



Year Two Term 1 2026

# Curriculum Highlights



## English Writing



- Students will create personal responses to texts.
- They will identify their preferences for different characters and settings and give reasons for their choices.
- A secondary writing focus will be on recounts.
- The students will learn and apply the key features of a recount: orientation, events in order, and background details.
- Mind maps and templates will be used in order to draft and edit writing.
- There will be a strong focus on sentence construction, including capital letters and full stops.



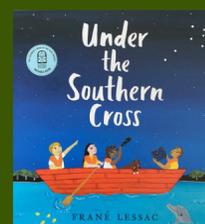
### Bringing the learning home:

- Read imaginative stories with your child and discuss characters, settings, and punctuation.
- Encourage your child to write personal recounts about real events.
- Support them to include a title, orientation, ordered events, conclusion, and opinion.
- Have your child edit their writing for correct capital letters, full stops, and complete sentences.

## English Reading



### Reading: Texts and strategy



### Making Connections

#### Bringing the learning home:

Check out the discussion sentence starters on the Reading at Home page.



## Chinese



This term we will focus on Chinese Festivals, self and family. Students will get to know about the stories and customs about Chinese New Year and Lantern Festival. Also, they will learn how to introduce themselves and their families in Mandarin. Learning experience may include:

For Emerging Learners

- Learning the names of twelve zodiacs
- Practising simple self-introduction

For Developing learners

- Write simple characters about Chinese Zodiacs
- Practise greeting words for Chinese New Year

For Confident /Extension learners

- Write simple sentences about Chinese New Year
- Read stories of Chinese Festival celebration

## Mathematics

- Students will explore place value and investigate numbers up to 1000 using manipulatives.
- They will practise mental strategies to recall addition and subtraction facts to 20.
- Students use manipulatives to build, model, and explain their mathematical thinking.
- They will develop their use of a range of addition and subtraction strategies and apply these in order to solve problems.
- Students will identify and read the date and time on a digital clock.

### Bringing the learning home:

- Use household items (Lego, sticks, coins) to build numbers up to 1000 and discuss hundreds, tens, and ones.
- Practise quick addition facts to 20 (e.g., 8 + 7, 12 + 6) and discuss how these help with subtraction.
- Ask children to explain how they solved a problem using mental strategies or with objects.
- Look at digital clocks around the home and ask your child to read the time and say the date.
- Invite your child to tell you the time of daily routines (e.g., "We eat dinner at 6:00").



## HASS/Science



- Students learn how technology has changed daily life, including how people worked, travelled and communicated.
- They will explore a local person, place or building and understand why it is important.
- Students will ask questions about the past and present and collect simple information from sources such as timelines, maps and objects.

### Bring the learning home:

- Talk about old vs. new objects (phones, toys, transport) and how they have changed life.
- Visit or discuss a local place of significance and why it matters to the community.
- Encourage your child to ask and answer questions about family photos or objects from the past. together.



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This term, students will focus on three areas of PROSPER:

- Positivity
  - Setting up the classroom to support a positive learning environment.
  - Developing and living our Class Essential Agreement.
- Relationships
  - Exploring what healthy friendships look like.
  - Identifying the different relationships we have at school and how to care for them.
- Purpose
  - Creating our School Essential Agreement.
  - Understanding why we come to school and how our actions support our shared purpose.



Reminder...

Check Seesaw and respond:

- I learned...
- Next time, I would like to...
- My strengths in this task were...



More!

Key dates for Term 1:

- Tuesday 3rd February – School photos (individual and class)
- Tuesday 3rd February – Reception to Year 2 Information Night (6:30-8pm) This will commence in the Auditorium.
- Monday 16th to Friday 20th February – School closed for the Chinese New Year Holidays
- Friday 27th February – 2026 AISHK Welcome Festival (4-7pm)
- Friday 13th March – Year 2 Assembly (Parents invited to attend)
- Tuesday 17th & Thursday 19th March – Primary Parent-Teacher Interviews
- Thursday 2nd April – Last day of Term 1

## ART

- Students will explore how artists inspire imagination by studying Jennifer Mercede's expressive use of colour, pattern and playful mark-making.
- They will experiment with colour mixing, drawing and creating visual textures while building confidence with a range of art materials.
- They will design their own fantasy creatures and learn to reflect on their creative choices as they bring their ideas to life.



## Music

Students will experiment with combining sounds, rhythms, and melodies in short musical activities. They will practise ensemble skills through singing and body percussion. For Lunar New Year, they will explore musical patterns and instruments used in celebrations.



## Physical Education

Students will participate in a variety of invasion team games this term. They will focus on developing transferable skills with different balls as well as movement and evasion all while working towards shared goals. Themes from PROSPER will be a constant throughout lessons.



## Health

Students explore how their strengths, interests, and relationships shape who they are and how they interact with others. They learn to recognise similarities and differences, and how these contribute to identity and wellbeing. The unit focuses on building respectful relationships through positive communication and interpersonal skills.



## Technologies: Digital and Design

- Learn and practise cyber-safe behaviours, including safe passwords and responsible device use,
- Understand the school's technology expectations when using iPads and other digital tools.
- Use Seesaw to share learning and communicate with teachers and families.
- Use of Popplet application to communicate a timeline.

