

TeeJay Publishers

Curriculum for Excellence

Course Planner - Level 2

Based on our CfE Books 2a and 2b

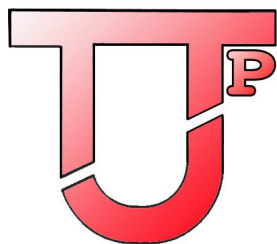
To help schools develop their courses, **TeeJay Publishers** has produced a **Course Planner** for CfE **Level 2**.

This **Planner** from **TeeJay** provides substance to what the content of each level includes, and gives an indication as to what is required at that level, with some basic examples where necessary.

It provides the basis of a course based on TeeJay's **Books 2a** and **2b** and includes a final column which will allow planners to list practical activities, ICT Resources and specific methodologies. (*These can be **typed** into the boxes provided*).

Note :-

- All of the work for **CfE Level 2** comes from our **CfE Book 2a** and **CfE Book 2b**
- TeeJay suggests that it would be preferable to progress through the books (*in the order of your choice*) and use this document as a check-list to make sure that the work of CfE has been covered.
- At the beginning of each **Book 2a** is a **Chapter 0** which revises and consolidates all the work completed in **CfE Level 1**.
- The book contains a set of answers for all the exercises. This allows for pupil self checking or for peer marking.
- At the end of each Chapter of the books is a "**Revisit-Review-Revise**" assessment. These could be used as diagnostic tools either before starting or after completing a topic.
- Each of our books can be supplemented by using our **Homework/Assessment Photocopiable Packs**, (ready Late 2012).
- The course is also supplemented and supported by **TeeJay's CfE Level 2 Assessment/Diagnostics Pack**. (Assessments are listed in **purple**).



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Progression

Here is **TeeJay's updated** interpretation of how pupils might progress from Primary to Secondary.

We imagine there will be 6 fairly distinct groups, as shown in the table below.

Check www.teejaypublishers.co.uk for updates of this progress chart in light of any new information about the Level criteria.

End of P7	S1	S2	S3	S4	S5/6
Pupil has NOT completed Level 1	Continue with Level 1	Complete Level 1 + Start Access 3	Access 3	National 4 or * vocational course	Complete National 4 or * vocational course
Pupil has just completed Level 1	Start level 2	Complete Level 2 Start Access 3	Start National 4 Assess Access 3	Complete National 4 or *vocational course	* vocational course
Pupil has NOT completed Level 2	Complete Level 2	Topics from Level 3 (Assess Access 3)	Start National 4	Complete National 4 Assess	National 5 or * vocational course
Pupil just completed Level 2	Begin Level 3	Complete Level 3 or (Start National 4)	Start National 4 or (Complete National 4)	Complete National 4 or (Start National 5)	National 5 (Complete & Start Higher)
Pupil is working on Level 3 (completed Level 2 mid P7)	Complete Level 3	Start National 4	Begin National 5 (Assess National 4)	Complete National 5 Externally Assess	Two year Higher
Pupil is working on Level 3 (completed Level 2 P6)	Complete Level 3 (topics from Nat 4)	Begin National 5 (Assess National 4)	Complete National 5 Externally Assess	Start Higher Unit 1 (start 2)	Complete Higher Advanced Higher

Schools will vary in the timings of the above, but basically this should hopefully help with planning progression from P7 to S5/6

* Notice that we have no mention of Level 4. This is likely to be superseded by secondary schools tackling National 4 or 5.

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
<p>Numbers and number processes including addition, subtraction, multiplication and negative numbers continued</p>	<p><i>Work with decimals.</i></p> <p><i>Read decimal scales to 1 and 2 decimal places.</i></p> <p><i>Round to whole number, 1 decimal place or beyond.</i></p> <p><i>No calculator :- Add/Subtract decimals. to 2 d.p.</i></p> <p><i>Multiply/Divide decimals by single digit/10/100/1000.</i></p> <p><i>Money and word problems using all four operations, sometimes with a calculator.</i></p> <p>(MNU 2-03b)</p>	<p>Ch 5 pages 37-40</p> <p>Ch 5 pages 41-43</p> <p>Ch 5 pages 44-47</p> <p>Ch 5 pages 48-50</p> <p>Ch 7 pages 62-65</p> <p>Ch 7 pages 66-67</p> <p>Book 2A - Page 51 Book 2A - Page 68</p>	<p>Ch 4 pages 38-39</p> <p>Book 2B - Pages 31-37 Book 2B - Page 40</p>	<p>TeeJay CFE Assessment MNU 2-03b</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
	<p>BODMAS (BOMDAS)</p> <p><i>Pupils should be aware of the correct order of mathematical operations.</i></p> <p>(MTH 2-03c)</p> <p><i>Introduce negative numbers using temperature, time & bank balance - no calculator allowed.</i></p> <p><i>Add/Subtract neg numbers .</i></p> <p><i>(No "double negatives" at this point).</i></p> <p>(MNU 2-04a)</p>		<p>Ch 1 page 11</p> <p>Ch 8 pages 81-84</p> <p>Ch 8 pages 84-85</p> <p>Book 2B - Page 86</p>		<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Multiples, factors and primes</p>	<p><i>Recognise number patterns involving multiples :-</i></p> <p><i>eg 2, 4, 6, 8,,,</i></p> <p><i>50, 45, 40,,,</i></p> <p><i>Write multiples of numbers.</i></p> <ul style="list-style-type: none"> <i>6, 12, 18, 24 are first four multiples of 6. (excl. 0)</i> <p><i>Write factors of numbers.</i></p> <ul style="list-style-type: none"> <i>1, 2, 4, 8 are factors of 8.</i> <p><i>No calculator required here.</i></p> <p>(MTH 2-05a)</p>	<p>Ch 15 pages 155-156</p> <p>Ch 17 pages 168-169</p> <p>Ch 17 pages 169-170</p> <p>Ch 17 pages 170-171</p> <p>Book 2A - Page 172</p>		<p>TeeJay CFE Assessment MTH 2-05a</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
<p>Fractions, decimal fractions and percentage including ratio and proportion.</p>	<p><i>Decide what fraction, percentage or decimal fraction of a shape has been removed/shaded.</i></p> <ul style="list-style-type: none"> • 1/2, 2/3, 50%, 20%, 0.9, 0.25 etc <p><i>Be able to shade a fraction/percentage/decimal fraction of a given shape. e.g.</i></p> <ul style="list-style-type: none"> • 3/5, 0.2, 25% etc. <p><i>Simple percentages only :-</i></p> <p>10%, 20%, .. 90%, 25%, 75%.</p> <p>(MNU 2-07a)</p>	<p>Ch 11 pages 97-99 Ch 12 pages 107-108</p> <p>Ch 11 page 99</p> <p>Ch 12 page 110</p>		<p>TeeJay CfE Assessment MNU 2-07a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Multiply/Divide numerator & denominator by same number to obtain equivalent fractions.</i></p> <p><i>Find simple fractions of quantities :- e.g. 3/5 of 20 g.</i></p> <p><i>Link fractions, decimals and %'s, changing from one to either of the other two.</i></p> <p><i>Solve money and other word problems involving above, sometimes with the use of a calculator.</i></p> <p>(MNU 2-07b)</p>	<p>Ch 11 pages 100-101</p> <p>Ch 11 pages 102-105</p> <p>Ch 12 pages 108-109</p> <p>Ch 12 page 111</p> <p>Book 2A - Page 106</p>	<p>Ch 12 pages 123-125</p>	<p>TeeJay CfE Assessment MNU 2-07b</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Simplify basic fractions and percentages like</i></p> <ul style="list-style-type: none"> • 8/10, • 45%. <p><i>Use this to calculate fractions and % age of whole number quantities, either mentally, by setting down working or by calculator.</i></p> <p><i>Order a set of fractions like :-</i></p> <ul style="list-style-type: none"> • 1/3, 1/2, 2/3, 3/4, 7/10, 3/8 <p>(MTH 2-07c)</p>	<p>Book 2A - Page 112</p>	<p>Ch 12 pages 121-122</p> <p>Ch 12 pages 123-125</p> <p>Ch 12 page 122</p> <p>Book 2B - Pgs 119-120 Book 2B - Page 126</p>	<p>TeeJay CfE Assessment MTH 2-07c</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

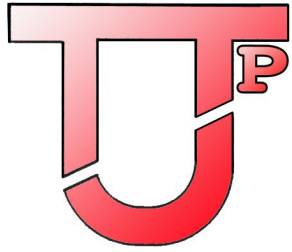
Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
<p>Money</p>	<p><i>Use UK coins/notes for up to £20 and more.</i></p> <p><i>Compare costs.</i></p> <p><i>e.g. in buying various sizes of boxes of washing powder.</i></p> <p><i>Add, subtract, multiply and divide money, using a calculator when required.</i></p> <p><i>Introduce foreign currency, exchanging £'s for euros, dollars, etc and vice versa.</i></p> <p><i>(Basic examples only).</i></p> <p>(MNU 2-09a)</p>	<p>Ch 8 page 69</p> <p>Ch 8 pages 74-75</p> <p>Ch 8 pages 70-73, 79</p>	<p>Ch 7 pages 75-78</p>	<p>TeeJay CfE Assessment MNU 2-09a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>The concept of Budgeting and using bank cards to be developed by TeeJay</i></p> <p><i>Hire Purchase here. (Simple).</i></p> <p>(MNU 2-09b)</p>	<p>Book 2A - Page 79</p>	<p>Ch 7 pages 66-68</p> <p>Ch 7 pages 72-74</p> <p>Book 2B - Page 65</p> <p>Book 2B - 79-80</p>	<p>TeeJay CfE Assessment MNU 2-09b</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Given a buying price and a selling price, state whether a profit or a loss has been made and how much.</i></p> <p><i>Also include - given a buying price and the profit/loss required, calculate the selling price.</i></p> <p><i>Calculator used where appropriate.</i></p> <p>(MNU 2-09c)</p>		<p>Ch 7 pages 69-71</p>	<p>TeeJay CfE Assessment MNU 2-09c</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
Time	<p>Tell the time using 12 hour clocks -analogue and digital, including times like 11:48 am.</p> <p>Convert any 12 hour time into 24 hour time and vice versa.</p> <p>Read/interpret most timetables.</p> <p>(MNU 2-10a)</p>	<p>Ch 4 page 28</p> <p>Ch 4 pages 29-30</p> <p>Ch 4 page 33</p>	<p>Ch 3 pages 23-24</p>	<p>TeeJay CfE Assessment MNU 2-10a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Write a number of minutes as hours and minutes and a number of seconds as minutes and seconds.</p> <p>Addition/subtraction of hrs/mins and mins/sec.</p> <p>Further use of and reading of a stopwatch, comparing times eg between finishing a race 1st or 2nd with decimals.</p> <p>(MNU 2-10b)</p>	<p>Ch 4 page 35</p>	<p>Ch 3 page 25</p> <p>Ch 3 page 25</p> <p>Ch 3 pages 25-28</p>	<p>TeeJay CfE Assessment MNU 2-10b</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Time intervals in 12hr and 24hr time, using a counting on method to state how long an event takes.</p> <ul style="list-style-type: none"> Examples could involve overnight time periods. <p>Solve, intuitively, basic time-distance-speed problems (whole hours only).</p> <ul style="list-style-type: none"> I walk at an average speed of 4 km/hr. How far will I travel in 3 hours ? <p>(MNU 2-10c)</p>	<p>Ch 4 pages 31-32, 34</p> <p>Book 2A -Page 36</p>	<p>Ch 3 pages 21-22</p> <p>Ch 3 pages 23-24</p> <p>Ch 9 pages 87-93</p> <p>Book 2B - Page 20 Book 2B - Pgs 29-30 Book 2B - Pgs 94-95</p>	<p>TeeJay CfE Assessment MNU 2-10c</p>	<input type="checkbox"/> <input type="checkbox"/>

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
<p>Properties of 2D shapes and 3D objects</p>	<p>Name 2D shapes including the quadrilaterals (kite, rhombus, parallelogram and trapezium) and recognise their special properties.</p> <p>Know the names of polygons up to dodecagons.</p> <p>Recognise many 2D shapes as they appear in real life in the classroom and beyond.</p> <p>Know the names and properties of 3D shapes</p> <p>Know how their surfaces are created and what shapes are used to make them.</p> <p>Recognise/pick out these 3D shapes in the real world.</p> <p>(MTH 2-16a)</p>	<p>Ch 9 pages 80-86</p> <p>Ch 9 page 81</p> <p>Ch 9 page 80</p> <p>Ch 16 pages 160-161</p> <p>Ch 16 pages 162-163</p> <p>Ch 16 page 164</p> <p>Book 2A - Page 87</p>	<p>Ch 10 pages 97-105</p> <p>Book 2B - Page 96</p> <p>Book 2B - Pgs 106-107</p>	<p>TeeJay CFE Assessment MTH 2-16a</p>	<input type="checkbox"/> <input type="checkbox"/>
	<p>Recognise and draw nets of some 3D objects - cube, cuboid, cylinder, cone, pyramid, triangular prism.</p> <p>(MTH 2-16b)</p>		<p>Ch 16 pages 147-151</p>	<p>TeeJay CFE Assessment MTH 2-16b</p>	<input type="checkbox"/> <input type="checkbox"/>
	<p>Sketch (neatly) simple 2D shapes - triangles, quadrilaterals and circles.</p> <p>Draw 2D representations of 3D shapes on plain, squared or isometric paper.</p> <p>Create skeletons of simple 3D shapes using wire, straw or rolled up paper.</p> <p>(MTH 2-16c)</p>	<p>Ch 9 pages 81,85-86</p> <p>Ch 16 page2 165-166</p> <p>Book 2A - Page 167</p>	<p>Ch 10 pages 97-104</p> <p>Ch 16 pages 152-153</p> <p>Book 2B - Page 146</p> <p>Book 2B - Pgs 154-155</p>	<p>TeeJay CFE Assessment MTH 2-16c</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>Angles, symmetry and transformations</p>	<p>Know the terms acute, right, obtuse, straight and reflex angles and recognise these types of angles in class and in the wider world.</p> <p>Know the terms quarter, half and full turns (revolutions).</p> <p>Be able to name angles using (three) capital letters and the symbols $\angle ABC$ and \widehat{ABC}.</p> <p>(MTH 2-17a)</p>	<p>Ch 6 pages 52-53</p> <p>Ch 6 pages 58-59</p> <p>Ch 6 pages 53-54</p>		<p>TeeJay CFE Assessment MTH 2-17a</p>	<input type="checkbox"/> <input type="checkbox"/>

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	✓
Angles, symmetry and transformations ...contd	Draw and measure all angles using a protractor or angle measurer to within 2° accuracy. <ul style="list-style-type: none"> draw $\angle ABC = 125^\circ$. Draw simple triangles given angles and sides. (MTH 2-17b)	Ch 6 pages 55-57	Ch 5 pages 42-48 Book 2B - Page 41 Book 2B - Pgs 49-50	TeeJay CfE Assessment MTH 2-17b	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Know the main 8 (or 16 ?) compass points and the sizes of the angles between these 8 (or 16 ?) directions. Know the 3 figure bearings of the 8 compass points. Measure and draw, using a protractor or angle measurer, any 3-figure compass direction, or simple route. (MTH 2-17c)	Ch 6 pages 58-59 Book 2A - Pgs 60-61	Ch 6 pages 60-61 Ch 6 pages 62-63 Book 2B - Page 51 Book 2B - Page 64	TeeJay CfE Assessment MTH 2-17c	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Work with simple scales in models, plans or maps. <ul style="list-style-type: none"> Scale of the representation of a rectangular field 1cm = 200m, find the length of side of the field. A map is drawn to a scale of 1 cm = 5 km. Find ... The scale of a model of a house is 1 to 20 (1 : 20). Find the real height of (MTH 2-17d)		Ch 6 pages 52-54 Ch 6 pages 57-59 Ch 6 pages 55-56	TeeJay CfE Assessment MTH 2-17d	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Know the terms axes, x-axis, y-axis, horizontal and vertical axes, x-coordinate and y-coordinate. <ul style="list-style-type: none"> A point has coordinates A(3, 5). What is the x-coordinate of the point on the following grid ? (MTH 2-18a)	Ch 14 pages 147-149 Ch 14 pages 145-146 Ch 14 pages 147-149 Book 2A - Page 151	Ch 15 pages 143-144 Book 2B - Page 142 Book 2B - Page 145	TeeJay CfE Assessment MTH 2-18a	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Recognise how many lines of symmetry a shape has. Create the "other half" of a shape given its line of symmetry. Complete shapes with vertical, horizontal or oblique lines of symmetry. (MTH 2-19a)	Ch 2 pages 14-16 Ch 2 pages 17-18 Book 2A - Page 19	Ch 2 page 19 Ch 2 pages 15-19 Book 2B - Page 14 Book 2B - Page 19	TeeJay CfE Assessment MTH 2-19a	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Outcome	Definition	Book 2A	Book 2B	Comments/Methodology/Other Resources	
<p>✓ Data and analysis</p>	<p><i>Answer questions relating to graphs. Bar graphs, line graphs, simple pie charts. ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$)ths.</i></p> <p><i>Recognise that some information presented in real life charts can be deliberately misleading :-</i> <i>e.g. bar charts where columns do not start at zero.</i> (MNU 2-20a)</p>	<p>Ch 18 pages 173-179</p> <p>Ch 18 pages 183-184</p>		<p>TeeJay CfE Assessment MNU 2-20a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Carry out a survey, either individually or as part of a group and collate the findings in a well organised way.</i></p> <p><i>Discuss how the survey was carried out and discuss the results of the survey in an appropriate manner.</i> (MNU 2-20b)</p>	<p>Ch 18 page 185</p>		<p>TeeJay CfE Assessment MNU 2-20b</p>	<input type="checkbox"/> <input type="checkbox"/>
	<p><i>Display the results of a survey done individually or as a group, using tables, databases, spreadsheets, bar graphs, line graphs, or simple pie-charts. - possibly with the aid of a computer.</i> (MTH 2-21a)</p>	<p>Ch 18 pages 180-182</p> <p>Bk 2A - Pgs 186-187</p>	<p>Bk 2B - Pgs 156-159</p>	<p>TeeJay CfE Assessment MTH 2-21a</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>Ideas of chance and uncertainty</p>	<p><i>By experimentation or from given data, be able to predict how "likely" an event will occur.</i></p> <p><i>Simple chance (probability) using fractions could be introduced here regarding events such as :-</i></p> <ul style="list-style-type: none"> • <i>tossing a coin.</i> • <i>rolling a six-sided die.</i> • <i>picking a card - colour, spade, ace etc.</i> • <i>choosing counters from a bag.</i> <p>(MNU 2-22a)</p>		<p>Ch 18 page 160</p> <p>Ch 18 pages 161-162</p> <p>Book 2B - Page 163</p> <p>Book 2B - Pgs 164-169</p>	<p>TeeJay CfE Assessment MNU 2-22a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



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Level 2 Course Planner - Following Book Order

Based on TeeJay's **Books 2a and 2b** along with TeeJays **Assessment Pack** for **Level 2**.

Book Chapters are listed **FIRST** and CfE Outcomes are then Associated and Tied up with the relevant Chapters.

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When a CfE outcome is starred * (e.g. **MNU 2-02a***), this means the outcome has still to be completed possibly later or in Book 2b.

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
0	Revision	1-5	Revision/Diagnosis of all Level 1 work	All of Level 1	
1	Whole Numbers 1	6-7 8-10 11 12 13	Place values and reading scales up to 100 000 words/figures, 100 less than etc Add/subtract whole numbers 4 or 5 figures (some mentally) Round to nearest 10 or 100 and estimate calculations Estimate/check answers using rounding or other methods Revisit - Review - Revise !	MNU 2-02a* MNU 2-03a MNU 2-01a* MNU 2-01a*	
2	Symmetry	14-16 17-18 19	Lines of symmetry - does shape have symmetry and how many lines ? Creating a symmetrical shape Revisit - Review - Revise !	MTH 2-19a* MTH 2-19a*	
3	Whole Numbers 2	20-21 22-23 24-25 26 27	Multiplication of 4 or 5 digits by a single digit + problems Division of 4 or 5 digits by a single digit + problems Multiplication/Division by 10, 100, 1000 Mixed problems involving +, -, x, ÷ (2 or more digits) with/without calculator Revisit - Review - Revise !	MNU 2-03a MNU 2-03a MNU 2-03a MNU 2-03a*	
4	Time	28 29-30 31-32 33 34 35 36	Revision of 12 hour time involving am and pm 12 hour and 24 hour notations/conversions Short time intervals Read/Interpret/Answer questions on timetables and TV programmes Revision of calendars Minutes and seconds Revisit - Review - Revise !	MNU 2-10a MNU 2-10a MNU 2-10c MNU 2-10a* MNU 1-10b MNU 2-10b	
5	Decimal Numbers 1	37-40 41-43 44-47 48-50 51	Working with decimals Reading decimal scales up to 3 d.p (2 ?) Rounding to nearest whole number and 1 dp Add/subtract decimals to 2 dp including problems (money, length ...) Revisit - Review - Revise !	MNU 2-03a MNU 2-03a MNU 2-03a MNU 2-03a	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
6	Angles	52-53 53-54 55-56 57 58-59 60-61	Types of angles - acute, obtuse etc. Naming angles using 3 letters Measuring with a protractor Drawing angles Compass points (8 main points) quarter/half/full turn and 90°/180°/360° turns Revisit - Review - Revise !	MTH 2-17a MTH 2-17a MTH 2-17b MTH 2-17b MTH 2-17c	
7	Decimals Numbers 2	62 63 64 65 66-67 68	Multiply decimals by 10, 100, 1000 Divide decimals by 10, 100, 1000 Multiply decimals by single digit whole number Divide decimals by single digit whole number Mixed problems +, -, x, ÷ Revisit - Review - Revise !	MNU 2-03b MNU 2-03b MNU 2-03b MNU 2-03b MNU 2-03b	
8	Money	69 70-71 72-73 74-75 76-78 79	The value of money and use coins/notes up to £20 and beyond Adding/subtracting money and multiplication/division by 1 digit Bills, coins and change Problems involving comparing costs/best buy Mixed money problems Revisit - Review - Revise !	MNU 2-09a MNU 2-09a MNU 2-09a MNU 2-09a MNU 2-09a	
9	2 - Dimensions	80-81 82 83 84 85-86 87	Naming 2D shapes circles, triangles, squares etc Triangles described by their sides Triangles described by their angles Naming and describing triangles fully The circle - drawing circles and patterns Revisit - Review - Revise !	MTH 2-16a MTH 2-17b MTH 2-17b MTH 2-17a/b MTH 2-16c	
10	Algebra	88-90 91-93 94-95 96	Revise basic Function machines (1 step only) Find values of symbols and operators in expressions Simple "equations" with letters Revisit - Review - Revise !	MTH 2-15a* MTH 2-15a MTH 2-15a*	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
11	Fractions	97 98-99 100-101 102-103 104-105 106	Identifying simple fractions, (unitary numerator) Identifying any fractions - fractions of shapes shaded or missing Equivalent fractions and simplifying (basic) Basic Unitary fractions of a quantity Fractions of a quantity Revisit - Review - Revise !	MNU 1-07a MNU 2-07a MNU 2-07a MNU 2-07a MNU 2-07a	
12	Percentages	107-108 109 110 111 112	What is a percentage ? Equivalencies - percentages/decimals/fractions Percentages of quantities by converting to fractions first (simple) Percentages of quantities using a calculator Revisit - Review - Revise !	MNU 2-07a MNU 2-07b* MNU 2-07b* MNU 2-07c*	
13a	Length	113-115 116-117 118-120 121	Measuring, estimating and drawing lengths mm, cm (m) Units of length - converting Problems involving lengths including perimeters Revisit - Review - Revise !	MNU 2-11a MNU 2-11b MNU 2-11c	
13b	Area	122-123 124-126 127-128 129	Area by counting squares and estimating Area of square and rectangle using formula (simple) cm^2 , m^2 , km^2 Area of right angle triangle by surrounding with rectangle and halving Revisit - Review - Revise !	MNU 2-11c MNU 2-11c MNU 2-11c	
13c	Volume	130-131 132-133 134-136 137-139 140	What is volume ? bigger/smaller holds more/less Litres and millilitres, converting and problems Volumes by counting cubes Volume of a cuboid using a formula Revisit - Review - Revise !	MNU 2-11c MNU 2-11b/ c MNU 2-11c MNU 2-11c	
13d	Weight	141 142-143 144	Grams and kilograms and converting Problems involving weight Revisit - Review - Revise ! <i>Revise pages 121, 129 and 140 and attempt TeeJay's -----></i>	MNU 2-11a MNU 2-11b	<i>MNU 2-11a, MNU 2-11b and MNU 2-11c, Diag Assessments</i>

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
14	Coordinates	145-146 147-149 149-150 151	Coordinates of a point The x and y axes and x and y coordinates Coordinates for fun Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-18a MTH 2-18a MTH 2-18a	MTH 2-18a Diagnostic Assessment
15	Patterns	152-154 155-157 158 159	Revision of basic patterns Describing number patterns in words, sequences Square and Triangular numbers (basic) Revisit - Review - Revise !	MTH 2-13a MTH 2-13a MTH 2-13a	
16	3 - Dimensions	160-163 164 165-166 167	3 dimensional shapes and their basic properties 3 dimensional shapes in the real world - recognise and describe Sketch 3D shapes on squared and isometric paper Revisit - Review - Revise !	MTH 2-16a MNU 2-16a MNU 2-16c	
17	Multiples and Factors	168-169 169-170 170-171 172	Multiples Factors Problems involving multiples and factors Revisit - Review - Revise ! Revise page 159 and attempt TeeJay's ---->	MTH 2-05a MTH 2-05a MTH 2-05a	MTH 2-05a Diagnostic Assessment
18	Statistics	173-177 178-179 180-182 183-184 185 186-187	Organising/interpreting information from tables, line graphs and bar graphs Interpreting Simple Pie charts Draw Line, Bar and Simple Pie charts Misinterpretation of data including bar graphs and line graphs not starting at 0 (Conducting a survey) - write up, present and discuss Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-20a MNU 2-20a MNU 2-21a MNU 2-20a MNU 2-20b	MNU 2-20a, MNU 2-20b and MTH 2-21a, Diag Assessments
	Answers	189-197	Answers to all exercises		

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
1	Whole Numbers	1-2 3-4 5-6 7 8 9-10 11 12-13	<i>Consolidation of Whole Numbers from Book 2(a)</i> Place value to 1000000 and beyond Multiply and divide by 20, 300, 4000 etc Round to nearest 10, 100 and 1000 Estimate/check answers using rounding Problems using a calculator BOMDAS - the order of operations Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-01/02/03 MNU 2-02a MNU 2-03a MNU 2-01a MNU 2-01a MNU 2-03a MNU 2-04a	<i>MNU 2-01a and MNU 2-03a, Diag Assessments</i>
2	Symmetry	14 15-18 19	<i>Consolidation of Symmetry from Book 2(a)</i> Creating symmetry with horizontal/vertical/oblique line with grids Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-19a MTH 2-19a	<i>MTH 2-19a Diagnostic Assessment</i>
3	Time 1	20 21-22 23-24 25 26-28 29-30	<i>Consolidation of Time from Book 2(a)</i> Longer time intervals including overnight Further timetables (including overnight) Minutes and Seconds (<i>revision</i>) Stopwatches Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-10a/b/c MNU 2-10c MNU 2-10c MNU 2-10b MNU 2-10b	<i>MNU 2-10a and MNU 2-10b Diagnostic Assessments</i>
4	Decimals	31-37 38 39 40	<i>Consolidation of all the Decimal work from Book 2(a)</i> Decimal Multiplication by multiples of 10, 100 and 1000 Decimal Division by multiples of 10, 100 and 1000 Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-03a/03b MNU 2-03a/b MNU 2-03a/b	<i>MNU 2-02a and MNU 2-03b/c diagnostic Assessments</i>

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
5	Angles and Triangles	41 42-47 48 49-50	<i>Consolidation of Angles from Book 2(a)</i> Draw triangles using compasses, ruler and protractor (<i>Extension</i>) - Calculate missing angles Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-17a/b MTH 2-17b MTH 3-17A	<i>MTH 2-17a and MNU 2-17b</i> Diagnostic Assessments
6	Scale Drawing	51 52-54 55-56 57-59 60-61 62-63 64	<i>Consolidation of Compass Points</i> Using scales Basic scale drawings Harder scale drawings using protractor 3 figure bearings Measuring and drawing 3 figure bearings Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-17c MTH 2-17d MTH 2-17d MTH 2-17d MTH 2-17c MTH 2-17d	<i>MTH 2-17c and MTH 2-17d</i> Diagnostic Assessments
7	Money	65 66-67 68 69-70 71 72-74 75-76 77-78 79-80	<i>Consolidation of all Money work from Book 2(a)</i> Bank or debit cards/credit cards Budgeting Profit and loss Discount Hire purchase Foreign exchange Foreign exchange in reverse Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-09a MNU 2-09b MNU 2-09b MNU 2-09c MNU 2-09c MNU 2-09c MNU 2-09a MNU 2-09a	<i>MNU 2-09a and MNU 2-09c</i> Diag Assessments
8	Negative Numbers	81-82 83-84 84-85 86	Interpreting negative numbers Simple "up" and "down" using a thermometer Simple adding and subtracting using a thermometer Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-04a MNU 2-04a MNU 2-04a	<i>MNU 2-04a</i> Diagnostic Assessment

Book 2b

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Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
9	Time 2	87 88-89 90-91 92-93 94-95	Basic calculation of distance (= speed \times time) - whole hours only Basic calculation of time (= distance \div speed) - whole hours only Basic calculation of speed (= distance \div time) - whole hours only Mixed problems involving time-distance-speed triangle Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-10c MNU 2-10c MNU 2-10c MNU 2-10c	MNU 2-10c Diagnostic Assessment
10	2 - Dimensions	96 97-98 99-100 101-102 102-103 104-105 106-107	Consolidation of all 2-D Work from Book 2(a) Properties of the square Properties of the rectangle Properties of the rhombus Properties of the kite Properties of the parallelogram Revisit - Review - Revise !	MTH 2-16a/17a/b MTH 2-16a MTH 2-16a MTH 2-16a MTH 2-16a MTH 2-16a	
11	Algebra	108 109-110 111 112-113 114-115 116-117 118	Consolidation of all Algebra from Book 2(a) Extended number machines to include 2 steps Solve basic equations of the form $x + 2 = 11$ and $3x = 15$ Solve equations up to the format $3x - 2 = 16$ including word problems Inequalities Solve inequalities like $x + 3 > 7$, $5x \leq 15$, $(2x - 5 < 13)$ Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-15a MTH 2-15a MTH 2-15a MTH 2-15a MTH 2-15a MTH 2-15a	MTH 2-15a Diagnostic Assessment
12	Fractions/ Decimals/ Percentages	119-120 121-122 123-125 126	Consolidation of Fractions, Decimals and Percentages from Book 2(a) Percentages to fractions and reducing to their simplest form for comparison Calculating a simple percentage without and with a calculator Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-7a/b/c MNU 2-7a/b/c MNU 2-7c	MNU 2-07a, MNU 2-07b and MNU 2-07c Diag Assessments
13	Measurement	127-130	Consolidation of Length, Area, Volume and Weight from Book 2(a)	MNU 2-11a/b/c	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
14	Patterns	131 132-135 136-139 140-141	<i>Consolidation of all Patterns from Book 2(a)</i> Linear patterns of the form $D = 3P$ Linear patterns of the form $D = 3P + 1$ Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-13a MTH 2-13a MTH 2-13a	<i>MTH 2-13a</i> Diagnostic Assessment
15	Coordinates	142 143-144 145	<i>Consolidation of Coordinates</i> <i>(Extension)</i> Coordinates in all 4 quadrants. Revisit - Review - Revise !	MTH 2-18a MTH 3-18a	
16	3 - Dimensions	146 147-149 150-151 152-153 154-155	<i>Consolidation of 3 dimensional shapes from Book 2(a)</i> Nets of cubes and cuboids Nets of triangular prisms and other shapes (cones, prisms etc) Skeletons of solids + practical work - straws, rolled up paper etc. Revisit - Review - Revise ! Attempt TeeJay's ---->	MTH 2-16a MTH 2-16b MTH 2-16b MTH 2-16c	<i>MTH 2-16a, MTH 2-16b and MTH 2-16c</i> Diag Assessments
17	Statistics	156-159	<i>Consolidation of all Statistics work from Book 2(a)</i>	MNU 2-20a/b/21a	
18	Probability	160 161 162 163	Probability/chance - simple predictions Probability calculations Simplifying probabilities Revisit - Review - Revise ! Attempt TeeJay's ---->	MNU 2-22a MNU 2-22a MNU 2-22a	<i>MNU 2-22a</i> Diagnostic Assessments
19	Revn - Level 2	164-169	<i>Consolidation of Level 2 work all for Diagnostic Assessment for CfE Level 2</i> Attempt TeeJay's ---->	All Level 2	<i>LEVEL 2 DIAGNOSTIC END-OF-COURSE ASSESSMENT</i>
	Answers	171-179			