Chapel Hill State School

Maths Curriculum and Assessment Year Level Plan 2025

Year 2

AC V9

Curriculum Intent

Year Level Description

In Year 2, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency with positive dispositions towards mathematics and its use as they:

- recognise that mathematics can be used to investigate things they are curious about, to solve practical problems and model everyday situations, describing their thinking and reasoning using familiar mathematical language
- partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- use number sentences to formulate additive situations and represent simple multiplicative situations using equal groups and arrays
- use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations
- recognise types of patterns in different contexts
- partition collections, shapes and objects into equal parts and build a sense of fractions as a measure, connecting this to measures of turn and representations of time
- use uniform units to measure, compare and discuss the attributes of shapes and objects, and the duration of events
- describe spatial relationships such as the relative position of objects represented within a two-dimensional space
- build the foundations for statistical inquiry by choosing questions based on their interests as they collect, represent, and interpret data, and recognise features of different representations
- develop a sense of equivalence, chance and variability when they engage in play-based and practical activities

Achievement Standard

Spiral Progression and Alignment

YEAR 1	YEAR 2	YEAR 3
Number, Algebra By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. **Statistics, Probability** They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	**Number, Algebra** By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. **Measurement, Space** They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analogue clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. **Statistics, Probability** They use a range of methods to collect, record, represent and interpret categorical data in response to questions.	**Number, Algebra** By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns. **Measurement, Space** Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments. **Statistics, Probability** Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit description	**Number** • use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems **Space** • locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways **Statistics** • build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models.	**Number and Algebra** • recognise that mathematics can be used to investigate problems, describing thinking and reasoning using familiar mathematical language • use physical and virtual materials to represent, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems • use number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations such as word problems or storytelling **Measurement** • use uniform units to measure, compare and discuss the duration of events and read time on an analog clock to the hour, half hour and quarter hour.	Students recognise that mathematics can be used to investigate curious things, to solve practical problems, model everyday situations, and describe thinking and reasoning using familiar mathematical language. **Number** • identify and represent part-whole relationships of fractions in measurement contexts such as measures of turn and representations of time • build a sense of understanding of fractions by partitioning collections, shapes and objects into equal parts (halves, quarters and eighths) • use and expand on understanding of number sentences to formulate additive situations and represent multiplicative situations using equal groups and arrays • use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials and diagrams, and using different calculation strategies to find solutions • **Space** • compare and classify shapes, describing features using formal spatial terms **Measurement** • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass	**Number and Algebra** • continue to build fluency for understanding using addition, subtraction and multiplication facts • extend understanding by partitioning and combining numbers flexibly, recognising and describing the relationship between operations and employing part-part-whole reasoning • recognise types of patterns in different contexts such as increase and decreasing additively by a constant amount and identifying missing elements in the pattern • compare and contrast related operations and use known addition and subtraction facts to develop strategies for unfamiliar calculations • develop a sense of equivalence, chance and variability when they engage in play-based and practical activities.
Curriculum links				

Assessment		Semester 1		Semester 2	
			Assessment task U2.1 *Partitioning and renaming two- and three-digit numbers and using mathematical modelling to solve a problem*	**Assessment task U3.1** *Using mathematical modelling to solve a multiplicative problem*	**Assessment task U4.1** *Understanding numbers to at least 1000 and continuing additive patterns*
Range and balance of assessment conventions	**Technique**		Short response	Project	Test
	Mode		Written Spoken/ Signed Practical	Written Spoken/ Signed Practical	Multimodal
	Conditions		☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students
	Diagnostic	Includes Number Diagnostic Task	Includes Number Diagnostic Task	Includes Number Diagnostic Task	Includes Number Diagnostic Task
Assessment		**Assessment task U1.2** *Locating features and using maps*	**Assessment task U2.2** *Using a calendar and reading time on an analogue clock*	**Assessment task U3.2** *Representing fractions and comparing, classifying and measuring shapes*	
Range and balance of assessment conventions	**Technique**	Short response Choose an item.	Test	Project	
	Mode	Written Spoken/ Signed	Written Spoken/ Signed Practical	Written Practical	
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	Diagnostic				
Assessment		**Assessment task U1.3** Statistics and statistical investigations			
Range and balance of assessment conventions	**Technique**	Investigation			
	Mode	Written Spoken/ Signed			
	Conditions	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students			
	Diagnostic				

Achievement Standard Elements Assessed / Elements Monitored				
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Disclaimer: Please use this Year Level Plan (Curriculum Map) as a guide. Due to professional judgement or circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment