# Year 2 Mathematics

## Achievement Standard

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date, and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Fluency**
- **Problem Solving**
- **Reasoning**
- **Understanding**

## Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons each week. Lessons are delivered via our Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

# Year 2 Mathematics

| Units, Learning Experiences and Summative Assessment | | |
|---|---|---|
| Semester 1 | Term 1 | **Unit 1**<br>Students will build strong number foundations by exploring place value to hundreds, partitioning, number patterns beyond 100, and using number lines to 500. They will also develop skills in addition and subtraction, data collection, interpreting calendars, and classifying shapes through investigations, problem-solving strategies, and real-world maths contexts. |
| | | **Summative Assessment:**<br>• **Students will demonstrate their knowledge and understanding through a combination of hands-on investigations and tests throughout the term.** |
| | Term 2 | **Unit 2**<br>Students will deepen their understanding of place value, number expansion, and ordering numbers up to 1000, while strengthening their addition and subtraction skills using various strategies and models. They will also explore concepts such as measuring length and mass, drawing and identifying shapes, interpreting maps and directions, and working with data displays like column graphs. |
| | | **Summative Assessment:**<br>• **Students will demonstrate their knowledge and understanding through a combination of hands-on investigations and tests throughout the term.** |
| Semester 2 | Term 3 | **Unit 3**<br>Students will continue to explore place value, addition and subtraction strategies, and multiplication concepts, including grouping, arrays, and multiplication facts for 2. They will also develop skills in time (o'clock, half past, quarter past), money, and measurement (length, capacity) through practical problem-solving activities. |
| | | **Summative Assessment:**<br>• **Students will demonstrate their knowledge and understanding through a combination of hands-on investigations and tests throughout the term.** |
| | Term 4 | **Unit 4**<br>Students will focus on solving addition, subtraction, multiplication, and division problems, exploring fractions as parts of a group and a whole. They will also investigate number patterns, odd and even numbers, and learn to interpret graphs and represent fractions, with an emphasis on patterns, relationships, and problem-solving strategies. |
| | | **Summative Assessment:**<br>• **Students will demonstrate their knowledge and understanding through a combination of hands-on investigations and tests throughout the term.** |

**Disclaimer** All of the above information is accurate at the time of development.