



MUTIARA INTERNATIONAL GRAMMAR SCHOOL

DISCOVERING POTENTIAL – LEARNING TO CARE – RESPECTING DIFFERENCES

Curriculum Guide for Year 2: Term 2: 2018-2019



M I G S

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MIGS Junior School
CURRICULUM GUIDE
Term 2 Year 2018-19
YEAR 2

Dear Junior School Parents,

These Junior School Curriculum Guides have been designed to provide a scope and sequence of subject knowledge and concepts that are being covered by the teaching and learning within the year level for Term Two.

The information included in this guide is one way of sharing and connecting the learning at school, with home. We believe in transparency in collaboration and partnership between parents and teachers, to support the education of the children. We look forward to nurturing the knowledge, skills and concepts in school with our young learners at MIGS.

Looking forward in learning,

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Vision

Discovering Potential.
Learning to Care.
Respecting Differences.

Mission

“Our mission is to challenge each student to reach their full potential by offering an international curriculum that encourages students to become lifelong learners, develop intellectual curiosity and a thirst for innovation”

Client Charter

Mutiara International Grammar School will endeavor to:

- Provide opportunities in all aspects of the curriculum for students to reach their full potential.
- Provide best practice in Teaching and Learning.
- Provide a safe, caring, happy and conducive environment for all.
- Provide opportunities for the use of technology.
- Ensure that each child appreciates that serving and caring brings the highest rewards in life.
- Develop awareness for the need for stewardship of the earth’s resources



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ENGLISH

Year 2		
Unit Topic/Themes	Unit Overview	Duration to complete the Topic:
Fiction Unit 4: Tales from around the world	Traditional stories from around the world. Learners will talk about, read and write about versions of traditional tales from North American and Norse cultures, and from Nepal and Japan. During the course of this unit, learners will: <ul style="list-style-type: none"> continue to develop familiarity with the reading, spelling and pronunciation of long vowel phonemes identify syllables and split compound words into parts spell words with common prefixes e.g. un, dis use the past and present tense accurately develop their vocabulary (e.g. similes) and choose interesting words and phrases (e.g. adjectives) to describe people and places write compound sentences using common conjunctions e.g. and, so, but, or, because speak with increased fluency and confidence and demonstrate 'attentive listening' 	4 week unit of 24 days Dates: 8th Jan– 1st Feb
Non-fiction Unit 5: What is my house made of?	Focus on explanations. Here learners will read and write explanations and dictionary entries. During the course of this unit, learners will: <ul style="list-style-type: none"> continue to develop their familiarity with the spelling and pronunciation of long vowel phonemes identify, read and spell compound words respond to question words when reading and use them in writing develop their vocabulary to include interesting and precise words practise their handwriting and begin to join letters speak with increased fluency and confidence and listen with improved engagement 	4 week unit of 22 days Dates: 11th Feb– 8th Mar
Poetry Unit 6: Poems by famous poets	Reading, learning and reciting some poems written by significant poets. It invites exploration of poems about travelling and journeys from Julia Donaldson, Roger McGough, Michael Rosen, James Reeves and Valerie Bloom. The poems lend themselves to the study of rhythm, rhyme, shape, personification and humour. During the course of this unit, learners will: <ul style="list-style-type: none"> continue to develop their familiarity with the reading, spelling and pronunciation of long vowel phonemes including /oi/, /ar/ and /ow/ 	2 week unit of 9 days Dates: 11th Mar– 22nd Mar



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	<ul style="list-style-type: none">• listen carefully and respond appropriately to sounds, rhythm and rhyme, including alliteration• notice punctuation and its effect on reading• develop their vocabulary and choose powerful words and images• practise their handwriting (joining) and typing skills where appropriate• speak with increased fluency and confidence to recite favourite poems	
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MATHEMATICS

Year 2		
Topic/Unit:	Aims and Learning Objectives	Duration to complete Topic:
Number and Problem Solving	By the end of this unit, learners will cover the following content and skills:	Week 1- 6 (08.01.19 – 15.02.19)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Tens and more • Greater than, less than • Estimating • Pairs to twenty • Double lines 	<p><u>Numbers and the Number System</u></p> <ul style="list-style-type: none"> • count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers • count on in ones and tens from single and two digit numbers and back again • use counting in twos, fives or tens to solve practical problems involving repeated addition <p><u>Calculation</u></p> <ul style="list-style-type: none"> • find and learn by heart all number pairs to 10 and pairs with a total of 20. • learn and recognise multiples of 2, 5 and 10 • know what each digit represents in two-digit numbers; partition into tens and ones • order numbers to 100; compare two numbers using the > and < signs • give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100 • sort numbers, e.g. odd/even, multiples of 2, 5 and 10 • find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • add and subtract a single digit to and from a 2 digit number 	Textbook pages: 31 - 43



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<ul style="list-style-type: none">• Odd one out• Number stories• Addition loop• Find the difference• Where are the arrays?• Shoe boxes• Hands up!• Biscuits	<ul style="list-style-type: none">• relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. $75 - 30$• add pairs of two-digit numbers• find a small difference between pairs of two-digit numbers• understand subtraction as both difference and take away <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none">• understand multiplication as describing an array• understand division as grouping and use the \div sign• understand that division can leave some left over <p><u>Problem Solving</u></p> <ul style="list-style-type: none">• choose appropriate mental strategies to carry out calculations and explain how they worked out the answer• explain methods and reasoning orally• explore number problems and puzzles• make sense of simple word problems• make up a story to go with a calculation• check the answer to an addition by adding the numbers in a different order or by using a different strategy• check a subtraction by adding the answer to the smaller number in the original subtraction	
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Topic/Unit: Handling Data and Problem Solving	Aims and Learning Objectives By the end of this unit, learners will cover the following content and skills:	Duration to complete Topic: Week 7 - 8 (18.02.19 – 28.02.19)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Block graphs • Comparing data • What I like the most • Nesting Shapes 	<p><u>Organising, Categorising and Representing Data</u></p> <ul style="list-style-type: none"> • answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results • use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including ‘not’ <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • using techniques and skills in solving problems • explain methods and reasoning orally • explore number puzzles and problems • make sense of simple word problems (single and easy 2-step), decide what operations are needed to solve them and, with help, represent them with objects or drawings or on a number line • consider whether an answer is reasonable 	Textbook pages: 44 - 46



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Topic/Unit: Measure and Problem Solving	Aims and Learning Objectives By the end of this unit, learners will cover the following content and skills:	Duration to complete Topic: Week 9 - 12 (04.03.19 – 28.03.19)
Lesson Name/Core Activity: <ul style="list-style-type: none"> • Nesting Shapes • Paper aeroplanes • Making puppets • Jugs • Making a litre • Fill the bucket • Number balance 	<p><u>Measures</u></p> <ul style="list-style-type: none"> • recognise all coins and notes • use money notation • find totals; the coins and notes to pay a given amount; work out change. • estimate, measure and compare lengths, weights and capacities choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments • compare lengths, weights and capacities using the standard units: centimetres, meters, 100g, kilogram and litre • know the units of time (seconds, minutes, hours, days, weeks, months and years) • know the relationships between consecutive units of time • read the time to the half hour on digital and analogue clocks • measure activities using seconds and minutes • know and order the days of the week and months of the year <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> • choose appropriate mental strategies to carry out calculations and explain how they worked out the answer • explain methods and reasoning orally • explore number problems and puzzles • make sense of simple word problems, single and easy two-step, decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line • make up a story to go with a calculation, including in the context of 	Textbook pages: 47 - 55



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<ul style="list-style-type: none"> • Time travel • Moving time 	<ul style="list-style-type: none"> • money • make a sensible estimation for the answer to a calculation • consider whether an answer is reasonable 	
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SCIENCE

Year 2	
Topic/Unit: 3 Changing materials	Duration to complete Topic: Week 1 - 5
Outline of lesson content: <ul style="list-style-type: none"> • know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching • explore and describe the way some everyday materials change when they are heated or cooled • recognise that some materials can dissolve in water 	Learner's Book pages: 26 - 37
Topic/Unit: 4 Light and dark	Duration to complete Topic: Week 6 - 12
Outline of lesson content: <ul style="list-style-type: none"> • identify different light sources including the sun • know that darkness is the absence of light • identify shadows 	Learner's Book pages: 38 - 47



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GEOGRAPHY

Year 2	
Going to the seaside The theme of the seaside is set mainly in a geographical context but uses a historical perspective to help children understand how seaside places have evolved over time. The activities at the end of the unit have a global emphasis	Duration to complete Topic:
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">Learn about seaside locations in reference to their locality. They shall begin to identify human and physical patterns in a few seaside locations and compare it with their locality. They shall explore how they were in the past and spot a few changes of development through times. The term also helps them to take a virtual visit to 'Tocuaro,' a village in Mexico Central America. They shall know about villages in the place and start to discuss about village life in comparison with that of their country of origin.	Week 1 - 13

HISTORY

Year 2	
Topic/Unit: Why do we remember Florence Nightingale	Duration to complete Topic:
Concepts and Skills to be taught for this topic: This unit looks at the life of Florence Nightingale: <ul style="list-style-type: none">investigate why, she went to Turkey to help soldiers injured in the Crimean War and the consequences, as a result of her work for modern dayThe approach could also suit the study of other famous people, eg George Stephenson, Grace Darling, Tutankhamen, Rosa Parks, Pocahontas, Mary Seacole etc	Week 1 - 13



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COMPUTING

Year 2	
Topic/Unit: 3 Starting Graphs	Duration to complete Topic: 4 weeks - Term 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● store and classify information● present information in charts or graphs● use charts or graphs to answer simple questions● draw simple conclusions from charts or graphs	Textbook pages: 34 to 44
Topic/Unit: 4 Starting Emails	Duration to complete Topic: 4 weeks - Term 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● collect and read email messages● reply to email messages● create and send email messages● use email folders● forward email messages and copy to another recipient	Textbook pages: 66 to 72



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FRENCH

Year 2	
Unit 6 - Famille (family)	Duration to complete Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• know about family members• learn the honorifics used for family members• read the words shown• pronounce the vowels combined with consonants	
Unit 7: Jours de la Semaine (Days of the week) and Animaux à la maison, (animals in the house)	Duration to complete Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• list down days in a week• match pictures with description of the week• understand animals in the house• list down pet animals	
Unit 8: Couleurs, Adjectifs, (colors and adjectives)	Duration to complete Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• understand the types of adjectives used• list down the adjectives• understand the types of adjectives used• list down the adjectives	
Unit 9: Aimer / Adorer / Détester (to like, to adore, to dislike)	Duration to complete Topic: Week 10 - 11
Concepts and Skills to be taught for this topic:	



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<ul style="list-style-type: none">• talk about things they like• talk about things they adore• talk about things they dislike• list down things they like, adore and dislike	
Unit 10: Sports, Loisirs (sports)	Duration to complete Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• list down name of sports• match pictures of sports• talk about sports and games• recap and reflect on the topic	



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MANDARIN

Year 2	
Unit 6: Oh, It's You and Time and Date	Duration to complete Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read the pinyin of combination between vowels and consonants• read the words shown• pronounce the vowels combined with consonants• be able to tell the time and date	To be written in the exercise books or hand outs.
Unit 7: The School Compound	Duration to complete Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• name the things in the classroom• label the objects shown in the pictures• know the locations of the school facilities such as library, ICT room etc	To be written in the exercise books or hand outs.
Unit 8: My Friend	Duration to complete Topic: Week 7 - 9
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• describe about one's best friends• tell about friend's hobbies• read the text with correct pronunciation• answer questions orally	To be written in the exercise books or hand outs



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Unit 9: Locations	Duration to complete Topic: Week 10 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read and answer the questions based on the text read• understand and write the radicals• count the strokes correctly• name some of the facilities at home such as bedroom, dining hall etc	To be written in the exercise books or hand outs.
Units 10: At the kitchen	Duration to complete Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• read the pinyin• name, count and write the strokes• read the words• write the words	To be written in the exercise books or hand outs.



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BAHASA MALAYSIA

Year 2	
Theme 6 – Science, Technology And Innovation Unit 17: Technology and Us	Duration to complete Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> complete and read dialogues with the correct pronunciation and intonation read, understand a story and transfer its information write sentences based on phrases and pictures complete, understand and recite 'Pantun' write exclamation sentences to complete text 	Activity book pages: 29 - 34
Unit 18: Outstanding Innovation	Duration to complete Topic: Week 4 - 5
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> convey information based on the given resources convey information based on the picture read 'Pantun' and complete statements arrange and write words to construct complete sentences 	Activity book pages: 35 - 38
Unit 18: Outstanding Innovation	Duration to complete Topic: Week 6 - 7
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> construct and write sentences based on pictures and phrases sing a song with the correct pronunciation and intonation construct simple sentences based on the given pictures and phrases construct and write compound sentences based on simple sentences and conjunctions 	Activity book pages: 39 - 42



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Theme 7 – Protect The Environment Unit 19: Love Our Mother Earth	Duration to complete Topic: Week 8 - 11
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• complete dialogue based on the given materials• understand pictures and answer questions• write compound sentences and construct sentences based on them• complete a story with suitable compound words	Activity book pages: 43 - 48
Unit 20: Flora and Fauna	Duration to complete Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• complete dialogue and provide responses• complete a story and retell it• understand pictures and transfer information onto tree map• complete sentences with the suitable conjunctions• understand, identify and write statement sentences	Activity book pages: 49 - 54



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COMMUNICATION MALAY

Year 2	
Unit 7: At School	Duration to complete Topic: Week 1 - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• colour the pictures• join the dotted lines• combine syllables and write• complete spelling	Activity book pages: 25 - 29
Unit 8: At Home	Duration to complete Topic: Week 4 - 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• write the household items• match the syllables with pictures• complete sentences and read	Activity book pages: 30 - 33
Unit 9: Shapes, Colours, Designs and Sizes	Duration to complete Topic: Week 7 - 8
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• classify pictures• complete syllables• answer questions and write them• complete and read sentences	Activity book pages: 34 - 36
Unit 10: Fruits	Duration to complete Topic: Week 9 - 11



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Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• arrange letters to construct words• write words based on pictures• match words with the correct pictures	Activity book pages: 37 - 40
Unit 11 & 12: Vegetables and Animals	Duration to complete Topic: Week 12 - 14
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• arrange letters to construct words• write words based on pictures• match words with the correct pictures• combine syllables and write	Activity book pages: 41 - ...



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ISLAMIC STUDIES

Year 2	
Topic/Unit: Cleanliness in Islam :Wudu or Ablution	Duration to complete Topic: 2 weeks-Term 2
concepts and skills to be taught for this topic: <ul style="list-style-type: none">• cleanliness and its importance in Islam• learn the 'Wudu' steps• understand that 'Wudu' is offered before prayer	Textbook pages:24 to 28
Topic/Unit: Adhan in Islam	Duration to complete Topic: 2 weeks-Term 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• know the importance of 'Adhan' in Islam• learn that 'Adhan' is called before prayer• learn Adhan steps	Textbook pages: 30-31
Topic/Unit: The Five Daily Prayers in Islam	Duration to complete Topic: 2 weeks-Term2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• learn the five daily prayers name• learn the five daily prayer timings	Textbook pages: 30 to 21
Topic/Unit: How to Perform Salah	4 weeks-Term 2
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">• learn the different steps in prayers• learn how to perform prayer	Textbook pages: 32 to40



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P S H E

Year 2	
Topic/Unit: 1 My family	Duration to complete Topic: Week - 3
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● understand the importance of respect in a family● value family life	Workbook pages: 8, 11
Topic/Unit: 2 Health and safety	Duration to complete Topic: Week 4 - 5
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● minimize risks● make good choices	Workbook pages: 17,18
Topic/Unit5: Getting on or falling out	Duration to complete Topic: Week 6
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● stand up for yourself● value relationship	Workbook pages: 40
Topic/Unit6: Manners and behaviour	Duration to complete Topic: Week 7 - 8
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none">● develop confidence to 'have a go'● being more optimistic in trying out new things● being honest in telling the truth	Workbook pages: 51, 53, 59



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PHYSICAL EDUCATION

Year 2	
<p>Topic/ Unit: 1: Games – Large ball skills, dribbling - Basketball</p> <ul style="list-style-type: none"> in this unit children improve and apply their basic skills, in particular focus on different ways of dribbling the ball play games that demand simple choices and decisions use space to avoid opponents keep the ball and score points 	<p>Duration to complete:</p> <p>3 Weeks</p>
<p>Concepts and Basic Skills to be taught for this topic: Using Large balls and Medium Size balls</p> <ul style="list-style-type: none"> ball handling skills – circle the ball around : stomach, neck, left knee, right knee, ankles, figure of eight left/right hand bounce, left/right bounce around feet, left and right hand with eyes closed game: king of the court- 1 v 1 tagging game, dribble relay left/right hand 	
<p>Topic/Unit: 2; Games – Sending & Receiving Skills:</p> <p>Basketball In this unit children improve and apply their Basic Skills, in particular</p> <ul style="list-style-type: none"> send the ball in different ways play games that demand simple choices and decisions use space effectively avoid opponents keep the ball and score points 	<p>Duration to complete :</p> <p>3 Weeks</p>
<p>Concepts and Basic Skills to be taught for this topic:</p> <ul style="list-style-type: none"> use Large balls 	
<p>Topic/Unit: 3 Topic/Unit: Games – Throwing And Catching:</p> <p>Scatter ball - In this unit children improve and apply their Basic Skills, in particular</p> <ul style="list-style-type: none"> throwing and catching the ball in different ways play games that demand simple choices and decisions use available and create more space avoid opponents, keep the ball and score points 	<p>Duration to complete:</p> <p>3 Weeks</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none"> Throwing, gathering the ball, catching, team work, base running 	



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<p>Topic/Unit: 4 Games – Hitting & Striking: Kick ball Rounders' In this unit children improve and apply their Basic Skills, in particular</p> <ul style="list-style-type: none">• hitting and striking the ball in different ways• play games that demand simple choices and decisions• use space to avoid opponents keep the ball and score points	<p>Duration to complete:</p> <p>3 weeks</p>
<p>Concepts and Skills to be taught for this topic:</p> <ul style="list-style-type: none">• Kick, kick for distance, catch, throw, team work	<p>Assessment</p> <ul style="list-style-type: none">• at the end of every unit



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ART

Year 2		
Topic/Unit: Crafting, Sculpting, Painting & Colouring, Action Figure		Duration to complete the Topic: Week 1 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> • make connections between visual arts and other disciplines • assemble/construct and make, form and model using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces – using 3-d media to make representations of the real world as well as imagined and invented worlds • develop a wide range of art, craft and design processes and techniques in using colour, pattern, texture, line, shape, tone, form and space • assemble/construct and make, form and model using clay or air drying clay, paper, card and found materials to explore three dimensions and learn about the tactile properties of textures and surfaces modelling using various materials 		Materials: Drawing using e.g. and hard pencils, graphite sticks, pastels, coloured pencils, fine liners, oil pastels. Modelling using materials such as modelling clay, air drying clay, salt dough, and polymer clays. Painting using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt and collage materials, and including any natural products Sculpture using buttons, glue and balloons.
Topic/Unit : <ul style="list-style-type: none"> • Rain Painting • Live Art (Grouping Project) 	Elements of Art: Wax crayon & water experiment Sidewalk Chalk Art	Duration to complete the Topic: Week 1 - 3 Week 4 - 6
Coursework Topic 50% : <ul style="list-style-type: none"> • Painting • Balloon Bowls with buttons 	Mural Painting Sculpture Art	Week 7 - 8 Week 9 - 12



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MUSIC

Year 2	
Topic/Unit: Ongoing skills	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> develop the singing voice and other essential musical skills (listening skills, aural memory and physical skills) sing a range of songs use their voices in different ways 	Songbook
Topic/Unit: The long and the short of it	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> explore the duration of vocal and instrumental sounds sing a range of songs at different speeds 	
Topic/Unit: Feel the pulse	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> recognise the difference between pulse and rhythm and to perform with a sense of pulse move and dance to music with a strong pulse and a variety of rhythmic styles learn to recognise different speeds (tempo) in music 	
Topic/Unit: Taking off	Duration to complete the Topic: Week 2 - 12
Concepts and Skills to be taught for this topic: <ul style="list-style-type: none"> discriminate between higher and lower sounds and to create simple melodic pattern 	



MUTIARA INTERNATIONAL GRAMMAR SCHOOL

DISCOVERING POTENTIAL – LEARNING TO CARE – RESPECTING DIFFERENCES

Curriculum Guide for Year 2: Term 2: 2018-2019

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