Australian Curriculum Version 9: Mathematics

Year 2 — Example Year level plan

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. The Example planning shows effective coverage of the AC V9 Mathematics. Year and Band planning templates are available to support schools if they choose to adapt the Example planning to suit their local context.

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit topics	**Number, Space, Statistics**	**Number, Algebra, Measurement**	**Number, Space Measurement**	**Number and Algebra**
Unit description	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • 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 • 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 • 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.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • 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 • 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 further develop proficiency and positive dispositions towards mathematics and its use as they: • 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) • compare and classify shapes, describing features using formal spatial terms • use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass • 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 • 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.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • 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.

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.1 — *Space*	**Assessment task 2.1 —** *Number and Mathematical modelling*	**Assessment task 3.1 —** *Number and Mathematical modelling*	**Assessment task 4.1 —** *Number and Algebra*
Assessable elements		Understanding and Fluency	Understanding and Fluency, Problem solving	Problem solving	Understanding and Fluency
Range and balance of assessment conventions[1]	**Technique**	Short response	Short response Project	Project	Test/Examination
	Mode	☒ Written ☒ Spoken/Signed ☒ Practical	☒ Written ☒ Spoken/Signed ☒ Practical	☒ Written ☒ Spoken/Signed ☒ Practical	☒ Multimodal
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.2 — *Statistics and Statistical investigations*	**Assessment task 2.2 —** *Measurement*	**Assessment task 3.2 —** *Measurement and Space*	
Assessable elements		Problem solving and Reasoning	Understanding and Fluency	Understanding and Fluency	
Range and balance of assessment conventions[1]	**Technique**	Statistical investigation	Test/Examination Observed demonstration	Short response	
	Mode	☒ Written ☒ Spoken/Signed	☒ Written ☒ Spoken/Signed ☒ Practical	☒ Written ☒ Practical	
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	

[1] For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, https://det-school.eq.edu.au/teachingandlearning/assessment/quality-assessment/summative-assessment-tasks

Aspects of the achievement standard	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra☼				
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*		Assessment task 2.1		Assessment task 4.1
use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies*		Assessment task 2.1	Assessment task 3.1	
identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts			Assessment task 3.2	
describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern				Assessment task 4.1
recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos				Assessment task 4.1
Measurement and Space☼				
use uniform informal units to measure and compare shapes and objects			Assessment task 3.2	
determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour		Assessment task 2.2		
compare and classify shapes, describing features using formal spatial terms			Assessment task 3.2	
locate and identify positions of features in two-dimensional representations and move position by following directions and pathways	Assessment task 1.1			
Statistics and Probability☼				
use a range of methods to collect, record, represent and interpret categorical data in response to questions	Assessment task 1.2			

*This aspect of the Achievement standard is assessed over two tasks.

C2C Resource libraries and resources in AC V8 C2C units may support teaching and learning of the updated curriculum.