

## SIH Year 2: Curriculum Overview 2025/2026

Term 1a	Term 1b	Term 2a	Term 2b	Term 3	
English					
<p><b>Troll Swap by Leigh Hodgkinson</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Discuss the sequence of events in books and how items of information are related</li><li>• Make inferences on the basis of what is being said and done</li><li>• Answer and ask questions</li><li>• Predict what might happen on the basis of what has been read so far</li><li>• Participate in</li></ul>	<p><b>The Owl Who Was Afraid of the Dark by Jill Tomlinson</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Discuss the sequence of events in books and how items of information are related</li><li>• Read non-fiction books that are structured in different ways</li><li>• Draw on what is already known or on background information and vocabulary provided by the teacher</li><li>• Make inferences on the basis of what is</li></ul>	<p><b>The Dragon Machine by Helen Ward</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Check the text makes sense</li><li>• Make inferences on the basis of what is being said and done</li><li>• Answer and ask questions</li><li>• Predict what might happen on the basis of what has been read so far</li></ul> <p><b>Writing outcome:</b></p> <p>To write a story based upon the</p>	<p><b>Major Glad, Major Dizzy by Jan Oke</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Read non-fiction books that are structured in different ways</li><li>• Discuss and clarify the meaning of words</li><li>• Answer and ask questions</li><li>• Predict what might happen on the basis of what has been read so far</li><li>• Explain and discuss their understanding of books, poems and</li></ul>	<p><b>The Last Wolf by Mini Grey</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</li><li>• Become familiar with and re-tell a wider range of traditional tales</li><li>• Recognise simple recurring literary language</li><li>• Draw on what is already known and</li></ul>	<p><b>Grandad’s Secret Giant by David Litchfield</b></p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"><li>• Discuss the sequence of events in books and how items of information are related.</li><li>• Make inferences on the basis of what is being said and done</li><li>• Ask and answer questions</li><li>• Predict what might happen on the basis of what has been read so far.</li><li>• Listen to, discuss and express views about</li></ul>

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<p>discussion about books, poems and other works</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>Writing outcome:</b></p> <p>To write a story based upon the model text using the pupils' ideas for characters</p> <p><b>Greater depth writing outcome:</b></p> <p>To write a story about any two contrasting characters who swap places.</p>	<p>being said and done</p> <ul style="list-style-type: none"> <li>• Answer and ask questions</li> </ul> <p><b>Writing outcome:</b></p> <p>To write a fact sheet about owls using information gathered from the text</p> <p><b>Greater depth writing outcome:</b></p> <p>To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.</p>	<p>model text using own ideas for a change of character and machine</p> <p><b>Greater depth writing outcome:</b></p> <p>To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story.</p>	<p>other material</p> <p><b>Writing outcome:</b></p> <p>To write a recount of historical events from the text from Major Glad's point of view</p> <p><b>Greater depth writing outcome:</b></p> <p>Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p>	<p>on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing outcome:</b></p> <p>To write a letter in role persuading characters to save the trees</p> <p><b>Greater depth writing outcome:</b></p> <p>To write a letter as themselves persuading local people to save the trees.</p>	<p>a wide range of books at a level beyond that which can be read independently.</p> <p><b>Writing outcome:</b></p> <p>To write own version of the story with a focus on morals and acceptance of others</p> <p><b>Greater depth writing outcome:</b></p> <p>To write own version of the story including the point of view of the giant character.</p>
<b>Maths</b>					
<b>Place Value:</b>	<b>Shape:</b>	<b>Multiplication &amp;</b>	<b>Fractions:</b>	<b>Time:</b>	<b>Position and</b>

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<p>Count, read, write, compare, and order numbers to 100. Use a place value chart. Partition numbers to 100. Count in 2s, 5s, 10s and 3s.</p> <p><b>Addition and Subtraction:</b></p> <p>Recall number bonds; add/subtract 1s and 10s Use number lines, making 10, partitioning Solve missing number problems Add and subtract two 2-digit numbers</p>	<p>Recognise and name 2-D and 3-D shapes Count sides, vertices, edges, faces.</p> <p>Identify symmetry Sort and make patterns.</p> <p><b>Money:</b></p> <p>Recognise and use symbols for pounds and pence Combine amounts to make a value.</p> <p>Solve addition and subtraction problems involving money.</p>	<p><b>Division:</b></p> <p>Make and add equal groups.</p> <p>Use <math>\times</math> and <math>\div</math> symbols Solve problems using arrays, grouping, sharing.</p> <p>Understand 2, 5, and 10 times tables.</p> <p><b>Length and Height:</b></p> <p>Measure using cm and m.</p> <p>Compare and order lengths.</p> <p>Solve problems involving length using all four operations</p>	<p>Recognise and find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math> of shapes and quantities.</p> <p>Understand unit and non-unit fractions.</p> <p>Recognise equivalence (e.g., <math>\frac{1}{2} = \frac{2}{4}</math>) Count in fractions.</p> <p><b>Mass, Capacity and Temperature:</b></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>Tell the time to hour, half past, quarter past/to, 5-minute intervals.</p> <p>Know minutes in an hour, hours in a day Sequence events and compare durations</p> <p><b>Statistics:</b></p> <p>Interpret and construct tally charts, pictograms, block diagrams, tables Ask and answer questions about data</p>	<p><b>Direction:</b></p> <p>Use language of position (left/right, above/below) Describe movement and turns (clockwise/anticlockwise, quarter/half turns)</p> <p><b>Algebra:</b></p> <p>Recall and use addition and subtraction facts to 20</p> <p>Add and subtract 1-digit and 2-digit numbers</p> <p>Use understanding of number facts to 10 to derive number bonds to 100</p> <p>Use addition and subtraction to solve</p>
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			Compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$		problems  Use the inverse relationship between addition and subtraction to solve problems and to check working
<b>Global Skills</b>					
<b>Global skills development</b>  Give clear instructions, such as for a game or experiment.  Know when and how to ask for and give help.  Reflect on how actions affect others  Discuss what would be a fair way of acting in different situations  Give clear instructions, such as for a game or experiment  Complete a task without instructions of how to do so		<b>Global skills development</b>  See different points of view  Participate in free play  Give clear instructions, such as for a game or experiment.  Know when and how to ask for and give help.  Reflect on how actions affect others.  Discuss what would be a fair way of acting in different situations.  Give clear instructions, such as for a game or experiment		<b>Project: Making a positive difference to animals</b>  Reflect on how actions affect others.  Discuss reasons for choices.  Discuss how to accomplish a project with friends.  See different points of view.  <b>Develop interests to</b>	<b>Global skills development</b>  Try something new, without concern for the outcome.  Reflect on how actions affect others  Complete a task without instructions of how to do s Discuss what would be a fair way of acting in different situations

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<p>Distinguish fact from opinion</p> <p>Discuss how to accomplish a project with friends</p> <p><b>Project: Creating a nature space</b></p> <p>Develop interests to explore.</p> <p>Discuss reasons for choices.</p> <p>Discuss how to accomplish a project with friends.</p>	<p>Complete a task without instructions of how to do so</p> <p>Distinguish fact from opinion</p> <p>Discuss how to accomplish a project with friends</p>	<p>explore.</p>	<p>See different points of view.</p> <p>Give clear instructions, such as for a game or experiment.</p> <p>Discuss what would be a fair way of acting in different situations.</p> <p><b>Project: Personal growth</b> Distinguish fact from opinion.</p> <p>Develop interests to explore.</p> <p>Discuss reasons for choices.</p> <p>Try something new, without concern for the outcome.</p> <p>Discuss reasons for choices.</p>
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Wellbeing					
<p><b>Taking care of the body: I look after my body</b></p> <p>Understand why they need sleep.</p> <p>Explain what a balanced diet consists of.</p> <p>Understand why they need to move their bodies regularly .</p> <p><b>Taking care of the mind: A calm mind is a happy mind</b></p> <p>Be curious about feelings and emotions and begin to name them.</p> <p>Identify and use helpful</p>	<p><b>Taking care of relationships: Positive people</b></p> <p>Discuss what makes a good friend.</p> <p>Discuss the positive qualities of a good team.</p> <p>Identify adults in and out of school that they trust.</p> <p><b>Taking care of the self and the world: All about teamwork</b></p> <p>Discuss why humans feel good when they belong to a group.</p> <p>Use teamwork in group activities.</p> <p>Describe the positive</p>	<p><b>Taking care of the body: I look after my body</b></p> <p>Explain what a balanced diet consists of.</p> <p>Understand why they need to move their bodies regularly</p>	<p><b>Taking care of the mind: A calm mind is happy</b></p> <p>Be curious about feelings and emotions and begin to name them.</p> <p>Identify and use helpful self-soothing strategies.</p> <p>Use simple relaxation techniques to help them feel calm.</p>	<p><b>Taking care of relationships: Positive people</b></p> <p>Discuss what makes a good friend.</p> <p>Discuss the positive qualities of a good team.</p>	<p><b>Taking care of the self and the world: All about teamwork</b></p> <p>Discuss why humans feel good when they belong to a group.</p> <p>Use teamwork in group activities.</p> <p>Describe the positive qualities of friends and classmates.</p>

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self-soothing strategies.  Use simple relaxation techniques to help them feel calm.	qualities of friends and classmates				
Sustainability					
<b>Caring for the commons in our school</b>  Map the commons in their school and on their school grounds  Measure the health of a commons in their school  Generate questions and ideas that will help them to improve the health of a commons in their school over time  Use what they have learned about the commons in their school to understand and care for another commons.	<b>Connecting with life in my community</b>  Map the relationships of the life-support systems in their school community  Plan and conduct an experiment to test the natural limits that keep living things healthy  Design an invention to solve a problem that copies the way nature would solve that problem  Take care of another living thing over time.		<b>Let’s stop waste</b>  Explain where all the materials people make and use come from originally  Reflect on their thinking when they waste and when they conserve energy and materials.	<b>Let’s stop waste</b>  Collect data on the waste their school produces, and use it to explain the causes of waste in their school  Plan and put a solution in place to reduce or eliminate waste in their school (food, paper, bottles, etc.)	
Humanities					
Thailand and the UK	Disasters That Shaped the World	Continents and Oceans	Explorers and Inventors from Around the World	Caring for Our Planet	How People Travelled and Traded

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<p>Name and locate countries, cities, and landmarks.</p> <p>Understand geographical similarities and differences.</p>	<p>Enquiry question: What can we learn from disasters in the past?</p> <p>Historical focus: Events beyond living memory; cause and consequence.</p>	<p>Name and locate 7 continents and 5 oceans.</p> <p>Use world maps, atlases, and globes.</p>	<p>Enquiry question: How have explorers and inventors changed our world?</p> <p>Historical focus: Significant individuals; global history.</p>	<p>Identify environmental issues.</p> <p>Communicate findings using maps and diagrams.</p>	<p>Enquiry question: How has travel and trade connected people across history?</p> <p>Historical focus: Chronological and global connections.</p>
<b>Science</b>					
<p><b>Biological science: Living and Growing</b></p> <p>Identify how humans obtain the right types and amounts of nutrition, and use exercise and hygiene to be healthy.</p> <p>Know that animals have young that grow into adults.</p> <p>Record results and data to help answer</p>	<p><b>Biological science: Growing Plants</b></p> <p>Communicate ideas in a variety of ways.</p> <p>Explore how seeds and bulbs grow into plants.</p> <p>Record results and data to help answer questions.</p> <p>Identify patterns in data.</p> <p>Explore what plants</p>	<p><b>Biological science: Habitats and Food Chains</b></p> <p>Record results and data to help answer questions.</p> <p>Describe the life processes of all living things.</p> <p>Communicate ideas in a variety of ways.</p> <p>Find out about habitats and how they support the</p>	<p><b>Chemical science: Uses of Materials</b></p> <p>Explore the simple physical properties of some materials.</p> <p>Communicate ideas in a variety of ways.</p> <p>Make an object to suit a particular use.</p> <p>Use simple equipment to test questions.</p> <p>Sort materials into</p>	<p><b>Physical science: Day and Night</b></p> <p>Explain why the Sun appears to move across the sky.</p> <p>Explore how the spinning of the Earth gives us day and night.</p> <p>Identify patterns in data.</p> <p>Communicate ideas in a variety of ways.</p>	<p><b>Review</b></p> <p>Identify how humans obtain the right types and amounts of nutrition, and use exercise and hygiene to be healthy.</p> <p>Identify patterns in data.</p> <p>Communicate ideas in a variety of ways.</p> <p>Explore how seeds and bulbs grow into</p>



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<p>questions.</p> <p>Identify how humans obtain the right types and amounts of nutrition, and use exercise and hygiene to be healthy.</p> <p>Communicate ideas in a variety of ways.</p>	<p>need for life and growth and investigate how water is transported in plants.</p> <p>Use simple equipment to test questions.</p>	<p>animals and plants that live there.</p> <p>Use simple equipment to test questions.</p> <p>Describe simple food chains using the terms carnivores, herbivores, and omnivores.</p> <p>Humans can have a positive and negative impact on habitats and the environment.</p> <p>Identify patterns in data.</p>	<p>groups.</p> <p>Record results and data to help answer questions.</p> <p>Investigate how the shapes of solid objects made from some materials can be changed.</p> <p>Identify patterns in data.</p> <p>Sort materials into groups.</p>	<p>Investigate the formation of shadows.</p> <p>Use simple equipment to test questions.</p>	<p>plants.</p> <p>Record results and data to help answer questions.</p> <p>Find out about habitats and how they support the animals and plants that live there.</p> <p>Use simple equipment to test questions.</p> <p>Describe simple food chains using the terms carnivores, herbivores, and omnivores.</p> <p>Explore the simple physical properties of some materials.</p> <p>Make an object to suit a particular use.</p>
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					<p>Investigate how the shapes of solid objects made from some materials can be changed.</p> <p>Explore how the spinning of the Earth gives us day and night.</p>
<b>Art</b>					
<b>Famous Faces</b>  Focus Area: Portraiture & Artists	<b>Colour and Mood</b>  Focus Area: Painting & Expression	<b>Thai Stories Through Art</b>  Focus Area: Mixed Media & Storytelling	<b>Myths and Monsters</b>  Focus Area: Drawing & Imagination	<b>From 2D to 3D</b>  Focus Area: Sculpture	<b>Recycled Art</b>  Focus Area: Construction & Sustainability
<b>Physical Education</b>					
<b>Invasion games</b>  students will learn to send and receive a ball using their feet and begin to link skills such as dribbling and passing. They will	<b>Gymnastic</b>  Students will focus on performing basic actions with control and consistency at different speeds.	<b>Athletics activities</b>  Students will work on developing power, agility, coordination, and balance through a variety of activities. They will practise throwing and	<b>Net/wall games</b>  Students will begin to hit and return a ball using their hands and racquets with growing consistency. They will	<b>Striking and fielding games</b>  Students will develop their hitting skills using a variety of bats and practise hitting and running to score points in	<b>Outdoor and Adventurous Activities</b>  Students will use searching skills to find items from clues and pictures, working together in

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start to select and use simple tactics while working with others to build basic attacking play, developing teamwork and control in small-sided activities.	They will challenge themselves to improve strength and flexibility while developing body management through a variety of floor exercises. Using core strength, students will learn to link recognised gymnastic shapes and actions, such as ball shape, star shape, tall shape, and back support, into simple sequences.	handling different objects such as beanbags, hoops, and balls, and learn to move over and around obstacles with control. Students will also focus on improving running and jumping skills, including jumping for height and distance, while reflecting on their performance and the benefits of maintaining a healthy, active lifestyle.	play modified games that involve throwing, catching, and sending the ball over a net, while developing agility and coordination and applying these skills during game play.	games. They will explore different ways to score runs in simple hit, catch, and run activities, and begin to work cooperatively as a team to field effectively.	pairs to navigate space. They will also develop problem-solving abilities and improve their motor skills through a range of practical challenges.
<b>Computing</b>					
Digital Literacy - Recognising uses of IT. 1. Understand what makes a computer a computer.	IT - Intro to animation. 1. Add a background and objects to a frame (including text)	IT - Ebook Creation. 1. Add a book cover with title, author, colour and image. 2. Add multiple pages based on a theme.	Computer Science - Develop Programming.	Computer Science - Programming with Scratch Jr. 1. Program movements. 2. Program outputs for audio or text.	Digital Literacy - E-Safety. 1. What are the dangers of sharing photos online? 2. People online are not always who they say they are.

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<p>2. Understand computers store and follow instructions. 3. Spot digital technology in school. 4. Understand how different technology helps us.</p> <p>- Digital art. 1. Use lines and fill tools to make interesting patterns. 2. Add a variety of shapes (outlines and fill) and label them with text. 3. Re-create graphics using pixels with different colours.</p>	<p>2. Copy/clone a frame and move objects to create an animation, including flipping objects. 3. Create an animation with multiple objects moving simultaneously. 4. Create screen-recording animation (optional, requires iPad). 5. Create stop-motion animation with photos (optional, requires iPad). 6. Create animated drawings of characters by cropping photos and adjusting points of movement.</p> <p>- Intro to data handling. 1. Understand what data is and collect it as a tally.</p>	<p>3. Add text on different pages. 4. Add images on different pages to match the theme/text. 5. Add voice recordings to match the text and theme.</p>	<p>1. Create and debug simple programs by selecting code blocks, placing them in the correct sequence and executing a program. 2. Use logical reasoning to predict the behaviour of simple programs. 3. Simplify a program by using a loop.</p>	<p>3. Find errors in a program. 4. Program inputs. 5. Program selection/conditions (if one sprite hits another).</p>	<p>3. Trusting information online. 4. Using the Internet responsibly. 5. Being respectful.</p> <p>- Internet Research. 1. Understand how a web-page displays information in different ways; text, images, videos and interactive elements. 2. Use a web-page to answer questions.</p>
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	2. Use software to label a pictogram and add data to each column. 3. Edit a table with correct titles and numbers. 4. Use software to create a bar chart/pie chart/line chart suitable for the data. 5. Interpret a pictogram/bar chart/line chart.				
<b>Music</b>					
<b>Rhythm and Tempo</b>  Focus on rhythm and tempo. Pupils will be able to play a given rhythm at a given tempo remaining in time with the beat	<b>Introduction to articulation and improvisation</b>  Pupils will be able to add in accents on certain beats and recognise this. Pupils will be able to improvise rhythms and	<b>Introduction to composition and polyrhythms</b>  Pupils will be able to compose a rhythm that can be played in time with the beat and perform this whilst other rhythms are being played. Introduction to	<b>Introduction to pitch</b>  Introduction to pitch. Pupils will learn how to describe different pitches and how they can elicit different emotions.	<b>Bells unit</b>  Using knowledge from tempo and rhythm pupils will work together as a class to perform a piece of music	<b>Continuation of the Bells unit</b>  Pupils will be able to memorise a short piece of music as an ensemble - counting and waiting their turn

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	play in time	polyrhythms			
Thai					
อ่านออกเสียงคำ โดยใช้หลักการประสมคำและการจำรูปคำ การอ่านจับใจความจากสื่อต่างๆ เช่น - นิทาน - เรื่องสั้น พยัญชนะ สระ วรรณยุกต์ เลขไทย	ฟังคำสั่งง่ายๆและปฏิบัติตามได้อย่างเหมาะสม บอกความหมายของ คำคล้องจองและข้อความสั้นๆ ตอบคำถามเกี่ยวกับเรื่องที่อ่าน - เล่าเรื่องย่อจากเรื่องที่อ่าน การอ่านสะกดคำ แยกส่วนประกอบของคำ	การมีปฏิสัมพันธ์กับ เรื่องที่อ่าน เช่น การ แสดงความคิดเห็น การนำไปใช้ การคิด วิเคราะห์ ฯลฯ หนังสือที่นักเรียน สนใจ และเหมาะสมกับ วัย หนังสือวรรณกรรมสำหรับเด็ก และ เยาวชน การประสมคำด้วยสระเสียงต่างๆ	สะกดคำและบอก ความหมายของคำ เรียบเรียงคำเป็น ประโยคได้ มาตราตัวสะกดที่ตรงแม่ มาตราตัวสะกดที่ไม่ตรงแม่	ระบุข้อคิดที่ได้จาก การอ่านหรือการฟัง วรรณคดี และ วรรณกรรมที่เหมาะสมกับวัยเพื่อนำไปใช้ ในชีวิตประจำวัน บอกข้อคิดจากการอ่าน การฟังนิทาน เรื่องสั้น วลีและประโยค	เล่ารายละเอียดเกี่ยวกับเรื่องที่ฟังและดูทั้งที่เป็นความรู้ และความบันเทิง พูดแสดงความคิด เห็นและความรู้ สึกจาก เรื่องที่ฟังและดู คำคล้องจอง เรื่องสั้นง่ายๆ ปริศนาคำทาย
Mandarin					
<ul style="list-style-type: none"><li>今天星期一。(Today is Monday)</li><li>几点了?(What time is it?)</li><li>铅笔、橡皮。(Stationery)</li><li>桌子、椅子。(My classroom)</li><li>中国中秋节文化。(Chinese Mid -Autumn</li></ul>	<ul style="list-style-type: none"><li>老虎、大象。(Animals)</li><li>大小、多少。(Big or small)</li><li>糖果、蛋糕。(Snacks)</li><li>万圣节文化。(Halloween festival culture.)</li></ul>	<ul style="list-style-type: none"><li>四十一到一百。(Numbers)</li><li>今天九月一号。(Date)</li><li>祝你生日快乐！(Happy birthday!)</li><li>中国春节文化。(Chinese spring festival culture.)</li></ul>	<ul style="list-style-type: none"><li>我家有五口人。(Family)</li><li>你是哪国人？(Nationality)</li><li>我可以吃饭吗？(Request)</li><li>清明节文化。(The tomb sweeping day festival culture.)</li></ul>	<ul style="list-style-type: none"><li>我穿校服。(Clothes)</li><li>复习。(Review)</li><li>端午节文化。(The dragon boat festival culture.)</li></ul>	

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festival culture.)				
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