ALSAGOFF ARAB SCHOOL
ACQUIRED KNOWLEDGE DEPARTMENT
PRIMARY 2 MATHEMATICS SCHEME OF WORK 2016

Term 1: Monday 4 January to Friday 11 March

School Holidays/Functions:

Week # 0	New Year's Day	Friday 1 January
Week # 1	First Day of School	Monday 4 January
Week # 3	Maulid Celebrations	Saturday 23 January
Week # 4	Maulid (In-Lieu)	Monday 25 January
Week # 5	Haflah Celebrations	Saturday 6 February
Week # 6	Chinese New Year	Monday 8 February & Tuesday 9 February
Between Term 1 & 2		Saturday 12 March - Sunday 20 March

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2 & 3	Chapter 1: Counting to 1000	Use base-ten blocks to recognise, read and write numbers to 1000. Count in 1s, 10s and 100s to 1000. Use base-ten blocks and a place-value chart to read, write and represent numbers to 1000. Read and write numbers to 1000 in numbers, words and expanded form. Use base-ten blocks to compare numbers. Compare numbers using the terms greater than and smaller than. Order three-digit numbers. Identify the greatest and smallest numbers. Identify number patterns. Identify even and odd numbers. *Chapter Assessment*	22
3, 4 & 5	Chapter 2: Simple Addition Within 1000	Use base-ten blocks to add numbers without regrouping. Add up to 3-digit numbers without regrouping. Use base-ten blocks to add numbers with regrouping in ones. Add up to 3-digit numbers with regrouping in ones. Use base-ten blocks to add numbers with regrouping in tens. Add up to 3-digit numbers with regrouping in tens. Use base-ten blocks to add numbers with regrouping in tens and ones. Add 3-digit numbers with regrouping in tens and ones. *Chapter Assessment*	17

*Week(s)	Chapter/Topic	Instructional Objectives	Period
5, 6 & 7	Chapter 3: Simple Subtraction Within 1000	Use base-ten blocks to subtract numbers without regrouping. Subtract from three-digit numbers without regrouping. Apply the inverse operations of addition and subtraction. Use base-ten blocks to subtract numbers with regrouping in tens and ones. Subtract from three-digit numbers with regrouping in tens and ones. Apply the inverse operations of addition and subtraction. Use base-ten blocks to subtract numbers with regrouping in hundreds and tens. Subtract from three-digit numbers with regrouping in hundreds and tens. Apply the inverse operations of addition and subtraction. Use base-ten blocks to subtract numbers with regrouping in hundreds, tens and ones. Subtract from three-digit numbers with regrouping in hundreds, tens and ones. Apply the inverse operations of addition and subtraction. Use base-ten blocks to subtract numbers with zeros by regrouping in hundreds, tens and ones. Subtract from three-digit numbers with zeros by regrouping in hundreds, tens and ones. Apply the inverse operations of addition and subtraction. *Chapter Assessment*	18
7 & 8	Chapter 4: Using Models: Addition and Subtraction	Interpret and represent the part-whole concept in addition and subtraction using models. Apply the inverse operations of addition and subtraction. Interpret and represent the adding-on concept in addition and taking-away concept in subtraction using models. Apply the inverse operations of addition and subtraction. Interpret and represent the comparing concept in addition and subtraction using models. Apply the inverse operations of addition and subtraction. *Chapter Assessment*	18
8, 9 & 10	Chapter 5: Multiplication and Division	Use equal groups and repeated addition to multiply. Make multiplication equations. Divide to share equally. Divide by using equal groups. Make multiplication stories. Make division stories. *Chapter Assessment*	17

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Term 2: Monday 21 March to Friday 27 May

School Holidays/Functions:
Week # 7 Labour Day (In-lieu) Monday 2 May
Between Semesters 1 & 2 Saturday 28 May to 12 June

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2 & 3	Chapter 6: Multiplication 2, 5 & 10	Skip-count by 2s. Use known multiplication facts to find new multiplication facts. Skip-count by 5s. Use known multiplication facts to find new multiplication facts. Identify related multiplication facts. Skip-count by 10s. Use known multiplication facts to find new multiplication facts. Identify related multiplication facts. -Use the Commutative Property of Multiplication to find two related multiplication facts for 2, 5 and 10. -Use related multiplication facts to find related division facts. Write a multiplication equation and a related division equation. *Chapter Assessment*	20
4, 5 & 6	Chapter 7: Multiplication 3 & 4	Skip-count by 3s. Use known multiplication facts to find new multiplication facts. Skip-count by 4s. Use known multiplication facts to find new multiplication facts. Identify related multiplication facts. Use the commutative property of multiplication to find two related multiplication facts for 3 and 4. Find division facts using related multiplication facts. Write a multiplication equation and a related division equation. *Chapter Assessment*	20
6 & 7	Chapter 8: Using Models: Multiplication and Division	Write multiplication equations to solve multiplication word problems. Write division equations to solve division word problems. *Chapter Assessment*	15

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*Week(s)	Chapter/Topic	Instructional Objectives	Period
8, 9 & 10	<u>Chapter 9:</u> Length	Recognise the unit of measure for length as metre (m). Estimate and measure 1-metre lengths. Name objects that are longer/higher than 1 m, and objects that are shorter than 1 m. Estimate and measure lengths in metres. Compare and order lengths in metres. Recognise the unit of measure for length as centimetre (cm) and that it is used for measuring shorter lengths as compared to metre. Measure lengths in centimetres using a ruler. Draw lines given their lengths in centimetres using a ruler. Use a string to measure the length of a curve. Compare and order lengths in centimetres. Find the length of an object when it is not placed at the zero mark of a centimetre ruler. Find the difference in lengths by subtraction. Solve one-step word problems by relating them to addition and subtraction concepts such as part-whole, adding on, taking away and comparing. Draw models to help solve real-world problems. Solve one-step word problems by relating them to multiplication and division concepts such as groups-and-items and multiplying. *Chapter Assessment*	26

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Term 3: Monday 13 June to Friday 25 June, Monday 11 July to Friday 2 September

School Holidays/Functions:

Last 10 days of Ramadhan		Saturday 25 June to 10 July
Week #	Youth Day (In-lieu)	Monday 4 July
	Hari Raya Puasa	Wednesday 6 July
Week # 6	Family Day (In-lieu)	Monday 1 August
Week # 7	National Day	Tuesday 9 August & Wednesday 10 August
Week # 10	Teachers' Day	Friday 2 September

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1 & 2	Chapter 10: Two-Step Problems: Addition & Subtraction	Use bar models to solve two-step addition and subtraction problems. Apply the inverse operations of addition and subtraction. *Chapter Assessment*	11
3, 4, 5 & 6	Chapter 11: Mass	Use heavy, heavier, heaviest, light, lighter, lightest and as heavy as to compare the masses of objects on a balance. Understand that size does not always determine mass. Guess the heavier or lighter object and use the balance to check if the guess is accurate. Use the unit kilogram (kg) for measuring mass and have a sense of how heavy 1 kg is. Read a kitchen scale in kilograms and determine if a mass is 1 kg, less than 1 kg or more than 1 kg. Find mass in kilograms using a balance and 1 kg masses. Read a kitchen scale in kilograms. Compare and order two or three masses in kilograms. Use the unit gram (g) for measuring mass and have a sense of how heavy 1 g is. Find mass in grams using a balance and 1 g masses. Read a kitchen scale in grams. Compare and order two or three masses in grams. Determine the correct weighing scale for different items. Solve one- and two-step word problems by relating them to addition and subtraction concepts such as part-whole, taking away and comparing. Draw bar models to help solve real-world word problems. Solve one-step word problems by relating them to multiplication and division concepts such as groups-and-items and multiplying. *Chapter Assessment*	33

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*Week(s)	Chapter/Topic	Instructional Objectives	Period
6, 7 & 8	Chapter 12: Money	State the value of the notes and coins given a set of notes and coins. Read an amount of money in words and write it in numerical notation in dollars and cents. Convert cents to dollars. Convert cents to dollars and cents. Convert dollars to cents. Convert dollars and cents to cents. Write an amount of money in a dollars and cents table. Compare amounts of money by first comparing the dollars followed by the cents. State the greater/greatest or smaller/smallest amount of money. Solve one- and two-step word problems by relating them to addition and subtraction concepts, such as part-whole, taking away and comparing, in dollars only or in cents only. Draw bar models to help solve real-world problems in dollars only or in cents only. Solve one-step word problems by relating them to multiplication and division concepts such as groups-and-items and multiplying. *Chapter Assessment*	28
8 & 9	Chapter 13: Shapes and Patterns	Recognise, identify and describe straight lines and curves in shapes. Recognise a semicircle as half a circle and a quarter circle as one quarter of a circle. Recognise objects with semicircular shapes and objects with quarter circles. Recognise objects with semicircular shapes and objects with quarter circles. Recognise semicircles and quarter circles in compound figures. Make figures using shapes including semicircles and quarter circles. Combine shapes to make figures. Draw shapes and figures on dot grid paper and square grid paper. Identify, classify and sort solids. Identify, classify and count flat surfaces. Build figures using solids. Combine and separate solids. Identify, describe, continue, complete and create patterns using different sizes, shapes, colours and positions (turning). *Chapter Assessment*	18
9 & 10	Continual Assessment	Review chapters 10 – 13 to allow pupils to recall and prepare for the Continual Assessment. Administer pen and paper as well as practical assessment.	

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Term 4: Monday 12 September to Friday 18 November

School Holidays/Functions:

Week # 1	Hari Raya Haji	Monday 12 September & Tuesday 13 September
Week # 4	Children's Day	Friday 7 October

*Week(s)	Chapter/Topic	Instructional Objectives	Period
1, 2 & 3	Chapter 14: Fractions	Use shapes to represent one whole and fractions with denominators up to 12. Write fractions with denominators up to 12 from given shapes with equal divisions. Represent fractions using fraction discs and models. Represent a situation in terms of fractions and then models. Represent fractions with shapes drawn using a computer tool. Compare two or more fractions using models of the same size. Order up to three fractions with or without the use of models of the same size. Add two fractions with the same denominator taken from a whole. Subtract a fraction from another fraction with same denominator taken from a whole. Subtract two fractions with the same denominator from the same whole. Conceptualise addition and subtraction of fractions by representing the subtraction with models. *Chapter Assessment*	22
3 & 4	Chapter 15: Time	Use the minute hand to show and tell time for every 5 minutes after the hour. Show and tell time in hours and minutes. Use a.m. and p.m. to show morning, afternoon or night. Order events by time. Determine the time 1 hour or 30 minutes after. *Chapter Assessment*	16
4 & 5	Chapter 16: Graphs	Read and interpret picture graphs with scales of 2, 3, 4, 5 or 10. Compare two or more types of items given. Find the sum and difference of two types of items in the picture graph. *Chapter Assessment*	17
5 & 6	Chapter 17: Volume	Understand and explain that the volume of a liquid is the amount of that liquid in a container. Compare the volumes of liquid in identical containers by comparing the levels in the containers. Compare and order the volumes of liquid in identical containers. Compare the volumes of liquid in containers by finding the number of non-standard units (glasses) that fill each container. State that the unit of measure for volume is litre (ℓ). Give examples of containers that can contain 1 ℓ of liquid, less than 1 ℓ of liquid and more than 1 ℓ of liquid. *Chapter Assessment*	23

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*Week(s)	Chapter/Topic	Instructional Objectives	Period
6	Review: Chapters 10 – 17	Review chapters 10 – 20 to allow pupils to recall and prepare for the End-of-Year Assessment.	10
7 & 8	End -of-Year Assessment	Administer pen and paper as well as practical assessment.	
9 & 10	Post-Examination Activities		

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