p>	
<p>Maths</p>	<ul style="list-style-type: none"> • Data Collection & Tally Charts • Tables & Data Interpretation • Block Diagrams (Bar Charts) 	<ol style="list-style-type: none"> 1. Explore grouping tallies in 5s using a “gate” method. Compare tally charts to tables, highlighting ease of reading and data extraction. 2. Practice extracting information (totals, comparisons) from both tables and tally charts. 3. Show how each block (cube/sticky note) represents one item. <ul style="list-style-type: none"> • Guide students in constructing their own block diagrams (vertically and horizontally). 	<ol style="list-style-type: none"> 1. Confidently master efficient Data Collection Automatically groups tally marks in fives (“gate” method), with no prompts. Uses manipulatives (e.g., toothpicks) smoothly and accurately—no miscounts or hesitation. 2. Fluent Data Conversion & Comparative Insight Transforms tallies into tables (and vice versa) confidently and without error. Identifies totals, trends, and comparisons from both formats immediately. 3. Precision in Block Diagram Construction & Insight. Crafts both vertical and horizontal block diagrams with correct scaling and presentation. Explains clearly which items are most/least popular using full sentences and strong reasoning.

	<ul style="list-style-type: none"> • Pictograms (Symbol Charts) • Data Interpretation & Consolidation 	<ul style="list-style-type: none"> • Focus on interpreting heights/lengths to identify most/least popular items. 4. Begin with “one symbol for one item” pictograms for topics like favourite colours. • Progress to scaled pictograms (1:2, 1:5, 1:10) to handle larger data sets. 5. Focus on finding totals, differences, and superlatives like “most” or “least.” • Introduce “half-symbols” when data doesn’t match full units exactly. 	<ol style="list-style-type: none"> 4. Draws pictograms with consistent, clear symbols—even when using scales of 1:2, 1:5, or 1:10. Applies half-symbol reasoning accurately to represent non-exact totals. 5. Solves multi-step problems confidently: computes totals, differences, superlatives. Interprets graphs and pictograms through narrative explanations. Demonstrates analytical depth—makes comparative statements (“twice as many...”, “3 fewer...”) with ease.
<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>The Stories People Tell</p> <p>HISTORY: Learning about the past.</p> <p>GEOGRAPHY: Route of travel Create a map</p> <p>ART:</p>	<p>HISTORY:</p> <ul style="list-style-type: none"> • Learn about the past through a variety of ways: legends, myths, and artefacts. <p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Identifying a route of travel based on the story around the world in 80 days. • Create a map based on a mythical land. 	<p>HISTORY:</p> <ul style="list-style-type: none"> • Successfully write a family legend based on a family member or event. • Accurately create a comic strip that tells of a Greek mythology. • Creatively transfer a Greek myth onto an artefact. <p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • Accurately plot a route of travel on the world map.

<p>Aboriginal art Expressive art</p> <p>HEALTH & WELLBEING: Factors that affect health and wellbeing.</p> <p>International: Importance of rules Lives of children in different countries</p>	<p>ART:</p> <ul style="list-style-type: none"> • Create aboriginal art. • Use art to express experiences, ideas and/or emotions. <p>HEALTH & WELLBEING:</p> <ul style="list-style-type: none"> • Understand there are many factors that affect one's health and well-being. <p>INTERNATIONAL:</p> <ul style="list-style-type: none"> • Understand why we have rules for specific places. • Identify similarities and differences between the life of children from different countries. 	<ul style="list-style-type: none"> • Successfully draw a map that includes all its key elements: symbols, legends, scale, bird's eye view, direction. <p>ART:</p> <ul style="list-style-type: none"> • Create a creative piece of aboriginal art. • Effectively use art to create a mask that expresses experiences, ideas and/or emotions. <p>HEALTH & WELLBEING:</p> <ul style="list-style-type: none"> • Understand how Aesop Fables were used to educate people about the different values of life. <p>INTERNATIONAL:</p> <ul style="list-style-type: none"> • Use fairy tales to understand the importance of rules. • Through stories, successfully compare the life of children in different countries. 	
<p>How will this be assessed?</p>		<p>Knowledge assessment IPC Rubrics End of unit reflection</p>	
<p>Bahasa Melayu</p>	<p>Hari Dalam Seminggu (Days in a week)</p>	<p>Knowledge:</p> <p>Students will know the names of the seven days of the week in Bahasa Melayu: Isnin, Selasa, Rabu, Khamis, Jumaat, Sabtu, Ahad.</p> <p>Understanding:</p> <p>Students will understand that the days of the week follow a specific order and are used to</p>	<ul style="list-style-type: none"> • Confidently recite and write all seven days of the week in the correct order. • Use the correct day when describing daily activities or schedules. • Complete matching, sequencing, or sentence-building tasks with minimal support. • Participate in group or pair discussions about weekly routines using full Malay sentences.

		<p>talk about routines, plans, and events. They will also recognise how the days relate to school and home activities.</p> <p>Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Say and sequence the days of the week in the correct order. • Match names of days to pictures or routines (e.g., "Hari Isnin – pergi ke sekolah"). • Use simple sentences to describe what they do on each day (e.g., "Pada hari Sabtu, saya bermain bola."). • Sing or chant songs that reinforce the days of the week in order. 	
<p>How will this be assessed?</p>		<p>Workbook, worksheet, Assessment, Q&A</p>	
<p>Mandarin</p>	<p>Mandarin Advanced: 我每天坐校车上学</p> <p>Mandarin Beginner:</p> <ol style="list-style-type: none"> 1. This is My Room 2. This is My Puppy 3. This is My School Bag 	<p>Mandarin Advanced: 学生将学习主题为《我每天坐校车上学》的文章，理解其主要内容，并掌握与交通工具及日常活动相关的词汇。学生将练习用正确的笔顺书写字，并在理解文本的基础上，练习造句与写作，提升语言表达能力。</p> <p>Mandarin Beginner: Students will learn to name and describe familiar objects in their room, pets, and items in their school bag using basic</p>	<p>Mandarin Advanced: 学生能够准确理解文章内容，正确书写所学汉字，用所学词汇造出结构完整、意义清晰的句子，并能书写内容连贯、语法正确的简短文章。</p> <p>Mandarin Beginner: Excellence will be shown when students confidently introduce their belongings in Mandarin using full sentences, correct pronunciation, and appropriate</p>

		<p>Mandarin vocabulary and sentence patterns like “这是……” (“This is...”). They will develop listening and speaking skills through songs, games, and role-play, while also recognizing key Chinese characters. Understanding will be supported through visual aids, repetition, and hands-on activities.</p>	<p>tone. They will actively participate in class, recall vocabulary independently, and respond accurately to simple questions. Some students may attempt to write basic characters or use new phrases creatively in speech.</p>
<p>How will this be assessed?</p>		<p>Workbook, worksheet, Assessment, Q&A</p>	
<p>Physical Education</p>	<p>Games</p>	<ul style="list-style-type: none"> • K - Students will learn the rules of various simple games such as Rock-Paper-Scissors Tag, Hot Pizza Relay, “Mango Mango Mango” Tag, Pass the Energy, Cone Relay, and Banana Tag. They will know how to start, play, and finish each game safely and fairly. Students will also learn key concepts such as teamwork, taking turns, playing by the rules, and the importance of spatial awareness during movement. • U - Students will begin to understand how following rules keeps games fun and fair for everyone. They will learn how to move safely in shared spaces, how to work cooperatively with teammates, and how to show respect and fairness whether winning or losing. They will also understand that each game helps develop physical and social skills 	<ul style="list-style-type: none"> • Students consistently listen carefully, follow instructions quickly, and show high levels of participation and enthusiasm in every game. • They follow the rules of each game correctly and independently, helping others to play fairly too. • They move safely and confidently in space, showing strong awareness of their own body and others around them. • Students work well in teams, take turns, and support their peers with kindness and encouragement. • They show good sportsmanship, play fairly, and understand that winning and losing are both part of the game.

		<p>that are important in sports and daily life.</p> <ul style="list-style-type: none"> • S - Students will demonstrate active participation and positive behaviour throughout all activities. They will follow game rules consistently, showing good listening and self-control. They will move safely and confidently in space, using awareness of their own body and others around them. Students will cooperate with teammates, show fair play, and take turns responsibly while enjoying different movement-based games. 	
How will this be assessed?		Continual assessment of skills and level of understanding via Q&A verbally and teacher's observation.	
Music	<p>We are discovering world music and how different cultures express themselves through sound.</p> <p>Japanese "Sakura" song</p> <p>African "Funga Alafia" song</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. 	Students perform and create movements inspired by global styles, showing appreciation for diversity and improving rhythmic/melodic precision.
How will this be assessed?		Practical assessment	