Shell Cove Public School Mathematics Scope & Sequence Stage 1 Year 2

Term	Week	Content Area / Units	Outcomes	Assessment
1	1 and 2	**Assessment**	SENA 1 – Recording Sheet SENA 1 – Resources/Activities SENA 2 – Recording Sheet SENA 2 – Resources/Activities SENA 3 – Recording Sheet SENA 3 – Resources/Activities SENA 4 – Recording Sheet SENA 4 – Resources/Activities **For required prior knowledge refer back to Stage 1 Year 1 outcomes**	
	3 and 4	**Whole Numbers 2**	**MA1-4NA applies place value, informally, to count, order, read and represent two-digit numbers** • **Develop confidence with number sequences from 100 by ones from any starting point** - Counts forwards and backwards by ones from a given three-digit number - Identifies the number before and after • **Recognise, model, read, write and order numbers to at least 1000**. - Represents three digit numbers using objects, pictures, words and numerals - Uses the term 'more than' and 'less than' to compare numbers - Arranges numbers in ascending order • **Count and order small collections of Australian coins and notes according to value** - Uses the face value of coins and notes to sort, order and count money - Recognises there are 100 cents in $1, 200 cents in $2… - Identifies equivalent values in collections of coins and in collections of notes **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 1, Week 3 and Week 4 Program**
		Time 2	**MA1-13MG describes, compares and orders durations of events** • **Describe duration using months, week, days and hours** - Use the calendar to calculate the number of months, weeks or days until an upcoming event - Names and orders the season, and name the months for each season - Solves simple problems about time, calendar and duration **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	

1	5 and 6	**Addition and Subtraction 2 (Focus on addition)**	**MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers**
			• **Represents and solve simple addition problems using a range of efficient mental an written strategies**
			  • Uses and records a range of mental strategies to solve addition problems involving two-digit numbers, including
			  - Counting on from the largest number to find the total
			  - Using Combinations to 10, using doubles and near doubles, bridging to ten
			  • Uses the **jump strategy** on an empty number line to add numbers
			
			MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
			MA1-2WM uses objects, diagrams and technology to explore mathematical problems
			MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained
				Term 1, Week 5 and Week 6 Program
				
				Year 2 Assessment

		2D Space 2	**MA1-15MG manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons**
			• **Describe and draw two-dimensional shapes**
			• **Investigate the effect of one-step slides and flips**
			  • Identifies vertical and horizontal lines
			  • Identifies parallel lines
			  • Identifies and names two-dimensional shapes presented in different orientations according to the number of side (quadrilateral, triangle, pentagon, hexagon, and octagon).
			
			MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
			MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained	

	7 and 8	**Multiplication and Division 2 (Focus on Multiplication)**	**MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division** • **Rhythmic and skip count by twos, fives and tens from zero** • **Recognise and represent multiplication as repeated addition, groups and arrays** • Uses number line to represent repeated addition • Uses concrete materials to model multiplication as equal ‘groups’ and by forming an array of equal ‘rows’ or equal ‘columns’ • Models commutative property of multiplication **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 1, Week 7 and Week 8 Program**

1		**Length 2**	**MA1-9MG measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres** • **Compare and order several shapes and objects based on length, using appropriate uniform informal units** - Selects appropriate unit, explain relationship between size of unit and object - Records length and distances by referring to the number and type of unit used • **Recognise and use formal units to measure length of objects** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 1, Week 9 and Week 10 Program** **Year 2 Assessment**
	9 and 10	**Patterns and Algebra 2**	**MA1-8NA creates, represents and continues a variety of patterns with numbers and objects** • **Investigate and describe number patterns formed by skip counting and patterns with objects** - Identifies and describes patterns when skip counting forwards and backwards by ones, twos, fives and tens from any starting point - Makes connections between repeated patterns and counting, e.g. a 'three pattern and skip counting by threes' - Determines a missing number in a pattern - Uses number lines to identify number patterns - Uses patterns to model and describe 'odd' and 'even' numbers • **Solve word problems**	
		3D Space 2	**MA1-14MG sorts, describes, represents and recognises familiar three- dimensional objects, including cones, cubes, cylinders, spheres and prisms** • **Recognise and classify familiar 3D objects using obvious features** - Identifies and name cones, cubes, cylinders, spheres and prisms from everyday life and different orientations - Uses the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex appropriately when describing three dimensional objects **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols	
	11	**Revision of Key Concepts** **Assessments**	**Based on class needs**	

2	1 and 2	**Whole Numbers 2** **Time 2**	**MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers** • **Investigating number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting pinto** • **Read and use ordinal names** • **Groups Partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting.** - Counts and represents large sets of objects by systematically grouping - Uses and explains mental grouping to count and assist with estimating large groups - Uses place value to partition three-digit numbers, eg 232 as 2 groups of hundreds, 3 groups of ten and 2 ones **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained **MA1-13MG describes, compares and orders durations of events, and reads half-hour and quarter-hour time** • **Read analog and digital clock to the quarter-hour using the language 'past' and 'to'** - Describes the position of the hands, explaining why - Describes hands using turning in a 'clockwise' - Records quarter-past and quarter to on analog and digital clocks **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 2, Week 1 and Week 2 Program**
	3 and 4	**Fractions and Decimals 2**	**MA1 – 7NA represents and models halves, quarters and eighths** • **Recognise and interprets common uses of halves, quarters and eighths of shapes and collections** - Records two, four and eight equal parts using, pictures and fractional notation - Uses concrete material to model a half, a quarter or an eighth of a whole object - Describes two, four and eight equal parts of a collection and the relationship of the parts to the whole, using pictures and fraction notation for half. **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 2, Week 3 and Week 4 Program**

		Position 2	**MA1-16MG represents and describes the positions of objects in everyday situations and on maps** • **Give and follow directions to move to familiar locations and to position objects** - Uses terms left and right to describe, give and follow directions - Gives and follows direction to position objects in models and drawings - Describes the path from one location to another on drawings • **Interpret simple maps of familiar locations and identify the relative position of key features** - Interprets simple maps, describe positons of objects - Draws a sketch of a simple model **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	
2	5 and 6	**Addition and Subtraction 2 (Focus on subtraction)**	**MA1-5NA use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers** • **Represent and solve simple subtraction problems using a range of efficient mental and written strategies** • Uses the terms take away, minus and the difference between • Uses and records a range of mental strategies to solve subtraction problems involving one- and two-digit numbers • Finds the difference to calculate subtraction problems • Uses jump strategy to use difference to solve subtraction • Using combinations to 10, using doubles to solve subtraction problems • Records number sentences in a number of ways using drawings, words, numerals and mathematical symbols • **Explore the connection between addition and subtraction** - Uses concrete material to model how addition and subtraction are inverse operations - Uses related addition and subtraction acts to at least 20, eg 15 + 3 = 1, so 18 – 3 = 15 **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 2, Week 5 and Week 6 Program** **Year 2 Assessment**

		Data 2	**MA1-17SP Gathers and organises data, displays data in lists, tables and picture graphs, an interprets the results** • **Identify a question of interest based on categorical variable and gather data relevant to the question** - Poses suitable questions to obtain suitable data - Predicts the likely responses - Determines what data to collect • **Collect, check and classify data** • **Create data displays using lists, tables and picture graphs and interpret them with objects and drawings where one object or drawing represents one data value and describe the display** - Uses concrete material or pictures of objects as symbols to create data displays - Records a data display created from concrete materials or pictures of objects **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	
2	7 and 8	**Multiplication and Division 2 (Focus on Division)**	**MA1-6NA uses a range of mental strategies and concrete materials for division** • **Recognise and represent division as grouping into equal sets ad solve simple problems using these representations** - Recognises there are equal number of items in each group • **Model division by:** - Sharing a collection of objects equally into a given number of groups to determine how many in each group - Describes the part left over when a collection cannot be shared equally - Models division by sharing a collection of objects into groups of a given size to determine the number of groups. - Models division as repeated subtraction **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 2, Week 7 and Week 8 Program**

		Area 2	**MA1-10MG measures, records, compares and estimates areas using uniform informal units** • **Measure and compare areas using uniform informal units** - Compares indirectly the areas of two surfaces that cannot be moved - Predicts the larger of two areas the same general shape and compare by cutting and covering - Draws the spatial structure (grid) of repeated units to covering a surface. - Uses uniform informal units to measure area by covering surface in rows or columns without gaps of overlaps **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	
2	9	**Patterns and Algebra 2**	**MA1-8NA creates, represents and continues a variety of patterns with numbers and objects** • **Solve problems by using number sentences for addition or subtraction** - Completes (and describes) the number sentences involving one operation of addition or subtraction by calculating the missing number, e.g. find _ so that 5 + _ = 13, or 15 - _ = 9 • **Solve problems involving addition and subtraction by using number sentences** - Represents a word problem as a number sentence - Poses a word problem to represent a number sentence **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 2, Week 9 and Week 10 Program** **Year 2 Assessment**
		Chance 2	**MA1-18SP recognises and describes the element of chance in everyday events** • **Identify practical activities and everyday events that involve chance** - Recognises and describes the element of chance in familiar activities and events - Makes predictions and explains them for everyday events - • **Describe outcomes as 'likely' of 'unlikely' and identify some events as 'certain' or 'impossible'** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were	

2	10	**Assessment**	**This needs to be based on individual class needs** **Notes:** Working mathematically should be imbedded into all mathematics lesson/activities.	

3	1 and 2	**Whole Numbers 2**	**MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers** • **Grouping, partitioning and rearranging collections of up to 1000 using place value** - Counts and represents large sets of objects by systematically grouping tens and hundreds - Uses and explains mental grouping to count and to assist with estimating the number of items in a large group - Rounds numbers to the nearest 10 and nearest 100 - States the palace value or digits in three-digit numbers eg ' In the number 432, the '3' represents 30 or 3 tens' - Partitions three digit numbers in non-standard forms, eg 432 as 32 ones or 2 tens and 12 ones - Applies an understanding of place value and the role of zero to read, write and order two digit numbers • **Solve simple everyday number problems using place value** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 3, Week 1 and Week 2 Program**
		Area 2	**MA1-10MG measures, records, compares and estimates areas using uniform informal units** • **Measure and compare areas using uniform informal units** - Records comparisons of area informally using drawings, numeral and words and by referring to the uniform informal units used - Compares indirectly the areas of two surfaces that cannot be moved - Predicts the larger of two areas the same general shape and compare by cutting and covering - Draws the spatial structure (grid) of repeated units to covering a surface. - Uses uniform informal units to measure area by covering surface in rows or columns without gaps of overlaps **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	

3	3 and 4	**Addition and Subtraction 2 (Focus Addition)**	**MA1-5NA uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers** • **Represents and solves simple addition problems using a range of efficient mental an written strategies** • **Uses and records a range of mental strategies to solve addition problems involving two-digit numbers, including** - Using Combinations to 10, using doubles and near doubles, bridging to ten - Uses the split strategy e.g. refer to place value, record how the answer to 37 + 45 was obtained using the split strategy, 30 + 40 = 70, 7 + 5 = 12 so 70 + 12 = 82 • **Selects and uses a variety of strategies to solve word problems involving one and two digit addition** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 3, Week 3 and Week 4 Program**
		Mass 2	**MA1-12MG measures, records, compares and estimates the masses of objects using uniform informal units** • **Compare the masses of objects using balance scales** - Compares and estimates by hefting then use balance scales to check using a balance pan - Recognises that mass is conserved - Selects appropriate uniform informal unit, record referring to unit used - Estimates and justifies estimate then measure **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	
	5 and 6	**Patterns and Algebra 2**	**MA1-8NA creates, represents and continues a variety of patterns with numbers and objects** • **Investigate and describe number patterns formed by skip counting and patterns with objects** - Identifies and describes patterns when skip counting forwards and backwards by ones, twos, fives and tens from any starting point • **Solve problems by using number sentences for addition or subtraction** - Completes (and describes) the number sentences involving one operation of addition or subtraction by calculating the missing number, eg find _ so that 5 + _ = 13, or 15 - _ = 9 • **Solve problems involving addition and subtraction by using number sentences** - Represents a word problem as a number sentence	**Term 3, Week 5 and Week 6 Program** **Year 2 Assessment**

3			- Poses a word problem to represent a number sentence **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	
		Data 2	**MA1-17SP Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements** • **Identify a question of interest based on categorical variable and gather data relevant to the question** - Poses suitable questions to obtain suitable data - Predicts the likely responses - Determines what data to collect • **Collect, check and classify data** • **Create data displays using lists, tables and picture graphs and interpret them with objects and drawings where one object or drawing represents one data value and describe the display** - Uses concrete material or pictures of objects as symbols to create data displays - Records a data display created from concrete materials or pictures of objects • **Interpret information presented in lists, tables and picture graphs** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	
	7 and 8	**Multiplication and Division 2 (Focus multiplication and relationship to division)**	**MA1-6NA uses a range of mental strategies and concrete materials for multiplication and division** • **Rhythmic and skip count by twos, threes, fives and tens from zero** • **Solves multiplication/ 'groups of' problems** • **Investigate the relationship between multiplication and division** • **Solve multiplication problems using objects, diagrams, imagery and actions** • **Record answers using drawings, words, numerals, eg two rows of five make ten.**	**Term 3, Week 7 and Week 8 Program**
		Volume and Capacity 2	**MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained **MA1-11MG measures, records, compares and estimates volumes and capacities using uniform informal units** • **Measure and compare the capacities and volumes of several objects using uniform informal units**	

			- Selects appropriate informal units to measure - Explains relationship between unit size and units needed - Records capacities • **Compare capacities and volumes of two or more containers** - Recognises that containers of different shapes may have the same capacity and volume - Compares and orders the volume of two or more objects by marking the amount of water it displaces **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	
3	9	**Fractions and Decimal 2** **Chance 2**	**MA1 – 7NA represents and models halves, quarters and eighths** • **Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections** - Records two, four and eight equal parts using, pictures and fractional notation - Uses concrete material to model half, quarter and eighths of a collection - Describes two, four and eight equal parts of a collection and the relationship of the parts to the whole, using pictures and fraction notation for half. - Uses fractional notation in a variety of everyday contexts. ¼ of the class, half past 2 etc. **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained **MA1-18SP recognises and describes the element of chance in everyday events** • **Identify practical activities and everyday events that involve chance** - Recognises and describes the element of chance in familiar activities and events - Makes predictions and explain them for everyday events • **Describe outcomes as 'likely' of 'unlikely' and identify some events as 'certain' or 'impossible'** • **Identify and distinguish between 'certain' and 'uncertain' events** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were **MA1-3WM** supports conclusions by explaining or demonstrating how answers were	**Term 3, Week 9 Program**

3	10	**Assessment**	**This needs to be based on individual class needs** **Notes:** 1. Working mathematically should be imbedded into all mathematics lesson/activities.	**Year 2 Assessment**

4	1 and 2	**Whole Numbers 2 (Focus problem solving)**	**MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers** • **Count and order small collections of Australian coins and notes according to value** • **Solve simple everyday number problems using place value with two-digit numbers** - Chooses appropriate strategy to solve problems, including trial and error and drawing diagrams • **Recognise, model, represent and order numbers to at least 1000** • **Investigate number sequences, initially those increasing ad decreasing by twos, threes, fives and tens from any starting point, *then moving to other sequences*.** • **Group, partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 4, Week 1 and Week 2 Program**
		3D Space 2	**MA1-14MG sorts, describes, represents and recognises familiar three- dimensional objects, including cones, cubes, cylinders, spheres and prisms** • **Recognise and classify familiar 3D objects using obvious features** - Identifies and names cones, cubes, cylinders, spheres and prisms from everyday life and different orientations - Distinguishes between flat and curved surfaces - Uses the term 'faces' to describe flat surfaces with straight edges - Sorts familiar three –dimensional objects from a description of its features. - Recognises familiar three-dimensional objects from pictures and photographs, and in the environment. • **Describes the features of three dimensional objects** - Identifies and names and sort 3D objects according to particular attributes - Distinguishes between objects that are 3d and 2D shapes, describing the difference - Represents 3 Dimensional objects, including land marks by making simple models or drawing or painting - Uses the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex appropriately when describing three dimensional objects **MA1-1WM** describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols	

4	3 and 4	**Addition and Subtraction 2 (Focus subtraction)**	**MA1-5NA uses a range of strategies and informal recording methods for subtraction involving one- and two-digit numbers** • **Represents and solve simple subtraction problems using a range of efficient mental and written strategies** - Recognises which strategies are more efficient and explain why - Explains or demonstrates how an answer was obtained for addition and subtraction problems • **Use and record a range of mental strategies to solve subtraction problems involving two-digit numbers** • **Use difference and split strategy for subtraction** • **Select and use a variety of strategies to solve word problems involving two digit subtraction and addition** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 4, Week 3 and Week 4 Program**
		Length 2	**MA1-9MG measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres** • **Recognise and use formal units to measure length of objects** - Uses metre and centimetre as a unit to measure lengths and distances to the nearest metre/centimetre or half metre - Records lengths using abbreviations m and cm - Recognises the need for formal units and for them to be different size i.e. cm and m - Estimates lengths in metres and centimetres **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	

4	5 and 6	**Multiplication and Division 2 (Focus on division and relationship to multiplication)** **Position 2**	**MA1-6NA uses a range of mental strategies and concrete materials for division** • **Solve division and multiplication problems using objects, diagrams, imagery and actions** - Supports answers by demonstrating how an answer was obtained - Recognises which strategy worked and which did not • **Record answers division and multiplication problems using drawings, words, numerals, eg two rows of five make ten.** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained **MA1-16MG represents and describes the positions of objects in everyday situations and on maps** • **Interpret simple maps of familiar locations and identify the relative position of key features** - Interprets simple maps, describe positons of objects - Draws a sketch of a simple models from memory, photographs or descriptions - Uses drawings to represent the positions of objects along a path **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	**Term 4, Week 5 and Week 6 Program** **Year 2 Assessment**
	7 and 8	**Patterns and Algebra 2**	**MA1-8NA creates, represents and continues a variety of patterns with numbers and objects** • **Investigate and describe number patterns formed by skip counting and patterns with objects** - Identifies and describes patterns when skip counting forwards and backwards by ones, twos, threes, fives and tens from any starting point - Describes number pattern in words, eg 'it goes up by threes' • **Solve problems by using number sentences for addition or subtraction** - Completes (and describes) the number sentences involving one operation of addition or subtraction by calculating the missing number, e.g. find _ so that 5 + _ = 13, or 15 - _ = 9 • **Solve word problems involving addition and subtraction by using number sentences** - Represents a word problem as a number sentence - Poses a word problem to represent a number sentence • **Describe number relationships** **MA1-1WM** describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols **MA1-2WM** uses objects, diagrams and technology to explore mathematical problems **MA1-3WM** supports conclusions by explaining or demonstrating how answers were obtained	**Term 4, Week 7 and Week 8 Program**

4		**2D Space 2**	**MA1-15MG manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons**
			
			• **Investigate the effect of one-step slides and flips**
			• **Identify and describe half turns and quarter turns**
			  ● Identifies vertical and horizontal lines
			  ● Identifies parallel lines
			  ● Identifies and names two-dimensional shapes presented in different orientations according to the number of side (quadrilateral, triangles, pentagon, hexagons, and octagon).
			
			MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
			MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained	

	9	**Fractions and Decimals**	**MA1 – 7NA represents and models halves, quarters and eighths**
			• **Recognise and interpret common uses of halves, quarters and eighths of shapes and collections**
			  - Records two, four and eight equal parts using, pictures and fractional notation
			  - Uses concrete material to model half, quarter and eighths of a collection
			  - Describes two, four and eight equal parts of a collection and the relationship of the parts to the whole, using pictures and fraction notation for half.
			  - Uses fractional language in a variety of everyday contexts, eg the half-hour, one quarter of the class
			
			MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
			MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained
				Term 4, Week 9 Program

	10	**Revisions of Key Concepts**	**Base this on your class needs**	**Year 2 Assessment**