

GRADE 2 – CURRICULUM



Sir Manasseh Meyer
International School
A VISION FOR EXCELLENCE

LITERACY

Based on the UK National Curriculum

Spoken Language

- Speak audibly and fluently with an increasing command of Standard English
- Articulate and justify answers, arguments and opinions
- Work productively individually and in groups
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

Spelling, Handwriting and Presentation

- Use prefixes, suffixes and homophones
- Write common words with regular and irregular plurals
- Write from memory simple sentences
- Increase the legibility, consistency and quality of their cursive handwriting
- Write using appropriate structure, vocabulary and grammar
- Discuss and record ideas

Reading and Comprehension

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes by
 - Listening to and discussing a wide genre of books
 - Identifying themes and conventions in a wide range of books
 - Discussing words and phrases that capture the reader's interest and imagination
- Understand what they read by
 - Checking the text for understanding
 - Drawing inference and predicting the outcome
 - Identifying main ideas and summarising them
 - Identifying how language, structure, and presentation contribute to meaning

Vocabulary, Grammar and Punctuation

- Write narrative and non-narrative material using simple organisational devices
- Proof read for spelling, grammar and punctuation errors
- Use punctuation such as commas, full stop, question mark and exclamation mark correctly
- Use apostrophes to show ownership and contractions
- Write sentences with an adverbial clause, conjunction and a number adjective
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Identify adjectives in sentences (behaviour/ personality, physical appearance)
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

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NUMERACY

Based on Singapore Maths: My Pals Are Here

Whole Numbers	Measurement
<p>Numbers to 1000</p> <ul style="list-style-type: none">• Understand counting & Place value• Compare numbers within 1000• Round numbers within 1000 to the nearest 10 or 100.• Order and pattern numbers to 1000 <p>Addition and subtraction within 1000</p> <ul style="list-style-type: none">• Practice simple addition and subtraction within 1000• Practice addition with regrouping in ones and tens• Practise subtraction with regrouping in tens and ones, hundreds• Subtract with numbers that have zeros• Solve simple word problems using models• Solve two-step word problems using models• Practise mental addition and subtraction <p>Multiplication and division</p> <ul style="list-style-type: none">• Practise how to multiply and divide• Multiply 2 & 3: skip-count and use dot paper• Understand division• Memorise multiplication tables of 4, 5 and 10; skip-count and use dot paper• Solve multiplication and division using models	<p>Length</p> <ul style="list-style-type: none">• Measure in meters and centimetres• Compare lengths in metres• Compare lengths in centimetres• Add and subtract length• Multiply and divide of length <p>Mass</p> <ul style="list-style-type: none">• Measure in grams and kilograms• Compare masses in kilograms and grams• Add and subtract mass• Multiply and divide mass <p>Money</p> <ul style="list-style-type: none">• Understand denominations and name Singapore coins and notes• Count and change dollars and cents• Compare amounts of money• Solve word problems <p>Time</p> <ul style="list-style-type: none">• Read the minute hand• Read and write time• Learn a.m. and p.m.• Understand time taken in hours and minutes
Geometry	Fractions & Data Analysis
<p>Volume</p> <ul style="list-style-type: none">• Understand volume• Measure in litres• Add and subtract volumes• Multiply and divide volumes <p>Lines and surfaces</p> <ul style="list-style-type: none">• Understand straight lines and curves• Understand flat surfaces <p>Shapes and patterns</p> <ul style="list-style-type: none">• Understand shapes and 3D figures• Make Patterns	<p>Fractions</p> <ul style="list-style-type: none">• Understand fractions & solve problems• Compare and order fractions• Add and subtract like fractions <p>Graphs</p> <ul style="list-style-type: none">• Read picture graphs with scales• Make picture graphs and bar graphs with scales• Read and interpret bar graphs

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INTERNATIONAL PRIMARY CURRICULUM

Learning Goals

Learning Goals are the foundation on which the International Primary Curriculum is built. The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through grade levels.

The IPC contains Learning Goals for every subject of the curriculum, for personal development and for the development of international understanding.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time).

Grade 2 Units

Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.

Brainwave Unit:

Our brain is special because it does a lot of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.

Saving the World

Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?

Temples, Tombs and Treasures

The people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind : from everyday objects to magnificent and rare treasures.

Different Places, Similar Lives

People lead different lives. Even people in the same country, the same town or the same street can have different lifestyles. But they can have things in common, too : they can both like the same food or football team! We are going to find out about things that make us different and things that make us the same.

Unit of Work

The Process of the IPC

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.



The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has **research activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

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Science

In addition to the International Primary Curriculum, Grade 2 will have an investigation led science curriculum which will focus on the following topics:

Earth Science: Pebbles, Sand and Silt

The Pebbles, Sand and Silt Module provides experiences that heighten primary students' awareness, curiosity and understanding of Earth's natural resources – rocks, soil and water – and provides opportunities for students to engage in scientific and engineering.

Physical Science: Solids and Liquids

The Solids and Liquids Module provides experiences that heighten primary students' awareness, curiosity and understanding of the physical world and provides opportunities for young students to engage in scientific and engineering practices.

Physical Education

The physical education curriculum for Grade 2 focuses on the following skills:

Strength, Agility and Resilience-The students continue to learn more about safety first and basic techniques of quick body agility drills.

Touch Rugby- The students continue to build their skills on Touch Rugby, which is derived from Rugby where the players do not tackle but instead touch their opponents.

Kickball – Students will practise and play the game of Kickball and the rules, using only the feet to kick and a ball. No bats are used for this sport.

Floorball -Students will practise the game of Floorball kits and safety rules. They will learn how to hold the stick and pass and receive.

Swimming

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate technique in four competitive swimming strokes.

Robotics- Nullspace

Students learn the fundamentals of good robot construction and programming. The course is designed with several hands-on activities, pertaining to the Grade level to allow students to integrate and apply the different concepts and lessons learnt.

Mandarin

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 80 words
 - Identify high-occurrence sentence patterns relating to the daily routine
 - Appreciate Chinese culture in selected topics
- Understand and express simple words and have a foundation to pursue more advanced studies

PSHE (Personal, Social, Health Education)

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

World Religions

The purpose of World Religions at SMMIS is to provide students with opportunities to learn about and learn from the world's major religions: Hinduism, Buddhism, Christianity, Islam and Sikhism. Various aspects of these religions are discussed, with knowledge and understanding being built up over the years. Grade 2 will focus on: Stories and Special Books; Special Places and Celebrations.

Musical Theatre and Drama

This course is designed specifically for SMMIS by Centre Stage, Singapore and combines process driven musical, movement and drama activities which leads to presentations and performance. Students use drama games, learn singing technique and where appropriate harmonies and develop dance, movement, acting and stagecraft skills. The students can expect to develop; self-confidence, imagination, cooperation, concentration, empathy, communication, coordination, problem solving, physical fitness and to develop an appreciation of the arts.