

Year 2 Syllabus

Year Level Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- **fluency** includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- **problem-solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- **reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations


and creating and interpreting simple representations of data.

Number and Algebra

NUMBER AND PLACE VALUE

Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences ([ACMNA026](#))

 Numeracy

 Critical and creative thinking

Recognise, model, represent and order numbers to at least 1000 ([ACMNA027](#))

 Literacy

 Numeracy

Group, partition and

Measurement and Geometry

USING UNITS OF MEASUREMENT

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units ([ACMMG037](#))

 Numeracy

Compare masses of objects using balance scales ([ACMMG038](#))

 Literacy

 Numeracy

Tell time to the quarter-hour, using the language of 'past' and 'to' ([ACMMG039](#))

 Literacy


Statistics and Probability

CHANCE

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' ([ACMSP047](#))

 Literacy



 Numeracy

 Critical and creative thinking

DATA REPRESENTATION AND INTERPRETATION

Identify a question of interest based on one categorical variable. Gather data relevant to the question




rearrange collections
up to 1000 in
hundreds, tens and
ones to facilitate more
efficient counting
[\(ACMNA028\)](#)


 Numeracy
 Critical and creative
thinking



Explore the
connection between
addition and
subtraction
[\(ACMNA029\)](#)

 Numeracy



Solve simple addition
and subtraction
problems using a
range of efficient
mental and written
strategies
[\(ACMNA030\)](#)

 Literacy
 Numeracy
 Critical and creative
thinking

 Numeracy
Name and order
months and seasons
[\(ACMMG040\)](#)




 Literacy
 Numeracy




Use a calendar to
identify the date and
determine the number
of days in each month
[\(ACMMG041\)](#)

 Literacy
 Numeracy




SHAPE

Describe and draw
two-dimensional
shapes, with and
without digital
technologies
[\(ACMMG042\)](#)




 Literacy
 Numeracy
 Information and
Communication
Technology (ICT)

[\(ACMSP048\)](#)
 Literacy
 Numeracy
 Critical and creative
thinking

Collect, check and
classify data
[\(ACMSP049\)](#)

 Literacy
 Numeracy
 Critical and creative
thinking

Create displays of
data using lists, table
and picture graphs
and interpret them
[\(ACMSP050\)](#)

 Literacy
 Numeracy
 Critical and creative
thinking


Recognise and represent multiplication as repeated addition, groups and arrays
[\(ACMNA031\)](#)

 Numeracy

Recognise and represent division as grouping into equal sets and solve simple problems using these representations
[\(ACMNA032\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

FRACTIONS AND DECIMALS

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
[\(ACMNA033\)](#)

capability

Describe the features of three-dimensional objects [\(ACMMG043\)](#)

 Literacy


 Numeracy

LOCATION AND TRANSFORMATION

Interpret simple maps of familiar locations and identify the relative positions of key features
[\(ACMMG044\)](#)

 Literacy

 Numeracy


 Critical and creative thinking

Investigate the effect of one-step slides and flips with and without digital technologies
[\(ACMMG045\)](#)

 Literacy

 Numeracy

 Numeracy

 Critical and creative thinking

MONEY AND FINANCIAL MATHEMATICS

Count and order small collections of Australian coins and notes according to their value
[\(ACMNA034\)](#)


 Numeracy

PATTERNS AND ALGEBRA

Describe patterns with numbers and identify missing elements
[\(ACMNA035\)](#)

 Literacy

 Numeracy


 Critical and creative thinking

Solve problems by using number sentences for addition or subtraction

 Information and

Communication


Technology (ICT) capability

 Critical and creative thinking

Identify and describe half and quarter turns
[\(ACMMG046\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Literacy

 Numeracy

 Critical and creative

thinking

Year 2 Achievement Standard

Number and Algebra

At Standard, students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. Students represent multiplication and division by grouping into sets. They divide collections and shapes into halves, quarters and eighths. Students associate collections of Australian coins with their value. They recognise increasing and decreasing number sequences involving 2s, 3s and 5s. Students identify the missing element in a number sequence.

Measurement and Geometry

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. Students recognise the features of three-dimensional objects. They draw two-dimensional shapes. Students interpret simple maps of familiar locations. They explain the effects of one-step transformations.

Statistics and Probability

Students describe outcomes for everyday events. They collect, organise and represent data to make simple inferences. Students make sense of collected information.

Year Level Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- **fluency** includes readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- **problem-solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- **reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations

and creating and interpreting simple representations of data.