

Grade 2
Curriculum Overview
SY 2025-26



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Kyushu Lutheran International School

Primary School Division

Our Mission:

***Kyushu Lutheran International School (LIS)
nurtures fulfilled global citizens who strive to
create a peaceful world.***

Our vision:

***We will be a regionally-renowned institution that bridges Kumamoto to
the world through service***

The inquiry-based program at LIS is designed to achieve the school's educational goals, emphasizing gratitude, a spirit of service, and lifelong learning. We strive to provide a higher quality of education tailored to each student. To achieve this, we focus on the following four areas:

Gratitude and Service

Following the philosophy of the academy, we provide education that fosters a spirit of gratitude and service to the community. We believe that education is not only about academic excellence but also about cultivating a spirit of thankfulness and a commitment to serving the community. Our curriculum integrates opportunities for students to engage in meaningful service projects, allowing them to apply their learning in ways that benefit others and contribute to a more peaceful world.

High-Quality Education

We provide a rigorous curriculum aligned with the Japanese National Curriculum Standards and incorporate the best approaches to teaching to prepare students for success internationally. By emphasizing critical thinking, creativity, and problem-solving, we equip students with the skills necessary to navigate and thrive in an increasingly complex global landscape.

Personalized Learning Experiences

We tailor learning experiences to the unique needs and interests of each student. Our inquiry-based approach allows students to explore topics that resonate with them, fostering a deeper engagement and a love for learning. Through personalized learning plans, we ensure that every student receives the support and challenge they need to reach their full potential.

Self-Regulation and Lifelong Learning

Through self-directed inquiry, we encourage students to learn how to learn and to become lifelong learners. Students are encouraged to take ownership of their learning, ask questions, and seek answers independently. This process not only enhances their academic skills but also instills a sense of responsibility and a lifelong passion for learning. Our goal is to cultivate independent thinkers who are prepared to continuously adapt and grow throughout their lives.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Dear Parents and Guardians,

At LIS, we implement the International Baccalaureate Primary Years Programme (PYP) alongside the Japanese national curriculum. This blended approach allows us to meet both international and local educational standards while nurturing each student's academic, social, and emotional growth. For more details about the Japanese national curriculum, you may refer to the official guidelines provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT): https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

Through the PYP, your child will engage in rich, transdisciplinary learning that encourages inquiry, creativity, and collaboration. They will explore meaningful concepts through hands-on experiences, real-world connections, and reflective thinking, all guided by the attributes of the IB Learner Profile.

This curriculum overview is designed to give you a clear picture of what your child will be learning throughout the year across core subject areas. It also outlines the key concepts, learning goals, and approaches we use to support each child's development.

We look forward to partnering with you to support your child's growth and success!

保護者の皆さまへ

LISでは、国際バカロレア初等教育プログラム(PYP)と日本の学習指導要領の両方に基づいた教育を行っています。このように国際的な視点と日本の教育基準を組み合わせることで、子どもたちの学力だけでなく、社会性や感情面の成長も大切にしたバランスの取れた学びを提供しています。

日本の学習指導要領について詳しく知りたい方は、文部科学省の公式資料をご覧ください:

https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

PYPでは、探究的で創造的、協働的な学びを通して、子どもたちが実生活とつながるテーマについて主体的に考え、学びを深めていきます。IBの「学習者像(Learner Profile)」を軸に、思考力や表現力、自己理解を育てる活動を大切にしています。

このカリキュラム概要では、年間を通してどのような学びが行われるのかを、主要教科や学習の目標、重点的に育てる力とともにご紹介しています。

お子さまの成長と学びと一緒に支えていけることを楽しみにしています。

Regarding the use of textbooks 教科書の使い方について

At LIS, we use textbooks as planning tools. Behind the scenes, our teachers refer to Kumamoto City designated textbooks to ensure that we fully address the Japanese National Curriculum Standards. Even if students do not use the textbook directly in the classroom, we make sure that the content and key ideas are taught—in a more engaging, inquiry-based way.

The biggest difference in the way we use textbooks is that we may change the order of textbook chapters to align with our Programme of Inquiry. We may also modify or skip the exact flow, topics, or activities in the textbooks, and use additional resources when needed. However, we ensure that all required content from the Japanese National Curriculum Standards is covered.

LISでは、教科書を「授業の計画のためのツール」として活用しています。授業の裏側では、教師たちが熊本市が採択している教科書を参照し、日本の学習指導要領にしっかりと沿った指導ができるように計画しています。教室では、必ずしも教科書を直接使うことはありませんが、そこに含まれる内容や大切な考え方は、より魅力的で探究的な学びの中で確実に扱っています。

LISにおける教科書の使い方でもっとも大きな特徴は、PYPの年間探究計画(Programme of Inquiry)に合わせて、教科書の単元の順番を変更することがある点です。また、必要に応じて教科書の活動や内容の一部を変更・省略したり、他のリソースを補足的に使ったりすることもあります。ただし、日本の学習指導要領で定められた内容はすべてしっかりと扱うようにしています。

Regarding this document このドキュメントについて

In this document, each PYP transdisciplinary theme is assigned a color, as listed below:

このドキュメントでは、各PYPの教科横断的な探究のテーマに色を割り当てています。テーマと色の対応は以下の通りです：

SHARING THE PLANET	WHERE WE ARE IN PLACE AND TIME
HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES
HOW WE ORGANIZE OURSELVES	WHO WE ARE

When a textbook chapter is highlighted in this document, it indicates that the content will be integrated into the unit that matches the corresponding PYP color theme.

このドキュメント内で教科書の単元がハイライトされている場合、それはその内容が、対応するPYPの色分けされたテーマに沿ったユニットに統合されることを示しています。

2  Sciences Curriculum	
Japanese National Curriculum (MEXT) (Integrated into Programme of Inquiry)	
1 天気と情報①：天気の変化 Weather and Information I: Changes in Weather	Integrated in the unit "Sharing the planet"
2 生命のつながり①：植物の発芽と成長 Life Connections I: Germination and Growth of Plants	
3 生命のつながり②：メダカのお誕生 Life Connections II: The Birth of Medaka (Japanese Rice Fish)	
4 天気と情報②：台風と防災 Weather and Information II: Typhoons and Disaster Prevention	Integrated in the unit "Who we are"
5 生命のつながり③：植物の実や種子の働き Life Connections III: How Fruits and Seeds of Plants Are Made	
6 流れる水のはたらきと土地の変化 The Work of Flowing Water and Changes in the Land	Not integrated (Stand-Alone)
7 もののとけ方 How Things Dissolve	
8 ふりこの性質 The Properties of a Pendulum	Integrated in the unit "Who we are"
9 電磁石の性質 The Properties of Electromagnets	
10 生命のつながり④：人の誕生 Life Connections IV: The Birth of Humans	Integrated in the unit "Sharing the planet"

IB-PYP Curriculum

International Baccalaureate Organization. Primary Years Programme.

IB learner profile	The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:
	Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
	Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
	Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
	Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
	Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
	Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
	Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
	Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
	Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
	Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning (ATL)	We use a set of essential skills to become independent, lifelong learners.
	Thinking skills We think critically and creatively to solve problems.
	Communication skills We communicate clearly and listen with care.
	Self-management skills We manage our time, emotions, and responsibilities.
	Social skills We work well with others and learn from different perspectives.
	Research skills We ask questions, explore ideas, and reflect on our learning.

Programme of Inquiry Grade 2 (age 7-8)	WHO WE ARE	HOW WE ORGANIZE OURSELVES
	⑥ Jan-Mar (5 weeks) An inquiry into: relationships and belonging, learning and growing Central idea Reflecting on our growth helps us understand ourselves and appreciate those who support us. Key concepts: change, connection, responsibility Related concepts: reflection, growth, gratitude Lines of inquiry: • How we have grown and changed over time • People and experiences that have influenced our growth • Expressing our learning and achievements	⑤ Nov-Dec (7 weeks) An inquiry into: approaches to livelihoods and trade practices: intended and unintended consequences Central idea People work together to create and maintain a community. Key concepts: function, connection, responsibility Related concepts: community helpers, local businesses and services, cooperation, collaboration, gratitude, appreciation Lines of inquiry - How communities are organized to support people's needs. • The different roles and responsibilities of people in a community. • The importance of appreciating and contributing to our community.
	HOW THE WORLD WORKS	SHARING THE PLANET
	③ Flexible launch and duration (Term 1) An inquiry into: patterns, cycles, systems Central idea Living things respond to their environments in different ways. Key concepts: causation, connection, responsibility Related concepts: behavior, adaptation, observation, environment Lines of inquiry • Observable behaviors and changes in living things • How environments affect the behavior and well-being of living things • How close observation helps us understand and care for living things	① Year-long An inquiry into: nature, complexity, coexistence and wisdom Central idea Plants play an essential role in our lives. Key concepts: causation, perspective, responsibility Related concepts: observation, nurturing, care, growth Lines of inquiry • How we care for plants to help them grow • How plants provide food and benefits to people • What we learn by observing and growing plants
	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME
	④ Sep-Oct (6 weeks) An inquiry into: inspiration, imagination, creativity Central idea People express themselves through new ideas, creation, and play. Key concepts: form, function, perspective, Related concepts: creativity, innovation, collaboration Lines of inquiry • Ways people use creativity and play to show who they are. • How toys and games reflect culture, traditions, and imagination. • Communicating through creation and play.	② May-June (5 weeks) An inquiry into: communities, heritage, culture and environment Central idea Our community is special because of the people and places in it. Key concepts: form, connection, perspective Related concepts: community, identity, relationship Lines of inquiry • The different places and people in our community • How we can learn more about our community • What makes our community special to us

The provided Programme of Inquiry and curriculum reflects our planning as of the start of the school year; however, it may evolve throughout the year based on student interests, questions, and choices, as we value and support student agency in their learning.

Seikatsu (Life Sciences) Curriculum

Japanese National Curriculum (MEXT)
(Integrated into Programme of Inquiry)

わくわくどきどき2年生 Exciting and Thrilling Second Grade	わくわくどきどきすることを話そう Let's Talk About What Excites and Thrills Us
	1年生をむかえよう Let's Welcome the First Graders
	みんなであそぼう Let's Play Together
大きくそだてわたしの野さい(1学期) Growing My Vegetables (First Term)	そだてる野さいをえらぼう Let's Decide Which Vegetable to Grow
	たねやなえをうえよう Let's Sow Seeds and Plant Seedlings
とび出せ！町のたんけんたい Let's Go! Town Exploration Team I	町についてどんなことを知っているかな What Do We Know About Our Town?
	町たんけんのそうだんをしよう Let's Plan Our Town Exploration
	町たんけんに出かけよう Let's Go Explore the Town!
	町の人と話してみよう Let's Talk to People in the Town
	はっ見したことをふりかえろう Let's Reflect on What We Discovered
大きくそだてわたしの野さい(1学期) Growing My Vegetables (First Term)	せわをしよう Taking Care of Plants I
	せわをつづけよう Taking Care of Plants II
生きもの大発見！ Big Discoveries: We Love Living Things!	どこにどんな生きものがいるかな Where Can We Find Different Living Creatures?
	生きものをさがそう Let's Search for Living Things
	生きものをそだてよう Let's Take Care of Living Things
	生きもののひみつをさがそう Let's Discover the Secrets of Living Things
	はっ見したことをつたえ合おう Let's Share What We Have Discovered
大きくそだてわたしの野さい(1学期) Growing My Vegetables (First Term)	みのった野さいをしょうかくしよう Let's Harvest Our Vegetables
	わたしの野さいをしょうかいしよう Let's Share Our Vegetables
せかいでひとつわたしの おもちゃ A One-of-a-Kind Toy Just for Me!	いろいろためてあそんでみよう Let's Try Different Ways to Play
	自分でおもちゃを作ってみよう Let's Make Our Own Toys
	パワーアップ大作せん Power-Up Challenge!
	あそび方やルールをくふうしよう Let's Be Creative with Game Rules and Playstyles
	みんなで楽しくあそぼう Let's Have Fun Playing Together!
大きくそだてわたしの野さい(2学期) Growing My Vegetables (Second Term)	みのった野さいをしょうかくしよう Let's Harvest Our Vegetables
	わたしの野さいをしょうかいしよう Let's Share Our Vegetables
もっと知りたいたんけんたい I Want to Know More! Town Exploration Team II	町にはどんな人がいるのかな What Kind of People Live in Our Town?
	町たんけんの計画を立てよう Let's Plan Our Town Exploration
	町の人に聞いてみよう Let's Ask People About Our Town
	町の人となかよくなろう Let's Get to Know People in the Community

	町で見つけたすてきを話そう Let's Talk About the Wonderful Things We Found in Town
町のすてきをつたえたい Sharing the Wonders of Our Town	町のすてきを広めよう Let's Spread the Wonders of Our Town
	すてきをつたえるじゅんびをしよう Let's Prepare to Share the Town's Best Features
	町のすてきをつたえよう Let's Tell Others About the Wonders of Our Town
	ありがとうをつたえよう Let's Express Our Gratitude
これまでのわたしこれから のわたし Me Before and Me in the Future	大きくなった自分をふりかえろう Let's Reflect on How We Have Grown
	自分についてしらべよう Let's Learn More About Ourselves
	自分のせい長をまとめよう Let's Summarize Our Growth
	せい長した自分をつたえよう Let's Share How We Have Grown
生き物の世話 Taking Care of Living Things	
野菜の苗植え Planting Vegetable Seedlings	野菜の苗植え Planting Vegetable Seedlings
	夏野菜の収穫 Harvesting Summer Vegetables
秋野菜の収穫・冬野菜の種まき Harvesting Autumn Vegetables & Planting Winter Crops	
冬野菜の収穫 Harvesting Winter Vegetables	

Color Code:	Integrated in "How we organize ourselves"	Integrated in "How the world works"	Integrated in "How we express ourselves"
Stand-Alone (not integrated)	Integrated in "Sharing the planet"	Integrated in "Where we are in place and time"	Integrated in "Who we are"

Math Curriculum

Japanese National Curriculum (MEXT)

1 ひょうとグラフ Tables and Graphs	表とグラフのかき方, 資料の整理 <ひょう, グラフ> How to draw tables and graphs, organizing data <Table, Graph>
2 たし算とひき算 Addition and Subtraction	(2桁)+(1桁)の暗算 Mental arithmetic of (2-digit) + (1-digit) (2桁)-(1桁)の暗算 Mental arithmetic of (2-digit) - (1-digit)
3 時くと時間 Time and Duration	時刻と時間の概念 <時, 分, 時とく, 時間> Concepts of time and duration <Hour, Minute, Time, Duration> 1時間=60分, 1日=24時間 <午前, 午後, 正午> 1 hour = 60 minutes, 1 day = 24 hours <A.M., P.M., Noon>
4 長さ Length	任意単位による長さの測定と普遍単位の必要性 Measuring length using arbitrary units and the need for standard units 長さの普遍単位「cm」「mm」とその関係 Standard units of length: "cm", "mm" and their relationship <cm, センチメートル, mm, ミリメートル, たんい> <cm, centimeter, mm, millimeter, unit> 直線の概念, 複名数と単名数の関係(単位換算) <直線> Concept of a straight line, relationship between compound and simple units (unit conversion) 直線の作図 Drawing straight lines 10cmの量感, 10cmの量感を用いた見積もり Sense of 10 cm, estimating using a sense of 10 cm 長さの簡単な加減計算 Simple addition and subtraction of lengths
5 たし算とひき算のひっ算 (1) Written Addition and Subtraction (1)	(2桁)+(2桁)の筆算(和が2桁) <ひっ算> Written addition of (2-digit) + (2-digit) (sum is 2-digit) 加法の交換法則, 加法の答えの確かめ Commutative property of addition, checking answers in addition (2桁)-(2桁)の筆算(差が2桁, 1桁) Written subtraction of (2-digit) - (2-digit) (difference is 2-digit or 1-digit) 加法と減法の相互関係, 減法の答えの確かめ Relationship between addition and subtraction, checking answers in subtraction
6 100をこえる数 Numbers Over 100	1000までの数の命数法と記数法 <百のくらい> Reading and writing numbers up to 1000 using numeral and place value systems 1000までの数の仕組み, 加法的・相対的な見方 Understanding structure of numbers up to 1000, additive and relative views 1000という数の意味と命数法, 記数法 <千, 1000> Meaning of 1000, its numeral and place value system <Thousand, 1000> 1000までの数の系列, 大小比較 <>, <> Number sequences up to 1000, comparing size of numbers >, < 10, 100を単位とする簡単な加減計算 Simple addition and subtraction using 10 and 100 as units
7 かさ Capacity	任意単位によるかさの測定と普遍単位の必要性 Measuring capacity using arbitrary units and the need for standard units かさの普遍単位「L」「dL」「mL」とその関係 Standard units of capacity: "L", "dL", "mL" and their relationships <L, リットル, dL, デシリットル, mL, ミリリットル> <L, liter, dL, deciliter, mL, milliliter> 1Lの量感, 1Lの量感を用いた見積もり Sense of 1 liter, estimating using the sense of 1 liter

	かさの簡単な加減計算, 単位換算 Simple addition and subtraction of capacities, unit conversion
8 たし算とひき算のひっ算 (2) Written Addition and Subtraction (2)	(2桁)+(2桁)の筆算(和が3桁) Written addition of (2-digit) + (2-digit) (sum is 3-digit) 3口の加法の筆算 Written addition with three terms (3桁)−(2桁), (3桁)−(1桁)の筆算(差が2桁) Written subtraction of (3-digit) - (2-digit), (3-digit) - (1-digit) (difference is 2-digit) (3桁)±(2桁)の簡単な筆算(百の位は不変) Simple written calculations of (3-digit) ± (2-digit) (hundreds place remains unchanged)
9 しきと計算 Expressions and Calculations	加法の結合法則, () の使い方 Associative property of addition, how to use parentheses 等号・不等号を使った式, 等号の意味 Expressions using equal and inequality symbols, meaning of the equal sign
10 かけ算(1) Multiplication (1)	基準量のいくつ分という見方(かけ算の概念) Understanding multiplication as "how many times the reference quantity" (concept of multiplication) かけ算の意味と答えの求め方(累加) <×, かけ算> Meaning of multiplication and how to find the answer (repeated addition) 「倍」の意味, 「倍」という見方, 1倍, 2倍, 3倍 <ばい> Meaning of "times", ways of viewing "times", 1x, 2x, 3x 5の段の九九の構成, 唱え方 Construction and chanting of the 5 times table 2の段の九九の構成, 唱え方 Construction and chanting of the 2 times table 3の段の九九の構成, 唱え方 Construction and chanting of the 3 times table 4の段の九九の構成, 唱え方 Construction and chanting of the 4 times table 「かけられる数」と「かける数」を意識したかけ算の立式 Formulating multiplication expressions with attention to multiplicand and multiplier
11 かけ算(2) Multiplication (2)	6, 7, 8, 9の段の九九の構成, 唱え方 Construction and chanting of the 6, 7, 8, and 9 times tables 1の段の九九の構成, 唱え方 Construction and chanting of the 1 times table かけ算になる問題をつくる活動, 乗法と加法・減法の複合問題 Activities to create word problems that use multiplication Combined problems involving multiplication and addition/subtraction L字型に並んだ物の数を図や式を使って求める問題 Solving problems using diagrams or expressions for L-shaped arrangements of items
12 三角形と四角形 Triangles and Quadrilaterals	三角形, 四角形の概念 <三角形, 四角形> Concepts of triangles and quadrilaterals <Triangle, Quadrilateral> 三角形, 四角形の弁別, 形づくり <辺, ちょう点> Distinguishing and constructing triangle and quadrilateral shapes <Side, Vertex> 直角の概念 <直角> Concept of right angles 長方形, 正方形, 直角三角形の概念 <長方形, 正方形, 直角三角形> Concepts of rectangles, squares, and right-angled triangles <Rectangle, Square, Right-angled Triangle> 長方形, 正方形, 直角三角形の作図, 敷き詰め Drawing and tiling with rectangles, squares, and right-angled triangles
13 かけ算のきまり Rules of Multiplication	九九表づくりと考察 Creating and examining multiplication charts 乗法の交換法則, 結合法則・分配法則の素地 Foundation of multiplication properties: Commutative property, Associative property, Distributive property 簡単な場合の(1位数)×(2位数), (2位数)×(1位数)の計算 Simple calculations of (1-digit) × (2-digit) and (2-digit) × (1-digit)
14 100cmをこえる長さ Lengths Over 100 cm	長さの普遍単位「m」の理解と測定, 1m=100cm <m, メートル> Understanding and measuring length with the standard unit "meter" 1 meter = 100 cm <m, meter>

	1mの量感, 1mの量感を用いた見積もり Sense of 1 meter, estimating using the sense of 1 meter
	長さの簡単な計算 Simple length calculations
15 1000をこえる数 Numbers Over 1000	10000未満の数の命数法と記数法 <千のくらい> Reading and writing numbers less than 10,000 using numeral and place value systems
	10000未満の数の仕組み, 加法的・相対的な見方 Structure of numbers under 10,000, additive and relative views
	10000という数の意味と命数法, 記数法 <一万, 10000> Meaning, numeral, and place value of the number 10,000 <Ten thousand, 10,000>
	10000までの数の系列, 大小比較 Sequences of numbers up to 10,000, comparing sizes of numbers
16 はこの形 Box Shapes	箱の観察, 箱の面の写し取り <面> Observing boxes and tracing their surfaces
	厚紙, ひごを使った箱の形づくり Making box shapes using thick paper or sticks
17 分数 Fractions	具体物を半分にする活動 Activities involving dividing objects in half
	1/2, 1/4, 1/3などの分数の概念 <1/2, 1/4, 1/3, 分数> Concepts of 1/2, 1/4, 1/3, etc. <1/2, 1/4, 1/3, Fraction>
	おかしの数 の 1/2や1/3を考える問題, 分数と乗法の相互関係の素地 Problems involving half or one-third of a number of snacks Foundation of the relationship between fractions and multiplication

Integration:

Teachers usually follow the progression provided above, and all chapters are integrated into units of inquiry whenever possible. 担任は通常、この学習の流れに沿って授業を行い、可能な限りすべての単元を探究の単元に関連・統合しています。

English Curriculum

Common Core ELA Standards

Reading: Literature	RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Informational	RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills	RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. RF.2.3c: Decode regularly spelled two-syllable words with long vowels. RF.2.3d: Decode words with common prefixes and suffixes. RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f: Recognize and read grade-appropriate irregularly spelled words. RF.2.4: Read with sufficient accuracy and fluency to support comprehension. RF.2.4a: Read grade-level text with purpose and understanding. RF.2.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening	SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.2.1b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
Language	L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1a: Use collective nouns (e.g., <i>group</i>). L.2.1b: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). L.2.1c: Use reflexive pronouns (e.g., <i>myself, ourselves</i>). L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1f: Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2a: Capitalize holidays, product names, and geographic names. L.2.2b: Use commas in greetings and closings of letters. L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives. L.2.2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). L.2.2e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3a: Compare formal and informal uses of English L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). L.2.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). L.2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). L.2.4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a: Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). L.2.5b: Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

Integration:

The following objectives outline the expected learning outcomes by the end of each grade level. Teachers plan their yearly programs to address these objectives at appropriate times throughout the school year, integrating them into Units of Inquiry whenever possible.

As most of our students are non-native English speakers, progress toward these objectives varies according to individual language development. While some students may not fully achieve every objective within the grade level, all students are supported and encouraged to work toward these goals at their own pace as part of their ongoing language growth.

各学年の目標は、その学年の終わりまでに身につけることを目指す学習の成果を示しています。

先生たちは年間を通して、これらの目標を学ぶ時期を考えながら計画を立て、できるだけ探究の単元(Unit of Inquiry)の中に組み込んで学習を進めます。

本校の児童の多くは英語を母語としないため、目標の達成までの進み方には個人差があります。

学年の終わりまでにすべての目標を達成できないこともありますが、どの児童も自分のペースで目標に向かって努力できるよう、先生たちは丁寧にサポートしています。



Socio-Emotional Learning (SEL)

Second Step® Elementary

Unit 1: Growth Mindset & Goal-Setting	How to Get Good at Something What Mistakes Tell Us Helpful and Unhelpful Thoughts We Can Change Our Thoughts Performance Task: Learn and Get Better
Bullying Prevention Unit (BPU)	Class Rules Recognizing Bullying Reporting Bullying Refusing Bullying Bystander Power
Unit 2: Emotion Management	Feeling Proud Feeling Disappointed Help Yourself Feel Better Different Feelings Performance Task: How Do You Feel?
Unit 3: Empathy & Kindness	What's Empathy? Empathy in Action Having Empathy Empathy at School Performance Task: Empathy and Kindness
Unit 4: Problem-Solving	The Way to Say a Problem Thinking of Solutions Which Solution? What Would I Want? Performance Task: Be a Problem-Solver
Child Protection Unit (BPU) *from SY2026-27	Ways to Stay Safe The Always Ask First Rule Safe and Unsafe Touches The Touching Rule Practicing Staying Safe Reviewing Safety Skills

**Weekly lessons are taught at the beginning of each week, and skills learned are reviewed and practiced during the week.*

P.E. Curriculum

Japanese National Curriculum (MEXT), Grades 1 and 2

体づくりの運動遊び Body Movement Play	体ほぐしの運動遊び Relaxation exercises 多様な動きをつくる運動遊び Movement play for developing diverse motions
器械・器具を使つての運動遊び Exercise Play Using Equipment and Apparatus	固定施設を使った運動遊び Exercise play using fixed structures マットを使った運動遊び Exercise play using mats, practice rolling in various directions, supporting the body with hands, and performing rotations. 鉄棒を使った運動遊び Exercise play using the horizontal bar 跳び箱を使った運動遊び Exercise play using the vaulting box
走・跳の運動遊び Running and Jumping Play	走の運動遊び Running play 跳の運動遊び Jumping play
水遊び Water Play	水の中を移動する運動遊び Movement play in water もぐる・浮く運動遊び Diving and floating play
ゲーム Games	ボールゲーム Ball games 鬼遊び Tag games
表現リズム遊び Expressive Rhythm Play	表現遊び Expressive play リズム遊び Rhythm play