MARINA INTERNATIONAL SCHOOL
MATHEMATICS SCHEME OF WORK
YEAR 2 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Counting to 100.	To count numbers up to 100 using concrete objects: counting up by ones and tens.
1.2	Recite, read and write number names and whole numbers	To recite, read and write number names and whole numbers (from 0 to 100).
1.3	– Place Value.	To understand each digit in a number has its own value.
1.4	Comparing Numbers. WEEK 1.5 – Number Bonds	To be able to compare numbers using place-value knowledge gained from previous lessons. WEEK 1.5 : To use the number bond strategy to deepen understanding of place value.
2.1	– Number Patterns.	To count in ones and tens; to introduce boundary crossing using tens and ones.
2.2	– Number Patterns	To recognise and describe patterns with more complex numbers, in particular 3 and 5. To use place-value knowledge to think about the effects of each digit in a number.
2.3	Even and odd numbers.	To recognise the characteristics of even and odd numbers (from 0 to 100
2.4	Ordinal numbers. WEEK 2.5 : Round 2-digit numbers to the nearest 10.	To recognise and use ordinal numbers. To round 2-digit numbers to the nearest 10. WEEK 2.5 :
3.1	– Simple Adding.	To be able to add a 1-digit number to a 2-digit number without regrouping the ones.
3.2	Simple Adding.	To add tens by recognising its relationship to adding ones.

WEEK	TOPIC	TOPIC DETAILS
3.3	Simple Adding.	To add with tens and ones where the ones are both more than zero. WEEK 3.5 : To add 1-digit numbers to a 2-digit number resulting in renaming of ones.
3.4	Simple Adding. WEEK 3.5 : – Adding with Renaming.	To add with tens and ones where the ones are both more than zero. WEEK 3.5 : To add 1-digit numbers to a 2-digit number resulting in renaming of ones.
4.1	Adding with Renaming.	To add two 2-digit numbers where renaming is expected.
4.2	Simple Subtracting.	To subtract ones from a 2-digit number.
4.3	– Simple Subtracting.	To subtract 2-digit multiples of 10 from 2-digit multiples of 10.
4.4	– Simple Subtracting. WEEK 4.5 : – Simple Subtracting.	To subtract tens from a 2-digit number with the ones being more than zero. WEEK 4..5 : To subtract a 2-digit number by another 2-digit number.
5.1	Subtracting with Renaming.	To subtract a 2-digit number by a 1-digit number with renaming.
5.2	– Subtracting with Renaming.	To subtract a 2-digit number by another 2-digit number where renaming has to occur.
5.3	Solving word problems.	To use subtraction to solve word problems.
5.4	Multiplication as Equal Groups. WEEK 5.5 : 2 Times Table.	To realise that multiplication is the same as repeated addition with equal groups. WEEK 5.5 : To focus on understanding and learning the 2 times table.
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.4	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE

WEEK	TOPIC	TOPIC DETAILS
7.1	2 Times Table.	To use concrete materials and pictorial representations to multiply by 2.
7.2	– 5 Times Table.	To cover the basics of the 5 times table and to highlight multiplication visually as equal groups.
7.3	– 5 Times Table	To recall and use the 5 times table.
7.4	– 10 Times Table. WEEK 7.5 : – 10 Times Table.	To introduce the 10 times table by focusing on the numbers found in the 10 times table. WEEK 7.5 : To look at the 10 times table in more detail by looking at patterns and relationships.
8.1	Multiplying by 2, 5 and 10.	To investigate links between the 2, 5 and 10 times tables. To understand commutative law.
8.2	Multiplying by 2, 5 and 10.	To use knowledge of the 2, 5 and 10 times tables to further investigate commutative law.
8.3	Solving Word Problems.	To use the 2, 5 and 10 times tables to solve word problems.
8.4	MID-TERM BREAK WEEK 8.5 : MID-TERM BREAK	MID-TERM BREAK WEEK 8.5 : MID-TERM BREAK
9.1	– Grouping.	To understand that grouping is a way of dividing.
9.2	Sharing.	To be able to divide by sharing an amount.
9.3	Dividing by 2.	To be able to divide by 2. The two strategies used here are splitting into groups of x and splitting into equal groups of many.
9.4	Dividing by 5. WEEK 9.5 : Dividing by 10.	To be able to divide by 5 and identify links with multiplying by 5. WEEK 9.5 : To be able to divide by 10 and identify links with multiplying by 10.
10.1	Multiplication and Division	To use multiplication and division skills to identify family facts in a number sentence.
10.2	Solving Word Problems.	To understand and solve word problems which require the use of the multiplication and division skill.
10.3	Solving Word Problems.	To understand and solve word problems which require the use of the multiplication and division skill.

WEEK	TOPIC	TOPIC DETAILS
10.4	Writing Amounts of Money. WEEK 10.5 : – Counting Money.	To identify standard UK coins and notes and write their names. WEEK 10.5 : To count notes in sequences of 5 and 10; to recognise the value of notes by appearance.
11.1	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.2	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.3	ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO
11.4	ACROSS THE BOARD TEST TWO WEEK 11.5 : ACROSS THE BOARD TEST TWO	ACROSS THE BOARD TEST TWO WEEKK11.5 : ACROSS THE BOARD TEST TWO
12.1	Counting Money.	To count coins in sequences of their value; to recognise the value of coins by appearance.
12.2	– Counting Money.	To represent amounts of money using coins and notes; to count coins and notes using their denominations.
12.3	– Showing Equal Amounts of Money.	To create equal amounts of money using different coins.
12.4	Exchanging Money. WEEK 12.5 : Comparing Amounts of Money.	To exchange denominations of money for different coins. WEEK 12.5 : To compare different amounts of money using coins.
13.1	Calculating Total Amount.	To add money together to determine the total amount.
13.2	Calculating Change.	To calculate change from £100 or less; to use the bar model approach to represent amounts of money.
13.3	Solving Word Problems.	To solve more complex word problems using bar modelling as a primary method.
13.4	Review of terms work. WEEK 13.5 : Review of terms work.	Review of terms work. Review of terms work. WEEK 13.5 :
14.1	Review of terms work.	Review of terms work.

WEEK	TOPIC	TOPIC DETAILS
14.2	Review of terms work.	Review of terms work.
14.3	Review of terms work.	

MATHEMATICS SCHEME OF WORK
YEAR 2 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Unit of time	To order and compare units of time (seconds, minutes, hours, days, weeks, months and years).
1.2	Recording time	To read and record time to five minutes in digital notation (12-hour) and on analogue clocks.
1.3	Telling and Writing Time.	To tell time to 5-minute intervals and to the hour.
1.4	– Sequencing Events. WEEK 1.5 : Drawing Clock Hands.	To sequence events of the day by looking at analogue clocks and pictures. WEEK 1.5 : To draw hands on an analogue clock to show the correct time.
2.1	Finding Durations of Time.	To find the duration of time using an analogue clock in 30- and 60-minute intervals.
2.2	Finding Durations of Time.	To find the ending of a duration of time from different 5-minute starting points.
2.3	– Finding Ending Times.	To find the ending time in intervals of 5 minutes from delayed starts.
2.4	Finding Starting Times. WEEK 2.5 : – Finding Starting Times.	To find the starting time from 30-minute and 1-hour interval durations. WEEK 2.5 : To find the start of multiple durations of time using a common end time.
3.1	Comparing Time.	To compare durations of time from the least amount to the most amount of time and vice versa.
3.2	Solving word problems.	To use time to solve word problems.

WEEK	TOPIC	TOPIC DETAILS
3.3	Calendars.	To learn key features and structures from the calendars, linking this to their knowledge of the number of days in a week, month and year.

WEEK 3.5 : To reason and problem solve using their knowledge of the structure of calendars and units of time |
| 3.4 | Calendars. WEEKK 3.5 : Calendars. | To learn key features and structures from the calendars, linking this to their knowledge of the number of days in a week, month and year.

WEEK 3.5 : To reason and problem solve using their knowledge of the structure of calendars and units of time |
4.1	Calendar word problems.	To solve word problems revolving around reading and understanding a monthly calendar.
4.2	2D shapes	To Identify, describe, sort, name and sketch 2D shapes by their properties, including reference to regular polygons, number of sides and vertices. Recognise these shapes in different positions and orientations.
4.3	Identifying Sides.	To identify the number of sides on basic 2-D shapes.
4.4	– Identifying Vertices. WEEK 4.5: Identifying Lines of Symmetry.	To identify and count the vertices in regular polygons.

WEEK4.5 : To identify lines of symmetry in basic 2-D shapes |
5.1	– Making Figures.	To construct shapes using pattern blocks that have lines of symmetry.
5.2	Sorting Shapes.	To sort shapes based on number of sides, vertices and other factors.
5.3	Drawing Shapes.	To draw shapes using square grid and dot grid paper; to copy shapes from sight using grid paper.
5.4	– Making Patterns.	To recognise patterns of familiar shapes and colours of up to three objects.
6.1	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.2	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE

WEEK	TOPIC	TOPIC DETAILS
6.3	ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE
6.4	ACROSS THE BOARD TEST ONE. WEEK 6.5 : ACROSS THE BOARD TEST ONE	ACROSS THE BOARD TEST ONE WEEK 6.5 : ACROSS THE BOARD TEST ONE
7.1	Describing Patterns.	To describe patterns using ordinal numbers and shape names.
7.2	Moving Shapes.	To move shapes on a square grid from one position to another using common language.
7.3	Turning Shapes.	To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.
7.4	Recognising Three-Dimensional Shapes. WEEK 7.5 : – Describing Three-Dimensional Shapes.	To recognise 3-D shapes by identifying their properties. WEEK 7.5 : To describe 3-D shapes and classify them using faces, vertices and edges.
8.1	– Describing Three-Dimensional Shapes.	To describe 3-D shapes based on the number of faces and the 2-D shapes of these faces; to construct nets of shapes into3-D shapes. .
8.2	– Grouping Three-Dimensional Shapes.	To group 3-D shapes by similar properties.
8.3	– Forming Three-Dimensional Structures.	To form 3-D structures using multiple 3-D objects.
8.4	MID-TERM BREAK WEEK 8.5 : MID-TERM BREAK	MID-TERM BREAK WEEK 8.5 : MID-TERM BREAK
9.1	– Making Patterns.	To make and recognise patterns using 3-D shapes.
9.2	Identify a horizontal or vertical line of symmetry.	To identify a horizontal or vertical line of symmetry on 2D shapes and patterns.
9.3	Sketching 2D and 3D shape in a vertical mirror line.	To sketch the reflection of a 2D shape in a vertical mirror line, including where the mirror line is the edge of the shape.

WEEK	TOPIC	TOPIC DETAILS
9.4	Understand that length is a fixed distance between two points. WEEK 9.5 :Measuring Length In Meters.	To understand that length is a fixed distance between two points. Estimate and measure lengths using non-standard or standard units. WEEK 9.5 : To measure length in meters.
10.1	MID-YEAR EXAMS	MID-YEAR EXAMS
10.2	MID-YEAR EXAMS	MID-YEAR EXAMS
10.3	MID-YEAR EXAMS	MID-YEAR EXAMS
10.4	MID-YEAR EXAMS WEEK 10.5 : MID-YEAR EXAMS	MID-YEAR EXAMS WEEK 10.5 : MID-YEAR EXAMS
11.1	– Measuring Length In Centimeters.	To measure length in centimeters.
11.2	– Comparing Length In Meters.	To be able to compare length for objects using 'greater than' and 'less than' symbols.
11.3	Comparing Length In Centimeters.	To be able to compare different lengths using centimeters as the unit of measure.
11.4	– Comparing the Length of lines. WEEK 11.5 : – Solving Word Problems.	To be able to compare and measure various line lengths: both straight and curvy. WEEK 11.5 : To be able to solve problems involving measurement in the context of word problems.
12.1	– Solving Word Problems.	To be able to solve problems involving measurement in the context of word problems.
12.2	– Solving Word Problems.	To be able to solve addition and multiplication word problems involving measurement.
12.3	– Solving Word Problems.	To be able to solve addition and division word problems involving measurement.
12.4	Review of term's work. WEEK 12.5 : Review of term's work.	Review of term's work. WEEK 12.5 : Review of term's work.
13.1	Review of term's work.	Review of term's work.

WEEK	TOPIC	TOPIC DETAILS
13.2	Review of term's work.	Review of term's work.
13.3	Review of term's work.	Review of term's work.
13.4	Review of term's work. WEEK 13.5 : Review of term's work.	Review of term's work. WEEK 13.5 : Review of term's work.
14.1	Review of term's work.	Review of term's work.
14.2	Review of term's work.	Review of term's work.
14.3	Fun Day	Fun Day

MATHEMATICS SCHEME OF WORK
YEAR 2 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Making equal parts	To understand that an object or shape can be split into four equal parts or four unequal parts.
1.2	– Making Equal Parts.	To make equal parts from a whole using simple and complex methods.
1.3	Showing Half and Quarter.	To show and recognise halves and quarters.
1.4	– Showing Quarters. WEEK 1.5 : – Showing Thirds.	To show and identify more than one quarter using materials and pictures. WEEK 1.5 : To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions.
2.1	MID-TERM BREAK	MID-TERM BREAK
2.2	MID-TERM BREAK	MID-TERM BREAK
2.3	MID-TERM BREAK	MID-TERM BREAK
2.4	MID-TERM BREAK WEEK 2.5 : MID-TERM BREAK	MID-TERM BREAK WEEK 2.5 : MID-TERM BREAK
3.1	– Naming Fractions.	To identify and name fractions by looking at the number of pieces and how many are shaded in.
3.2	Making Equal Fractions.	To recognise equivalent fractions in quarters, thirds and halves.

WEEK	TOPIC	TOPIC DETAILS
3.3	– Comparing and Ordering Fractions.	To compare and order fractions with different denominators. To understand that a quarter can describe one of four equal parts of a quantity or set of objects. WEEK 3.5 :
3.4	– Comparing and Ordering Fractions. WEEK 3.5 : A quarter can describe one of four equal parts of a quantity.	To compare and order fractions with different denominators. To understand that a quarter can describe one of four equal parts of a quantity or set of objects. WEEK 3.5 :
4.1	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.2	ACROSS THE BOARD TEST	ACROSS THE BOARD TEST
4.3	ACROSS THE BOARD TEST	
4.4	ACROSS THE BOARD TEST WEEK 4.5 : ACROSS THE BOARD TEST	ACROSS THE BOARD TEST WEEK 4.5 : ACROSS THE BOARD TEST
5.1	One half and one quarter can be interpreted as division.	To understand that one half and one quarter can be interpreted as division.
5.2	Fractions can act as operators	To understand that fractions (half, quarter and three-quarters) can act as operators.
5.3	– Counting Wholes and Parts.	To count the number of wholes and parts to form mixed numbers.
5.4	Counting in Halves. WEEK 5.5 : – Counting in Quarters.	To count in halves and place halves onto a number line using pictures. WEEK 5.5 : To count in quarters and place quarters onto a number line using pictures.
6.1	– Counting in Thirds.	To count in thirds and place thirds onto a number line using pictures.
6.2	– Finding Part of a Set.	To find fractions (half) of whole numbers.

WEEK	TOPIC	TOPIC DETAILS
6.3	– Finding Part of a Set.	To find a fraction (third) of a whole number.
6.4	– Finding Part of a Set. WEEK 6.5 : – Finding Part of a Quantity.	To find a fraction (quarter) of a number. WEEK 6.5 ; To find a fraction (half, third, quarter) of a quantity (length).
7.1	Investigation to answer non-statistical and statistical questions.	To conduct an investigation to show how to answer non-statistical and statistical questions (categorical data).
7.2	Record, organise and represent categorical data.	To record, organise and represent categorical data. Choose and explain which representation to use in a given situation: - lists and tables - Venn and Carroll diagrams - tally charts - block graphs and pictograms.
7.3	Record, organise and represent categorical data.	To record, organise and represent categorical data. Choose and explain which representation to use in a given situation: - lists and tables - Venn and Carroll diagrams - tally charts - block graphs and pictograms.
7.4	Record, organise and represent categorical data. WEEK 7.5 : Record, organise and represent categorical data.	To record, organise and represent categorical data. Choose and explain which representation to use in a given situation: - lists and tables - Venn and Carroll diagrams - tally charts - block graphs and pictograms. WEEK 7.5 : To record, organise and represent categorical data. Choose and explain which representation to use in a given situation: - lists and tables - Venn and Carroll diagrams - tally charts - block graphs and pictograms.
8.1	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
8.2	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT
8.3	END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT

WEEK	TOPIC	TOPIC DETAILS
8.4	END OF YRAR ASSESSMENT WEEK 8.5 : END OF YRAR ASSESSMENT	END OF YRAR ASSESSMENT WEEK 8.5 : END OF YRAR ASSESSMENT
9.1	– Reading Picture Graphs.	To be able to read a picture graph with confidence.
9.2	– Reading Picture Graphs.	To be able to read and interpret a picture graph with confidence.
9.3	– Reading Picture Graphs.	To be able to read and interpret a picture graph where the value of the picture can represent more than 1.
9.4	– Reading Picture Graphs. WEEK 9.5 : – Reading Picture Graphs.	To be able to read and interpret a picture graph where the value of the picture can represent more than 1. WEEK 9.5 : To be able to read, interpret and create a picture graph where the value of the picture can represent more than 1.
10.1	Solving Word Problems.	To decide when it is appropriate to add and/or subtract when solving word problems; to improve the use of bar modeling decision making based on visual representation.
10.2	Solving Word Problems.	To use the bar model method to solve word problems looking at the difference between two amounts.
10.3	Solving Word Problems.	To solve multi-step word problems using bar modeling; to use more than one bar model in a problem to work out the answer.
10.4	Solving Word Problems. WEEK 10.5 : Solving Word Problems.	To use bar modeling to solve multi-step word problems involving unknown quantities. WEEK : 10.5 : To use bar modeling to solve multi-step word problems involving unknown quantities.
11.1	Review of term's work.	Review of term's work.
11.2	Review of term's work.	Review of term's work.
11.3	Review of term's work.	Review of term's work.
11.4	LAST DAY OF SCHOOL	LAST DAY OF SCHOOL