



THE PERSE  
SCHOOL  
SINGAPORE

# Curriculum Letters

AY22/23 Term 1a

August 2022 - October 2022

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Endeavour | Intellectual Curiosity & Scholarship |  
Breadth & Balance | One Another & Our Environment

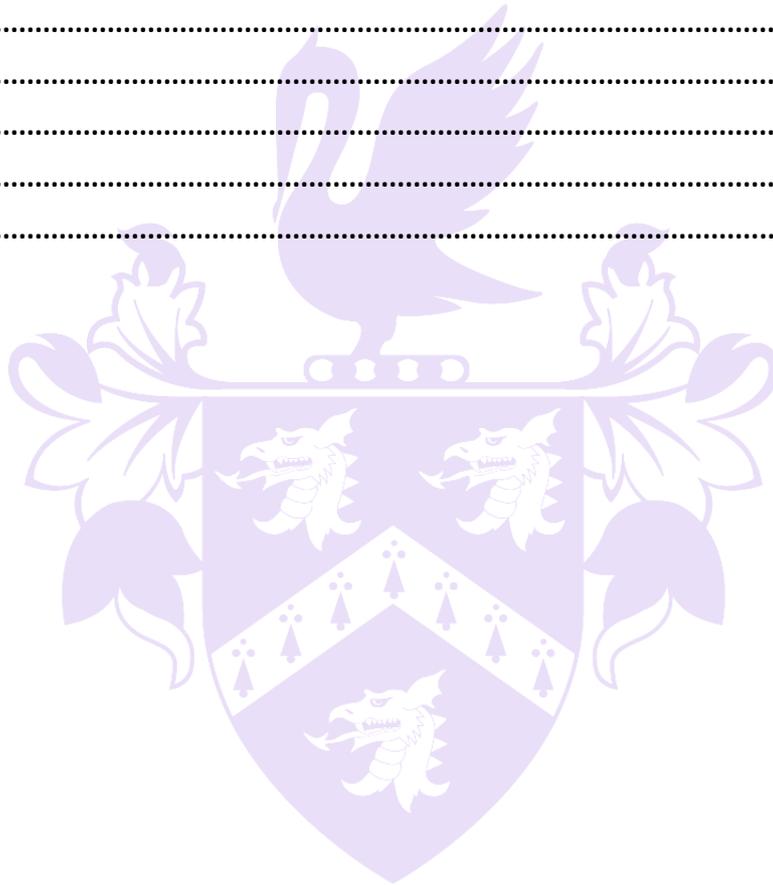
**THE PERSE SCHOOL SINGAPORE**

To Love Learning & Strive For The Greater Good

# Year 2 Curriculum Overview

## Term 1a

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## Mathematics

### Numeracy, Geometry and Measure

This term pupils will explore some key topics in Numeracy, Geometry and Measure. There will also be a focus on Mental Arithmetic as this will help pupils strengthen their understanding of numbers and their properties.

#### Topics

- Whole Numbers
- Addition and Subtraction within 100
- 2D and 3D Shapes
- Length
- Mass
- Capacity



#### Mathematical Skills

- **Mental Arithmetic:** pupils will recognise number bonds and use them to perform mental calculations involving addition and subtraction.
- **Numeracy:** pupils will understand the place values of digits in numbers and how the place values affect the key arithmetic operations of addition and subtraction.
- **Numerical Calculation:** pupils will perform addition and subtraction to numbers of up to 2 digits using the written algorithmic method.
- **Geometry:** pupils will be able to recognise the various 2D and 3D shapes. They will also recognise the properties of these shapes.
- **Measurement:** pupils will measure and compare lengths, masses and capacities of different objects and containers using various scales and measurement tools. They will also use vocabulary related to comparison to discuss their observations.

#### Vocabulary

Evaluate	Calculate	Order	Estimate	Round off	Compare	Place Value
Column	Match	Classify	Measure	Length	Mass	Capacity
More than	Less than	Heavier	Lighter	Longer	Shorter	Unit

#### Additional resources

There is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested the following resources may be helpful:

- [Mathletics](#) [IXL practice](#)
- [Mathsframe](#)

#### How can I support my child at home?

- Reinforce frequent arithmetic practice – ensure your child is able to correctly work out the addition and subtraction of 2 digit and 1-digit numbers using column addition and subtraction method.
- Have your child point out the different types of 2D and 3D shapes that he/she can identify wherever he/she goes and prompt them to explain what makes them sure that a particular item is of a particular shape. For example, “how do you know that this is a circle?”
- Engage your child measuring the length of items around the house using various units of measure. For example, how many palms long, or how many paper clips long.
- Engage your child in the measurement of mass and capacity when cooking or baking and use analogue scales to provide your child with the opportunity to read scales.

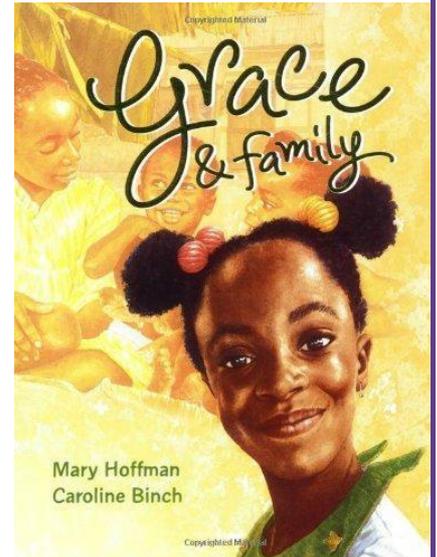
## ENGLISH

Pupils will be introduced to a variety of different material including stories, and poetry. They will be looking at stories with familiar settings and different stories by the same author. We wish to spark children's interest and for them to be inspired and want to read for pleasure. Pupil's learning will take place through the four aspects: reading, writing, speaking, and listening.

### Books

#### **Grace and Family by Mary Hoffman**

An engaging picture book which deals sensitively with the experiences of family, difference separation and reunion. The illustrations in this book are detailed and vivid, allowing children to explore the emotions and relationships they describe and the worlds they bring to life.



### Writing Skills

***Begin to write simple stories and poems, including using the structures of familiar stories and poems.***

Pupils will write in role to explore characters and events

Begin to write for a purpose using basic language and features appropriate for the text type. (Students write about 'My family and a piece of advice for Grace').

Pupils will create simple poems expressing their identity, including their beliefs, hopes and dreams.

### Reading

***Recognise that stories may be from different times and places.***

***Identify and use the main events to retell a story verbally.***

Pupils will listen to, discuss, and express views about books at a level beyond that which they can read independently.

***Describe story settings and characters, talk about the sequence of events or ideas in a text.***

Pupils will discuss the sequence of events in books and how items of information are related.

### Speaking and listening

***Extend experiences and ideas about characters and situations through role-play.***

Pupils will read aloud, freeze frame, and thought track, voicing thoughts in role.

### Punctuation

Pupils will use a variety of punctuation, including capitals, full stops, exclamation marks, question marks, commas for lists.

### Vocabulary

Adventure	Auditions	Exciting	Exploring	Fortune	Imaginary
Success	Battle	Wicked	Family	Fantastic	Companion

### How can I support my child at home?

- Make writing part of a game: play shops, schools or cafes and make writing fun
- Buy your child their own notebook to write stories or make a fact file about their favourite animal or football team
- Start a scrapbook and encourage your child to have a go at captions and labels
- 'Teach My Monster to Read' is an app which supports our approach to reading development



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## CHINESE LANGUAGE (Standard)

This term, pupils will identify vocabulary and write characters related to school's timetable, stationery, quantifiers, colours, and classroom items. They will also use related sentences to indicate school subjects and describe personal belongings. These skills will be covered through the teaching of 3 units, namely '今天有体育课吗 (Is there P.E lesson today)', '我的东西不见了 (My Things are Missing)' and '课室里有什么 (What are the Items in the Classroom)'.



### Language Skills

<b>Listening and Speaking:</b>	<ul style="list-style-type: none"> <li>- Identify vocabulary related to school's timetable, stationery, quantifiers, colours, and classroom items.</li> <li>- Listen to specific information (event and items).</li> <li>- Understand speech with visual aids.</li> <li>- Pronounce vocabulary clearly, in the correct tones.</li> </ul>
<b>Reading and Writing:</b>	<ul style="list-style-type: none"> <li>- Read and write key characters/ vocabulary from the topics below.</li> <li>- Read sentences and fill in the blanks with the correct vocabulary/ match them to the correct visual cues.</li> <li>- Write related characters and strokes accurately.</li> </ul>

**Indicative sentence outcomes:** 今天有什么课? 今天有…… /这是你的……吗? 这是/不是我的…… /你的……是什么颜色的? 我的……是……的。

### Vocabulary

今天有体育课吗? (Is There PE Lesson Today?)	我的东西不见了(My Things Are Missing)	课室里有什么? (What Are the Items in the Classroom?)
山、石、牛、羊、鸟、心、耳、今天、上、六点、九、两、下、见、小	华文、那、说、回家、水、多少、喜欢、认、也、写、画、话、具、在	开、关、扫、花、还、白、云、学生、同、习、朋友、月、风、电、火、有

**Additional Resources:** There is no expectation that pupils complete additional work beyond the remit of homework, however, if they are interested the following resources may be helpful (click on the video links):

- [My Favourite Class \(Class Subjects\)](#) – Introducing school subjects through a catchy song.
- [ia,iao,iu,ie,ian,in,ing,iang,iong \(Chinese Pinyin song\)](#) – Learn the compound finals through a rap.
- [ai, ei, ui, ao, ou, iu \(Chinese Pinyin song\)](#) – Learn the compound finals through a catchy song.
- [ua uo uai uei \(Chinese Pinyin lesson\)](#) – Learn the compound finals 'ua uo uai uei'.
- [Stationery song](#) – Learn the various common classroom stationery.
- [Colours \(Lesson\)](#) – Learn the various colours.
- [Colours Song](#) – Reinforce the colours vocabulary with a song.

### How can I support my child at home?

- Practice key vocabulary with your child.
- Pupils can access their LanguageNut subscription from home.
- Watch the links provided above with your child and listen to Chinese audiobooks.
- Allow your child to watch some Chinese shows and listen to songs and/or rhymes.
- Ensure that your child learns the characters from the spelling  list.
- Encourage your child to speak to you in the sentences that he/she has learned.

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## CHINESE LANGUAGE (Foreign)

This term, pupils will learn to ask for the time and reply accordingly, stating an activity in relation to the time. They will also learn to name basic colours and stationery; describing stationery using colours. Pupils will begin to make use of prepositions such as 上、下 in their sentences to indicate the location of items. These conversational skills will be covered through the teaching of 3 units, namely ‘你早上几点起床? (What Time do You Wake Up in the Morning)’, ‘你的铅笔呢? (Where is Your Pencil?)’ and ‘书包里有两本书 (There are Two Books in the Bag)’.



### Language Skills

<b>Listening and Speaking:</b>	<ul style="list-style-type: none"> <li>- Identify vocabulary 起床、现在、睡觉、晚上、上学 and different colours, matching them with corresponding visuals/items.</li> <li>- Understand and answer questions, i.e. ‘what time do you wake up?’ / ‘Where is your book?’ / ‘What colours do you like?’</li> <li>- Understand information (audio and verbal replies) presented on the topic learned.</li> <li>- Use prepositions to describe the location of stationery</li> <li>- Presentation on favourite colours of self and family members</li> </ul>
<b>Reading and Writing:</b>	<ul style="list-style-type: none"> <li>- Read and write key characters/ vocabulary from the topics above</li> <li>- Read sentences and fill in the blanks with the correct vocabulary/ match them to the correct visual cues</li> <li>- Write short phrases with a combination of pinyin and key characters</li> </ul>

**Indicative sentence outcomes:** 你早上几点起床? / 我早上九点起床。 你的铅笔呢? / 我的铅笔在桌上。

### Vocabulary

你早上几点起床?(What Time do You Wake Up in the Morning?)	你的铅笔呢? (Where is Your Pencil?)	书包里有两本书 (There are Two Books in the Bag)
起床、现在、睡觉、晚上、早上、几点	笔、的、呢、里、边	颜色、漂亮、红、绿、黄、黑、书包、两、本

**Additional Resources:** There is no expectation that pupils complete additional work beyond the remit of homework, however, if they are interested the following resources may be helpful:

- [Wake Up \(song\)](#) - To practice saying the vocabulary 起床 (wake up)
- [Where is Your Pencil? \(lesson\)](#) – To learn different vocabulary for stationery and furniture
- [Preposition \(song\)](#) – To practise pronouncing the preposition and use them in sentences.
- [Preposition \(song 2\)](#) - To practise pronouncing the preposition and use them in sentences.
- [Colours Song](#) - To remember the names of the colours and practise sounding them

### How can I support my child at home?

- Practice key vocabulary with your child.
- Pupils can access their LanguageNut subscription from home.
- Watch the links provided above with your child and listen to Chinese audiobooks.
- Allow your child to watch some Chinese shows and listen to songs and/or rhymes.
- Ensure that your child learns the characters from the spelling list.
- Encourage your child to speak to you the sentences that he/she has learned.

## SCIENCE

This term the pupils will be learning about **Light and Dark** and **Day and Night**. Pupils will be actively engaged in independent as well as collaborative work that will equip them with a better understanding of the science concepts taught. Classroom discussion, tactile activities and hands-on science practical will provide opportunities and guidance for pupils to develop scientific process skills and draw relevant connections between conceptual knowledge and phenomena in the natural and physical world.

### Unit: Light and Dark

#### Topics

- Light sources
- Darkness
- Making shadows
- Shadow shapes



#### Scientific skills

- **Knowledge:** Pupils will be able to identify different light sources, including the Sun. They will also know that darkness is the absence of light.
- **Observation and Investigation skills:** They will also be able to identify shadows

### Unit: Day and night

#### Topics

- Day and night
- Does the sun move?
- Changing shadows

#### Scientific skills

- **Knowledge:** Pupils will explore how the sun *appears* to move during the day and how shadows change.
- **Exploration skills:** Pupils will model how the spin of the earth leads day and night e.g., with different sized balls and a torch

#### Vocabulary

light	reflect	moon	sun	day	night
star	dark	torch	shadows	earth	spin

**Additional Resources** : there is no expectation that pupils complete additional work beyond the remit of homework; however, if they are interested the following resources may be helpful:

- Watch a [video](#) on BBC Terrific Scientific investigation into light and shadows
- Watch a [video](#) about Earth's orbit and rotation
- Watch a [video](#) on NASA's views of the earth at night
- Watch a [video](#) by Science Museum Group: 'Where does the Sun go at night?'
- *Why Do We Have Night and Day?* by Alix Wood (ISBN-13: 9781499408485). Reading age: 8 to 11 years
- *Night Animals* by Susan Meredith (ISBN-13: 978-0746080504). Reading age: 8 to 11 years

#### How can I support my child at home?

- Encourage your child to observe the surroundings and make connections between everyday experiences and the science concepts taught in school.
- Encourage your child to read books relevant to the science topics to extend learning and develop interest.



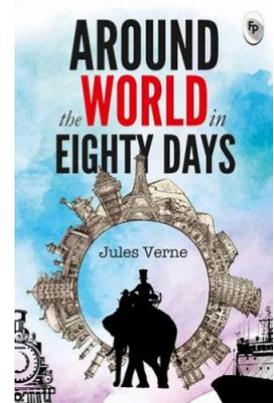
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## Humanities

### Around the World in 80 Days

Pupils will discover the magical story of Phileas Fogg and his ambitious plan to circumnavigate the world in 80 days. Following this, the pupils will commence their own journey around the globe and give key focus to the various landmarks and cultures along the way. All landmarks, big or small, symbolize (or represent) something special to a piece of land or location. The pupils will also identify the modes of transport used by Phileas Fogg and identify how these have changed over time. This term pupils will re-cap on the seven continents covered in the first half of term, they will explore famous landmarks and where they are situated. This will be personalized but not limited to landmarks from people's home countries within the class.



### Geographical Skills

#### Human and Physical Geography

#### Place and Knowledge

Pupils will also explore and locate countries and continents on maps.

#### Skills

I can locate and label famous landmarks and wonders of the world in the correct country and continent.

### History skills

#### Presenting, organizing and communicating

Be aware of the past, using common words & phrases relating to time.

#### Knowledge and understanding of historical concepts

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts

#### Knowledge and understanding of events

Knowledge / understanding of wider world history events from beyond living memory that are significant nationally or globally.

### Vocabulary

Continents	Location	Past	Culture	Timeline
Landmarks	consequence	Present	Wonder of the world	Features

**Additional Resources:** there is no expectation that pupils complete additional work beyond the remit of homework, however if they are interested, the following resources may be helpful:

### How can I support my child at home?

Ask your child questions encourage them to be curious about things around them and the wider world

- Where is this city in the news located?
- What is it like to live in this place?
- How has the environment affected the way humans live in this place?
- What is changing in this place, and how is it changing?



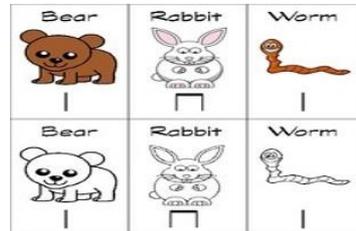
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## MUSIC

### Animal voices and water, water, everywhere

In term 1a pupils will explore animal sounds and movements as the stimuli for creativity and the development of fundamental musical concepts, such as pulse and pitch. They will experiment with different voices and be introduced to the names for so and mi, their representation as hand signs and on a two-line staff.



### Topic: Animal voices

#### Music Skills

- **Knowledge and understanding:** Pupils will recognise that there is a link between sounds and symbols.
- **Musicianship skills:** Pupils will contribute to performances with mostly accurate timing and awareness of pulse and melodic shape.
- **Music enquiry:** Pupils will be given opportunities to listen and respond to music through asking and answering questions and exploring a variety of sounds and movement.
- **Organisation and communication:** Pupils will participate in music and rhythm making with an increasing awareness of other music players in the group.

**Indicative sentence outcome:** The first two notes of the melody is So and Mi.

#### Vocabulary

Thinking Voice	Conductor	Pulse	Laughing	Rest	Melody	Ta (Carotchet)
Baton	So, Mi, Do	Whispering	Steady Rhythm	Ti-ti (quavers)	Pitch	Describe different voices and sounds

**Additional Resources:** There is no expectation that pupils complete additional work, however if they are interested the following resources may be helpful:

- So Mi singing practice : [https://www.youtube.com/watch?v=g\\_lcb0qL\\_q0](https://www.youtube.com/watch?v=g_lcb0qL_q0)
- Body percussion : [https://www.youtube.com/watch?v=6UYnHJqo7\\_4](https://www.youtube.com/watch?v=6UYnHJqo7_4)
- Body percussion 2 : <https://www.youtube.com/watch?v=0UYXZqJzfKk>
- Music dynamics : <https://www.youtube.com/watch?v=8VswGjijhwM>
- Music composition : [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
- Reading – Musical Instruments Series by Xist Publishing, I Got the Rhythm by Connie Scholfield-Morrison

#### How can I support my child at home?

- Listen to a variety of music together and practice describing the melody heard. (Strong and weak beats)
- Explore the different animal sounds your voice can make.
- Dance to different music speed and volume. (fast and slow tempo, loud and soft volume)
- Practice singing songs learned in class.



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## PE

**Active learning through the lifespan:**

In this unit, learners are guided to understand the importance of being physically active by reflecting on their own experiences, linking this to the need to balance their food intake. Their learning will regularly involve them experiencing and discussing bodily changes that occur during physical activity. There will be a review of the importance of warming up and cooling down before and after physical activities.

**Programme of study/topic:**

They should understand the importance of being physically active throughout their lifespan and this unit will help them to deepen this by considering healthy choices and applying some of these to their lives.

**PE Skills**

- Select and use skills, actions and ideas appropriately, applying them with control and co-ordination.
- Copy, explore, remember skills, and link them in ways that suit the activities.
- Observe and talk about differences between their own and others' performances and use this understanding to improve their own performance.

**Vocabulary**

Diary	Flexibility	Vitamins	Jog	Bounce	Squat	Output
Mobility	Fluid	Heart	Explore	Share	Safe	Input

**Additional Resources:** there is no expectation that pupils complete additional work, however, if they are interested the following resources may be helpful:

The importance of exercise: <https://www.youtube.com/watch?v=mnXTTQDAr9I>

**How can I support my child at home?**

One of the best ways to get kids to be more active is to limit the amount of time spent in sedentary activities, especially watching TV or other screens. Make time for exercise at home by combining regular physical activity with a healthy diet and you may consider the following activities below:

- Help your kids do in a variety of age-appropriate activities.
- Set a regular schedule for physical activity.
- Keep it fun, so your kids will come back for more.



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## ART

At The Perse we endeavor to inspire, engage, and build confident artists. We focus on the creative process to gain a rich learning experience that fosters curiosity, whilst developing an understanding of skills and concepts. We are not driven by outcomes; we take the time to expose pupils to skills and inspire them with artists and designers from many eras and cultures. Pupils are encouraged to take risks using techniques learnt and combine them with their own ideas to create unique works of art.

**Print Making/Cultural Wallpaper** (*Our cultural heritage allows us to celebrate who we are and shapes our vision of the future.*)

This term pupils will explore repetition, pattern, cultural icons, and symbols. They will create their very own 'Cultural Wallpaper'. Cultural patterns are part of a system of beliefs and values that work in combination to provide a coherent model for perceiving the world. Cultural patterns are interrelated and do not operate in isolation.



### Art Skills

#### **Experiencing**

Pupils will research and be exposed to a variety of patterns and symbols from a range of cultures, some from the past and some from the present day.

#### **Making**

Pupils will learn how to create their own printmaking stamp or stencil in which they can reproduce images from their original designs to create a repeat pattern.

#### **Reflecting**

Pupils will look at printmaking and cultural patterns and reflect on how these things have helped to shape a culture. They will understand how we can use it to communicate, they will learn that they can make multiple prints from one original. They will briefly reflect upon the history of printmaking and how it has come to be.

### Vocabulary and Elements of Art

Repetition	Pattern	Shape	Space	Texture	Symbol	Culture
Printmaking	Line	Form	Colour	Compositi on	Icon	Balance

### How can I support my child at home?

- Celebrate your child's artwork when they return home. Display their work in view for everyone to see, this will show their work is valued.
- Discuss with your child what part of the process they enjoyed the most, you can use Seesaw to go through the work they have uploaded and ask questions about it.
- Ask what they would like to create next and research some other printmaking techniques that you could both do together. You can share this on Seesaw.



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## PSHEE

### Respecting Ourselves, Others/ Growing, and Changing

At Perse, PSHE is central to our pupil's wellbeing and holistic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. PSHE is also a crucial part of the school's proactive approach to pastoral care and allows us to equip pupils with the knowledge to avoid potential problems, the confidence to tackle challenges when they do occur and an awareness of where to go should they ever need to find extra help and support.



### Topics

- How to listen to other people, play, and work cooperatively
- How to talk about and share their opinions on things that matter to them
- About why sleep is important and many ways to rest and relax
- That medicines (including vaccinations and immunisations) can help people to stay healthy
- About dental care and visiting the dentist; how to brush teeth correctly; food and drink

### PSHE Skills

#### Relationships

- Identify and celebrate their strengths and achievements
- Develop an understanding of how people's behaviour and choices can affect those around them
- Understand that people may feel and respond differently in similar situations

#### Health and Wellbeing

- Help to construct, explain, and follow rules made for their safety and wellbeing
- Set goals for themselves and discuss how they can achieve them
- Keeping safe by recognizing boundaries and making safe choices consistently.

### Vocabulary

relationships	goals	respect	boundaries	feelings	strengths
behaviour	unique	achievements	listening	special	

### How can I support my child at home?

- Discuss with your child about safe choices they made and how that makes them feel.
- Discuss with your child a new strength or unique quality about themselves they enjoy.
- Practice key vocabulary.



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## DIGITAL LITERACY

The Digital Literacy curriculum is structured around three core themes: **Tools and Content Creation**, **Safety and Wellbeing** and **The Digital World**. Each core theme is divided into several different subject areas that are revisited as pupils progress from Year 1 to Year 7. These units are based on the guidance provided by the Cambridge Curriculum.

Tools and Content Creation	Safety and Wellbeing	The Digital World
<ul style="list-style-type: none"> <li>-Interaction with onscreen items</li> <li>-Creation of digital documents</li> <li>Management of files</li> <li>-Knowledge of online search techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Good Digital Citizenship</li> <li>-Media Balance and Wellbeing</li> <li>-Online Privacy and Security</li> <li>-Digital Footprint and Identity</li> <li>-Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>-Digital technologies and their impact on our lives</li> <li>-Digital friendships</li> <li>-Technology and Interconnectedness</li> </ul>

- Find, open, save and delete documents.
- Recognise onscreen navigation symbols, including ←, →.
- Enter familiar words using a digital keyboard.
- Change the appearance of text by exploring the available tools, for example by changing the colour, size, and font type.
- Use devices to take photos or videos.

- Understand that users can have many accounts and can choose what information to put into each one.
- Understand that there is a risk people online are not who they say they are.

- Know that digital technology can give access to a wide variety of information.
- Understand that the internet is a network and that it has physical parts.
- Understand that technology can be used to communicate locally and globally.
- Describe the difference between hardware and software.



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