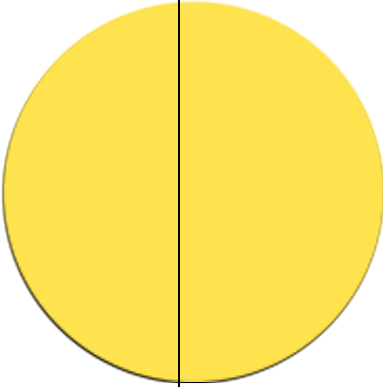


**Straits International School Rawang**  
Curriculum Overview – Year 2  
Year 2 Spring Term 2.1 2024/2025

| Spring Term<br>2.1 | What will we learn?  | What KUS will we gain?  | What will excellence look like?  |
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| <b>English</b>     | <p><b>Writing:</b> Non-chronological report</p> <p><b>Reading:</b> Fred the Wizard in Training by Simon Philip</p> <p><b>Poetry with language play:</b><br/>The Wizard by Dennis Lee</p> | <ul style="list-style-type: none"> <li>• Understanding that non-chronological reports are non-fiction.</li> <li>• Identifying the features of non-chronological reports - <i>heading, introduction, main text, caption, labels, diagrams, fun fact.</i></li> <li>• Extracting information from a non-chronological text (using indices and headings to skim &amp; scan).</li> <li>• Using coordinating conjunctions (FANBOYS) to make compound sentences.</li> <li>• Using subordinating conjunctions (ISAWAWABUB) to make complex sentences.</li> <li>• Using generalisers (e.g. sometimes, always, never, usually, occasionally) to provide more information.</li> <li>• Using VIPERS to understand and extract answers from a text.</li> </ul> | <ul style="list-style-type: none"> <li>• Able to extract information from non-chronological texts by skimming and scanning.</li> <li>• Successfully plan and write a non-chronological report including all key features:             <ul style="list-style-type: none"> <li>○ An introductory paragraph that uses a question, statement and command, along with its correct punctuation.</li> <li>○ Pictures or diagrams with appropriate captions or labels.</li> <li>○ Main body of text.</li> </ul> </li> <li>• Accurately use coordinating conjunctions (FANBOYS) and subordinating conjunctions to make compound sentences and complex sentences respectively.</li> <li>• Correctly use generalisers to provide more detail.</li> <li>• Successfully answering VIPERS questions from fiction and non-fiction texts.</li> <li>• Confidently explain the meaning of a poem and recite it with expression.</li> <li>• Correctly identify elements of a poem.</li> </ul> |

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|                                   | <ul style="list-style-type: none"> <li>• Reading, understanding and reciting poems.</li> <li>• Identifying elements of a poem (e.g. stanza, rhyme, rhythm)</li> </ul> |  |  |
| <p>How will this be assessed?</p> |   | <p><b>Writing:</b> Plan, write and edit a non-chronological report about "Electricity" (link to IPC unit).<br/> <b>Reading:</b> End of unit reading comprehension assessment.</p>  |  |
| <p><b>Maths</b></p>               | <ul style="list-style-type: none"> <li>• Money</li> <li>• Multiplication and division</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Money</b> <ul style="list-style-type: none"> <li>- Introduction to Money. Pounds and coins. Identify £1, £2, £5, £10, £20, and £50 notes and coins.</li> <li>- Use combinations to make values up to 100. Begin counting with larger denominations for efficiency.</li> <li>- Understanding and Comparing Values. Compare notes and coins using "greater than" and "less than. Understand £1 = 100 pence and the higher value of pounds compared to pence.</li> <li>- Find equivalent amounts using different combinations of notes and coins.</li> <li>- Count pounds and pence separately before combining.</li> </ul> </li> <li>• <b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>- Introduce the multiplication symbol and its meaning.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Money</b> <ul style="list-style-type: none"> <li>- To be able to recognize pounds, pence and identify notes and coins.</li> <li>- To be able to count and understand values.</li> <li>- To be able to compare values by using "greater than" and "less than".</li> <li>- To be able to find equivalent amounts using different combinations of notes and coins.</li> </ul> </li> <li>• <b>Multiplication and Division</b></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- Visualizing and Representing Multiplication. Use arrays to model and understand multiplication concepts. Explore making equal groups to reinforce the foundation of multiplication.</li> <li>- The 2 Times Table and Division by 2. Learn the 2 times table through repeated addition and groupings.</li> <li>- Understand division as sharing and grouping by dividing numbers by 2. Identify and categorize odd and even numbers through doubling and halving.</li> <li>- 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.</li> <li>- Consolidation and Connections. Reinforce knowledge of the 5 and 10 times tables together.</li> <li>- Solve problems involving multiplication and division using practical examples and word problems.</li> <li>- Highlight connections between times tables, doubling, halving, and recognizing patterns in numbers.</li> </ul> | <ul style="list-style-type: none"> <li>- To be able to interpret multiplication sentences.</li> <li>- To be able to understand and use arrays to make equal groups.</li> <li>- To be able to understand 2 times tables by using concrete apparatus and images.</li> <li>- To know division and grouping by 2 and able to identify even numbers through doubling and halving.</li> <li>- To be able to understand 5 and 10 timetables.</li> <li>- To know how to show and divide numbers by 5 and 10.</li> <li>- To be able to understand relationship between multiplication and division.</li> <li>- To be able to solve problems and make connections using practical examples and words sentences.</li> </ul> |
| <p>How will this be assessed?</p>   | <p>Daily formative assessments to check for understanding.</p>   |  |

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| End of unit assessments through White rose. |  |  |   |
| <b>IPC</b>                                  | <p><b>It's Shocking Science</b></p> <ul style="list-style-type: none"> <li>Batteries</li> <li>Circuit</li> <li>Electrical devices</li> <li>Dangers of electricity</li> </ul> <p><b>Design &amp; Technology</b><br/>Building a circuit and torch</p> <p><b>History</b><br/>Life before electricity</p> <p><b>International</b><br/>Electricity conservation</p> | <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Understand electricity is a form of energy that creates movement, sound or light.</li> <li>Understand batteries produce electricity.</li> <li>Draw and label a simple closed circuit.</li> <li>Identify electrical devices around us.</li> <li>Recognise the dangers of electricity and how to keep safe.</li> </ul> <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Build a complete circuit and torch.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Understand what life was like before the existence of electricity.</li> </ul> <p><b>International</b></p> <ul style="list-style-type: none"> <li>Explain and encourage others to conserve electricity.</li> </ul> | <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Successfully recognise that electricity creates movement, sound or light.</li> <li>Able to explain how batteries provide electricity.</li> <li>Accurately draw and label a simple closed circuit with correct symbols.</li> <li>Can identify electrical devices used around homes and schools.</li> <li>Recognise the different dangers of electricity and explain how to prevent them to keep stay.</li> </ul> <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Build a complete circuit and torch that works.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Successfully sort pictures or artefacts that differentiates life before and after the existence of electricity.</li> </ul> <p><b>International</b></p> <ul style="list-style-type: none"> <li>Confidently explain how and why electricity conservation is important, while encouraging people to do so.</li> </ul> |
| How will this be assessed?                  |  | <p>Knowledge assessment</p> <p>IPC Rubrics</p> <p>End of unit reflection</p>   |   |
| <b>Bahasa Melayu</b>                        | <p>Unit 4: Tubuh badan saya</p> <p>Tubuh Badan Saya LO: By the end of the lesson, students will be able to identify and</p>  | <ul style="list-style-type: none"> <li><b>Knowledge and Vocabulary Development:</b><br/>Students will learn the correct Bahasa Melayu terms for basic body</li> </ul>  | <ul style="list-style-type: none"> <li><b>Language Mastery:</b><br/>Students accurately name all body parts in Bahasa Melayu.<br/>They can use sentences to describe body parts, e.g., "Saya ada dua tangan" ("I have two hands").</li> </ul>   |

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|                            | <p>name the basic parts of the body (e.g., head, arms, legs, eyes, ears) using the correct vocabulary.</p>  | <p>parts, such as kepala (head), tangan (arms), kaki (legs), mata (eyes), telinga (ears), hidung (nose), and mulut (mouth).</p> <p>They will develop the ability to point to and identify these body parts when named.</p> <ul style="list-style-type: none"> <li>• <b>Listening and Speaking Skills:</b> Students will practice responding to verbal cues (e.g., “Di manakah kepala?” - “Where is the head?”) and use sentences to describe their body parts.</li> <li>• <b>Motor Skills and Engagement:</b> Through interactive and physical activities, students will connect movement to learning, enhancing their gross motor skills and focus.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Engagement and Participation:</b> Students actively participate in interactive activities such as songs, games, and art projects.</li> <li>• <b>Task Independence:</b> Students' complete tasks, such as labeling body parts on a diagram or drawing, with minimal assistance.</li> </ul>   |
| How will this be assessed? |   | Quizzes, assessments, discussion  |   |
| Mandarin                   | <p><b>Beginner:</b></p> <p><b>Pets (宠物):</b> Learn names of common pets (e.g., 小猫, 小狗) and practice writing characters.</p> <p><b>Time Expressions (时间):</b> Learn time-related words (e.g., 几点, 年, 月) and make simple sentences.</p> <p><b>Advanced:</b> 我喜欢吃面条儿、我喜欢很多颜色</p> | <p><b>Beginner:</b></p> <p><b>Knowledge:</b> Recognize and write pet and time-related words.</p> <p><b>Understanding:</b> Use words in simple sentences about pets and time.</p> <p><b>Skills:</b> Pronounce accurately, write neatly, and form basic sentences.</p> <p><b>Advanced:</b> 学生学习如何用中文说出与食物及颜色有关的词汇，并掌握了这些词汇的书写方法。此外，学生根据</p>   | <p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>• Speak clearly and use new words fluently.</li> <li>• Write characters correctly with good stroke order.</li> <li>• Create short sentences or a paragraph about pets or daily routines.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>• 朗读短文</li> <li>• 书写与食物有关的词汇（如面条儿、青菜、牛奶等）</li> <li>• 书写与颜色的词汇（如粉色、紫色、灰色等）</li> <li>• 正确回答相关问题</li> <li>• 书写正确的笔画顺序</li> </ul> |

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|                            |                         | 文章进行阅读与理解, 回答相关问题。   |  |
| How will this be assessed? |                         | Classwork, group discussion, Assessment  | Homework,  |
| <b>Physical Education</b>  | IPC PE Unit: Gymnastics | <ul style="list-style-type: none"> <li>• <b>K</b> - Students will learn key terms such as balance, roll, jump, sequence, posture and flexibility. They will understand the importance of maintaining control during movements. Students will know how to use equipment (e.g. mats) safely and the importance of warming up before activities.</li> <li>• <b>U</b> - Students will understand how to apply gymnastics skills like balancing, rolling, and jumping to create sequences. They will comprehend how gymnastics improves strength, flexibility and coordination. Students will understand how to move safely in a shared space and adjust their movements.</li> <li>• <b>S</b> - Demonstrating basic shapes and balance positions such as pike shape and one leg balance. Performing basic rolls like pencil rolls and forward rolls with proper technique. Developing controlled jumps and safe landings on the floor (e.g. star jump, tuck jump). Creating simple movement sequences by combining shapes,</li> </ul> | <ul style="list-style-type: none"> <li>• Students perform balances, rolls, jumps and transitions with outstanding accuracy, demonstrating strong control and stability.</li> <li>• Students consistently show awareness of their body positions, maintaining correct posture in all activities. They understand and apply principles like balance and tension to enhance the quality of their movements.</li> <li>• Excellence includes designing and creating unique sequences, incorporating a variety of skills like balances, rolls and jumps.</li> <li>• Students participate actively in all activities, show determination to overcome challenges and seek feedback to improve. They offer help during activities and set an example of teamwork, fair play and respect.</li> <li>• Students always follow safety rules, demonstrating proper use of equipment and safe techniques for jumping, landing and rolling.</li> </ul> |

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|                            |   | balances, rolls and jumps with fluid transitions.  |   |
| How will this be assessed? |   | Continual assessment of skills and level of understanding via Q and A, self-assessment worksheet and observation.  |   |
| <b>Music</b>               | We are learning to explore rhythm, pitch, tempo, and dynamics through singing, instrument playing, and movement. Students will also develop their ability to read and create music. | <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand musical elements such as pitch, rhythm, dynamics, and structure.</li> <li>• <b>Understanding:</b> Recognize and apply these elements through performance and creative activities.</li> <li>• <b>Skills:</b> Demonstrate proficiency in singing, playing the xylophone, and composing simple musical pieces.</li> </ul> | Students will confidently perform melodies and rhythms, create simple compositions, and apply musical knowledge to group activities. They will show creativity, teamwork, and an understanding of musical expression. |
| How will this be assessed? |   | Practical observation  |   |