



Curriculum Information
PRIMARY 2

M AVIS

TUTORIAL CENTRE

LEARN INSPIRE ACHIEVE

Why Choose Mavis?



1. Mavis PRO

> *Never Miss a Lesson Again*

Physical Lessons - Stay engaged with in-person learning

Recorded Lessons - All recorded lessons available for the whole year

Online Lessons - Learn from anywhere



2. Mavis Connect

> *Stay Connected, Stay Informed*

Students - Access past lesson records, submit assignments, watch recorded lessons and download lesson materials

Parents - Track lesson records, monitor attendance, receive teacher feedback, and make secure payments



3. Oral AI Companion

> *A revolutionary way to practise oral*

Structured Syllabus - Topics from basic to advanced levels

Simplified Learning - Complex topics broken down into bite-sized sections for better understanding



4. Learning Kits

> *Hands-on Learning for Stronger Grasp of Concepts*

Interactive Tools - Learning kits, like microscope, math manipulatives and calligraphy set, make lessons more engaging



5. Mavis Miles Rewards Programme

> *Rewarding Effort, Recognising Excellence*

Motivational Learning - Inspires students to participate actively and strive for excellence

Academic Achievement - Be recognised for strong academic



HEAR FROM OUR STUDENTS



'O' LEVELS 9A's

"Mavis provided us with **targeted questions**, which really helped me **focus on my weaker topics**. As a result, my Maths grade **improved from a C6 to an A1**. The teachers at Mavis also went to great lengths to ensure **everyone enjoyed class**, which made learning feel a lot easier."

KENNETH LEE

PSLE 4A1's

"Mavis gave me the **confidence** to excel in my PSLE, as the teachers were very **supportive** and provided plenty of **targeted practice**. They also took time out of their own schedules to give us **extra lessons**, which helped us feel more prepared."

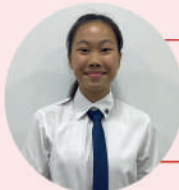
KOH TIEN YOUNG



'O' LEVELS 8A's

"I think that ultimately it is the teachers at Mavis that gave me the support needed to do well in my 'O' Levels, whenever I see them **putting their best effort to teach us**, it makes me want to **strive harder** and do my best."

FREYANN LEE



PSLE 4A1's

"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries**, and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready to answer my questions."

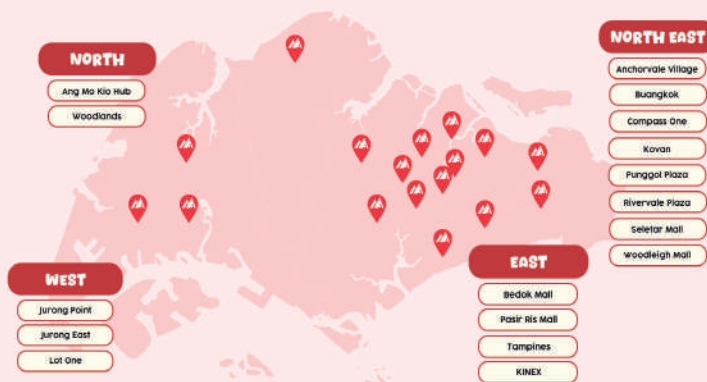
GUO XINYAO



MavisPRO

Never Miss a Lesson Again!

Physical **R**ecorded **O**nline
Lessons Lessons Lessons



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SUBJECTS OFFERED FOR PRIMARY 2 STUDENTS

Dear Parents,

Thank you for your interest in Mavis Tutorial Centre.

Since 1986, we have been dedicated to delivering exceptional education, equipping students with the knowledge, skills, and confidence to excel in crucial exams such as the PSLE, SEC examinations, and GCE 'A' Levels. Our carefully structured curriculum focuses on deep subject understanding, empowering students to perform confidently and achieve excellence in their examinations. Beyond academic success, we are committed to creating an engaging learning environment where active participation and enjoyment are at the forefront, guided by our experienced and engaging tutors.

We offer a variety of courses for our Primary 2 students:

- English
- The Write Stuff (TWS)
- Mathematics
- Chinese



THE MAVIS EXPERIENCE



- Nov** **Lessons commence**
Give your child a head start and build confidence early.
- Dec** **Supplementary Home-Based Learning Lessons**
Keep learning consistent, even during the holidays.
- Feb** **Term 1 Revision**
Reinforce foundational knowledge for a stronger Term 2.
- Apr** **Mid-Year Revision**
Consolidate learning from the first half of the year.
- May** **Supplementary Home-Based Learning Lessons**
Recap and build on what they have learnt to maintain momentum.
- Aug** **Term 3 Revision**
Revisit key concepts to build deeper understanding.
- Sep** **End-of-Year Revision**
Strengthen learning and wrap up the year with confidence.



“ KEY FEATURES OF OUR PROGRAMME ”

MAVISPRO

- Offer flexible options to attend lessons in-person or online
- Enable students to revisit recorded lessons anytime for revision
- Support self-paced revision and concept reinforcement

COMPREHENSIVE WEEKLY LEARNING RESOURCES

- Align with the latest MOE syllabus
- Deliver consistently to support steady progress
- Strengthen foundational understanding

EXPERIENTIAL LEARNING

- Engage students through hands-on activities
- Make learning interactive and enjoyable
- Deepen understanding through active participation

REVISION MATERIALS

- Reinforce key academic concepts
- Train students in effective answering techniques
- Prepare students for exam success

EXTRA SUPPORT

- Include past-year examination papers & AI quizzing
- Provide additional practice opportunities
- Familiarise students with real exam formats



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PRIMARY 2

ENGLISH

**THE WRITE STUFF
(TWS)**



PRIMARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. acquire and apply four key language skills
2. strengthen knowledge in grammar & vocabulary

1

LISTENING SKILLS



Comprehending and interpreting spoken language

2

SPEAKING SKILLS



Communicating through verbal expression and articulation

3

READING SKILLS



Understanding variety of texts, analysing literal and inferential meaning

4

WRITING SKILLS



Expressing thoughts and ideas through written communication

CLASSES OFFERED



English Class
Grammar
Vocabulary
Comprehension



TWS Class
Listening
Oral
Writing





P2 ENGLISH CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Comprehensive weekly worksheets

- closely aligned with the latest MOE syllabus
- establish strong foundation in different components

Key feature 2



Regular updates on current affairs

- broaden general knowledge
- strengthen understanding of various contexts

Key feature 3



Bite-sized assessments to build content mastery

- revision papers/booklets featuring commonly tested questions & essential concepts

OUR CURRICULUM

HOW WILL STUDENTS BENEFIT



GRAMMAR



- master grammar rules
- learn to identify & avoid common mistakes
- analyse & annotate keywords

VOCABULARY



- expand vocabulary proficiency
- understand connotations & applications

COMPREHENSION



- develop close reading & analytical skills
- learn precise answering techniques



SNIPPETS OF OUR CURRICULUM

Grammar:

For each question, write the answer (1, 2, 3 or 4) in the brackets provided.

1. Have you tried baking a cake on _____ own?

- (1) it
- (2) her
- (3) your
- (4) their

(3)

2. Have you seen Geraldine's book? _____ is looking for it.

- (1) We
- (2) She
- (3) You
- (4) They

(2)

3. The children fell off their bicycles in the park.

- (1) in *accidentally come off/*
- (2) off *be thrown off*
- (3) down
- (4) across

(2)

4. My ^{plural} friends _____ to sing.

- (1) like
- (2) likes
- (3) liked
- (4) liking

(1)

5. *When asking about a single, unknown thing* What _____ *present tense* making her nervous now?

- (1) is } *present tense*
- (2) are }
- (3) was } *past tense*
- (4) were }

(1)



SNIPPETS OF OUR CURRICULUM

Grammar:

Conjunctions are **joining words**. Conjunctions link other words, phrases, or clauses together. Without conjunctions, multiple short sentences will have to be used to express complex ideas.

Examples:

Same idea
I like to watch movies. I like to play video games. I do not like to exercise.
I like to watch movies and play video games, but I do not like to exercise.

Fill in the blanks with the right conjunctions.

1. I can speak Korean and (and, but, either) Japanese. *Same idea*
2. You must close the door of the cage or (nor, or, and) the bird will fly away. *Outcome*
3. You must hurry or (either, or, nor) you will miss the train. *Outcome*
4. Tommy is afraid of heights but (because, or, but) he tried mountain-climbing anyway. *Show contrast*
5. Either (Although, Because, Either) Timothy or (or, nor, and) Zheng Wei will teach you how to solve that puzzle. *only one of them will do it*
6. You must keep quiet or (neither, as, or) you will have to leave the room. *Outcome*
7. She opened the cupboard and (though, and, but) took out a very large book. *add information*
8. He wanted to buy some groceries but (but, neither, because) the supermarket was closed. *Show contrast*





P2 TWS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Develop relevant content & expand vocabulary

- think creatively to make essays more engaging
- respond thoughtfully to make conversations more dynamic

Key feature 2



Improve writing & communication skills

- gain exposure to a wide variety of genres
- articulate ideas clearly
- capture the audience's attention

Key feature 3



Personalised feedback from teachers

- emphasise strengths
- provide actionable steps for areas needing improvement
- monitor progress



- Follow a theme for each learning cycle
- Provide ample practice & hold discussions based on themes relevant to recent exam trends



SNIPPETS OF OUR CURRICULUM

Oral Communication

Reading Aloud (10 marks)

- **Expression** – Vary your tone to match the events in the passage. When reading dialogue, aim to convey the emotions of the speaker.
- **Clear articulation** – Focus on pronouncing the beginning and ending sounds of each word, especially with multi-syllabic words. Ensure each syllable is distinct and avoid mumbling.
- **Fluency** – Read smoothly, without unnecessary pauses or hesitation.
- **Appropriate speed** – Avoid reading too quickly, as this can affect clarity. Maintaining an appropriate pace will help prevent stumbling over words and making unnecessary mistakes.

It was Saturday morning. The sun peeked through the curtains as Emma jumped out of bed. She brushed her teeth quickly and ran to the living room.

"Mum, can I help with the chores today?" she asked cheerfully.

Her mother smiled. "Of course! Could you sweep the floor while I do the laundry?"

Emma nodded and picked up the broom. She carefully swept the floor, making sure she didn't miss any corners. After that, she folded the clean clothes neatly and placed them on the sofa.

Her little brother clapped. "You're so fast!" he said.

When they were done, Mum gave Emma a big hug. "Thank you for helping," she said.

Emma beamed with pride. She felt happy to make her home clean and tidy.

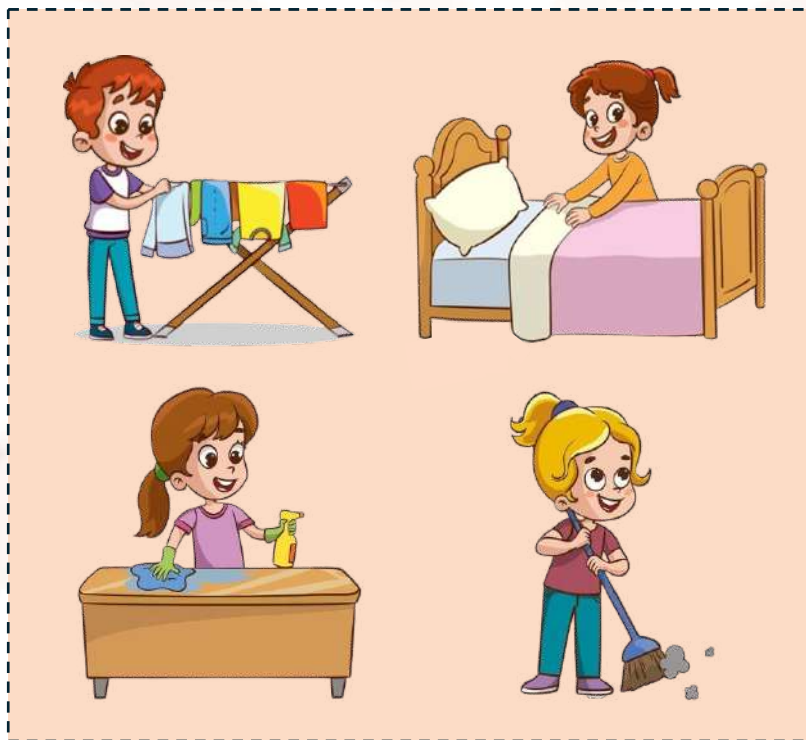


SNIPPETS OF OUR CURRICULUM

Oral Communication

Stimulus Based Conversation (10 marks)

- **Giving a personal response to the question prompts** – Share your opinions and feelings about the topic.
- **Providing reasons for your choices** – Include necessary details to justify your statements and demonstrate your ability to support your opinions.
- **Sharing insights** – Offer fresh perspectives and showcase your ability to think critically and deeply about the questions.
- **Including relevant personal experiences** – For instance, if the prompt is about being a good neighbour, share your own experiences or highlight how someone in your neighbourhood exemplifies this quality.
- **Making eye contact with the examiner while speaking** – Show confidence and engagement during your response.



SNIPPETS OF OUR CURRICULUM

Oral Communication (continued)

Question Prompts:

- (a) Look at the pictures. What is each child doing?
- (b) Do you help with chores at home? What chores do you do?
 - Which chore is the easiest for you, and which one is the hardest? Why?
- (c) Why is it important for children to help with chores?
 - Do you think children should get rewards for doing chores? Why or why not?

For every question, follow the structure below. State your opinion and provide at least two reasons to support it. Include a personal response to express your thoughts and feelings.

Composition Writing:

Writing Skills – Simile:

A simile uses 'like' or 'as' to make a comparison. Authors use similes to make their writing more descriptive or vivid.

Instead of writing:

Ryan and I are best friends.

The author could use a simile:

Ryan and I are like two peas in a pod.

Two peas in a pod are close together.

The author and Ryan are close friends.

The simile helps the reader understand their friendship.

Create a simile by completing each comparison below.

1. The water was as hot as an oven / a raging fire / a frying pan.
2. Her eyes shone like diamonds / stars in the night sky / precious gems.
3. The chocolate was as sticky as a fly trap / jam / caramel / melted marshmallows.
4. The flamingo stands like a graceful ballerina / a statue / a soldier at attention.



SNIPPETS OF OUR CURRICULUM

Model Composition:



It was a glorious Saturday morning. Mavis Primary School was having its Annual Sports Day at Marina Indoor Stadium. Excitement filled the air as all the pupils and parents arrived. All the participants got ready and recited the Sports Day pledge.

read aloud

Soon, the first running event was started by the principal, Mr Ng. Everybody was cheering the participants on! Andy, on the other hand, was like a cat on hot bricks. It was going to be his turn to run soon! He was worried that he might not win for his team and they would be angry at him.

Simile

Finally, it was Andy's turn to run. He ran as fast as his legs could carry him. He wanted to outrun everybody and win. He started sprinting even faster! Out of the blue, Andy tripped and fell! Everybody stopped in their tracks.

A few teachers ran up to Andy. Both his knees were bleeding profusely. They carried him on a stretcher to the First Aid Room in the stadium. Andy could not continue the race. A teacher told him that he should not be so competitive and he should always have fun in the things he does. Although Andy did not finish the race, his team still won the first prize. From that day onwards, Andy became less competitive and always had fun in the things he did.

→ End with a lesson/reflection

Words/phrases incorporated into the composition:			
glorious	<i>Wonderful</i>	excitement filled the air	<i>Show eager anticipation & enthusiasm</i>
<i>(anxious)</i>	like a cat on hot bricks	unable to sit still	as fast as his legs could carry him
out of the blue	<i>Completely unexpected</i>	stopped in their tracks	<i>Stopped running</i>
bleeding profusely	<i>bleeding a lot</i>	competitive	<i>Wanting very much to win</i>

OR

- felt butterflies in his stomach
- he was on edge
- felt a knot of anxiety in his chest

OR

- ran as fast as a cheetah
- ran at lightning speed
- sped like a bullet
- ran like wind



PRIMARY 2

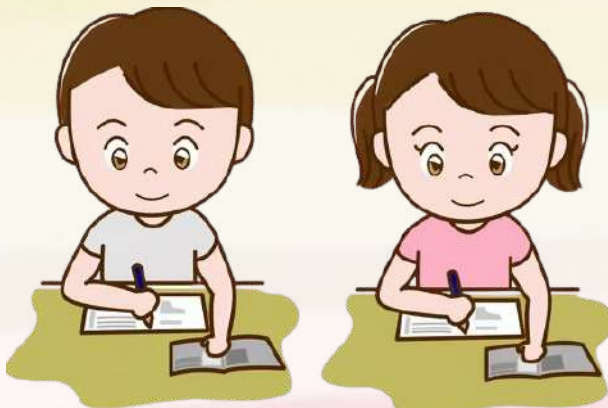
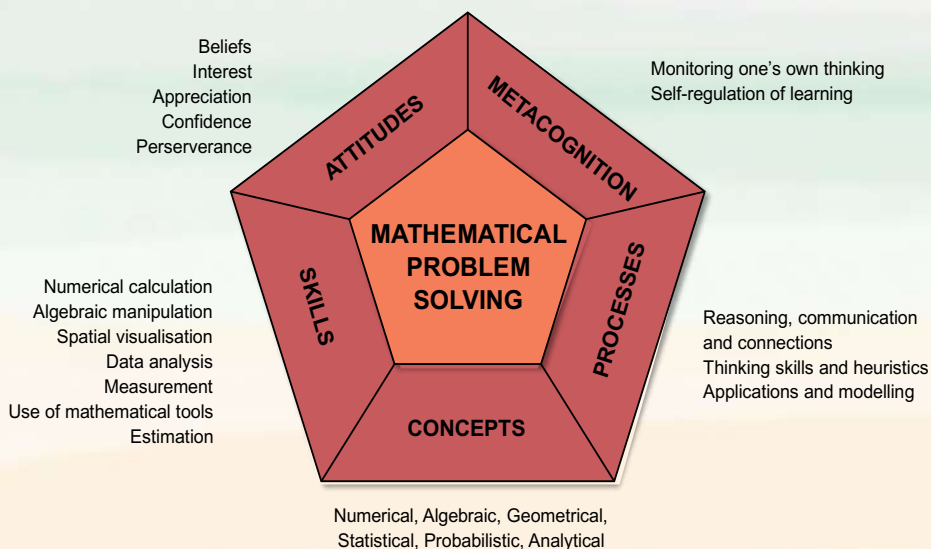
MATHEMATICS



PRIMARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. acquire and apply mathematical concepts and skills
2. develop critical thinking, reasoning and problem-solving skills
3. build confidence and cultivate interest in Mathematics





P2 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Step-by-step approach in our structured curriculum

- closely aligned with the latest MOE syllabus
- build a strong foundation & apply skills to solve questions

Key feature 2



Wide exposure to various types of heuristic questions

- learn to identify key cues, recognise concepts & solve word problems more efficiently

Key feature 3



Targeted revision materials to reinforce understanding

- revision papers/booklets featuring commonly tested questions & essential concepts



Numbers

- Numbers up to 1000
- Addition & Subtraction
- Multiplication & Division
- Fractions
- Money



Measurement & Geometry

- Length
- Mass
- Volume
- Time
- 2D & 3D shapes



Statistics

- Picture Graphs with scale

TOPICS COVERED



LEARNING JOURNEY FOR MATHEMATICS

2. Math Learning Kits

- reinforce key concepts
- enhance problem-solving skills
- facilitate engaging & effective learning

3. Revision Worksheets/Booklets*

- cover targeted & essential content
- practise non-routine questions
- improve speed & accuracy

1. Topical Worksheets*

- master the fundamentals
- tackle short-answer questions
- learn & apply heuristics

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE
EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL!



SNIPPETS OF OUR CURRICULUM

Questions on Addition & Subtraction:

Eg: 4 tens → 40
5 tens → 50

1.3.1 Example:

★ When you see the word "tens", add a zero at the back.

★ Use workings to add when the number is too big.

1.	Add the numbers (+) The <u>sum</u> of <u>73 tens</u> and 4 tens 5 ones is _____. 730 40 + 5 = 45 730 + 45 = 775 <table border="1"> <thead> <tr> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>0</td> </tr> <tr> <td>+</td> <td>4</td> <td>5</td> </tr> <tr> <td>7</td> <td>7</td> <td>5</td> </tr> </tbody> </table> Ans: 775	hundreds	tens	ones	7	3	0	+	4	5	7	7	5
hundreds	tens	ones											
7	3	0											
+	4	5											
7	7	5											
2.	minus (-) Subtract 145 <u>from</u> 325. The answer is _____. smaller bigger 325 - 145 = 180 <table border="1"> <thead> <tr> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>5</td> </tr> <tr> <td>-</td> <td>1</td> <td>4</td> </tr> <tr> <td>1</td> <td>8</td> <td>0</td> </tr> </tbody> </table> Ans: 180	hundreds	tens	ones	3	2	5	-	1	4	1	8	0
hundreds	tens	ones											
3	2	5											
-	1	4											
1	8	0											
3.	minus (-) The <u>difference</u> between <u>83 tens</u> and <u>211</u> is _____. bigger smaller 830 - 211 = 619 <table border="1"> <thead> <tr> <th>hundreds</th> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>0</td> </tr> <tr> <td>-</td> <td>2</td> <td>1</td> </tr> <tr> <td>6</td> <td>1</td> <td>9</td> </tr> </tbody> </table> Ans: 619	hundreds	tens	ones	8	3	0	-	2	1	6	1	9
hundreds	tens	ones											
8	3	0											
-	2	1											
6	1	9											



SNIPPETS OF OUR CURRICULUM

Questions on Multiplication & Division:

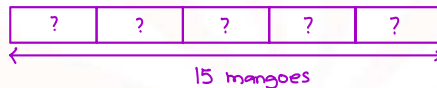
1.5.1 Example:

1. Elise placed 5 mangoes on each of the 3 plates. She was given 2 more plates and wanted to rearrange the mangoes equally on all the plates. How many mangoes would there be on each plate now? 3 groups of 5 mangoes add (+)
divide (÷)



$$\begin{aligned}\text{Total number of mangoes} &\rightarrow 3 \times 5 \\ &= 15\end{aligned}$$

$$\begin{aligned}\text{Number of plates in the end} &\rightarrow 3 + 2 \\ &= 5\end{aligned}$$



$$\begin{aligned}\text{Number of mangoes on each plate} &\rightarrow 15 \div 5 \\ &= 3\end{aligned}$$

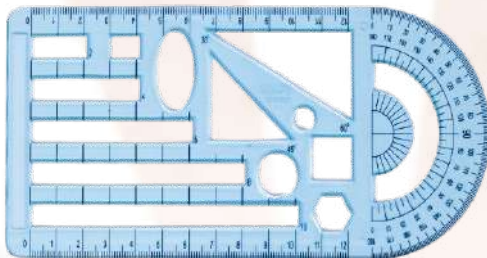
There would be 3 mangoes on each plate now.

Ans: 3



SNIPPETS OF OUR CURRICULUM

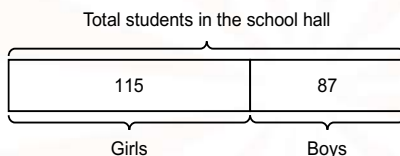
Math Learning Kits



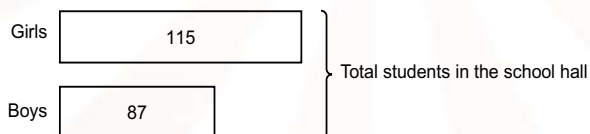
STENCIL RULER

In Primary 2, you will be learning to draw part-whole models and comparison models. The stencil ruler is designed to help you draw models quickly and accurately.

Example of a **part whole model**:



Example of a **comparison model**:



* When drawing comparison models, it is important that the models have the **same starting point**.



SNIPPETS OF OUR CURRICULUM

Example Question 1:

There are 74 red balls and 38 blue balls. How many balls are there altogether?

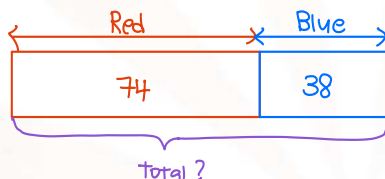
↪ find the total

Thought process:

1. Identify the parts: 74 red balls and 38 blue balls.
2. Identify the whole: T otal number of balls.
3. Draw a part-whole model.

- The model representing red balls should be longer. → more red balls than blue balls

4. Fill in the data into the model and solve the question.



$$\begin{array}{l} \text{Total} \longrightarrow 74 + 38 \\ = 112 \end{array}$$

Hundreds	Tens	Ones
1	7	4
+	3	8
1	1	2

There are 112 balls altogether.

Answer: 112



SNIPPETS OF OUR CURRICULUM

Example Question 2:

At a baseball game, there were 318 children. There were 125 more adults than children. How many people were there at the baseball game altogether?

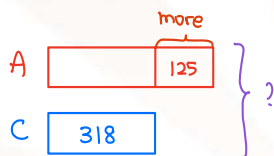
Thought process: *find the total*

1. Identify comparison words such as 'more than' and 'less than'.
2. Circle the correct answer.

The model representing the adults should be longer than / shorter than) the model representing the children.

more adults than children

3. Fill in the data into the model and solve the question.



$$\begin{aligned} \text{Adults} &\longrightarrow 318 + 125 \\ &= 443 \end{aligned}$$

$$\begin{aligned} \text{Total} &\longrightarrow 443 + 318 \\ &= 761 \end{aligned}$$

There were 761 people at the baseball game altogether.

Hundreds	Tens	Ones
3	1	8
+ 1	2	5
4	4	3

Hundreds	Tens	Ones
4	4	3
+ 3	1	8
7	6	1

Answer: 761



PRIMARY 2

CHINESE



PRIMARY CHINESE

The MOE Chinese Curriculum aims to enable students to:

1. foster communication & cognitive skills
2. become proficient users of Chinese in everyday context
3. enhance connection to the Chinese Language and culture

课程总目标 Main Objectives



培养语言能力

Language Skills Development

方法与习惯，态度与情感，知识与技能

01



培养通用能力

General Competency Development

思维能力，学习能力，社交与情绪管理能力，资讯科技运用能力

02



培养人文素养

Humanistic Qualities Development

价值观，华族文化，新加坡本土文化，跨文化

03





P2 CHINESE CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Build strong foundation (progressive learning)

- expand vocabulary
- master grammar & sentence structures

Key feature 2



Targeted answering techniques

- identify keywords to break down questions & organise answers

Key feature 3



Fun activities & stories to aid in learning

- cultivate interest & foster deeper appreciation for Chinese culture



SNIPPETS OF OUR CURRICULUM

完成句子:

选出正确的句子，并把对应的数字写在括号里。

	dài	hóspítal	yī yuàn	doctor
1.	妈妈带他去	医院	看	医生
2.	所以	在屋外	种了几棵	果树
3.	天已经	黑	了	sky is getting dark
4.	朋友向	我	道谢	thank
5.	校	车	上	有很多学生
6.	所以	在屋外	种了几棵	大树

School bus

1. 婆婆喜欢吃水果。 (2)
2. 弟弟生病了,。 (1)
3. , 我们赶快搭巴士回家吧! (3)
4. , 司机叔叔开车要小心。 (5)
5. 我帮朋友做事,。 (4)



SNIPPETS OF OUR CURRICULUM

词语选择:

选出正确的词语，并写在横线上。

quickly/hurriedly liánmáng 1. 连忙	think/feel juéde 2. 觉得	pull/hold 3. 拉	become 4. 成了	bee mìfēng 5. 蜜蜂
shuā 6. 玩耍 play	diēdǎo 7. 跌倒 fell down	lǐ 8. 粒 grain	shōushi 9. 收拾 clean/pack	10. 足球 football

- 小花和小明在操场上踢足球。
field Kick
- 看见王老师来了，同学们连忙站起来。
Stand
- 弟弟跑得很快，不小心跌倒了。
was running very fast
- 姐姐把家里收拾干净，再请朋友来做客。
clean invite visit
- 他拉着妈妈的手走回家。



Contact Us Today



Opening Hours & Locations



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