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[Teaching](#) ▾

[Assessing](#) ▾

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# Year 2 SyllabusTest

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**Year Level Description**

## Filters



### Show/Hide Curriculum

- Year level descriptors
- Content Descriptions
- Achievements Standards
- Icons

### Year Levels

- Select All

### Strands

- Select All
- Statistics and Probability
- Measurement and Geometry
- Number and Algebra

### General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability

# Year 2 Syllabus

## Year Level Description

The proficiency strands in **reasoning** are an important part of the mathematics curriculum. The strands are: number and algebra, measurement and geometry, and statistics and probability. The proficiency strands provide the language for describing mathematical proficiencies. The strands are:

At this year level:

- **understanding** includes understanding sequences, partitioning, describing the relationship between multiplication and division
- **fluency** includes fluently performing operations iteratively to compare outcomes of familiar events
- **problem-solving** includes making models and matching them to real-world situations and matching them to real-world situations
- **reasoning** includes using calculations, comparing and creating and interpreting data


- ✔ Critical and creative thinking
  - ✔ Personal and social capability
  - ✔ Ethical understanding
  - ✔ Intercultural understanding
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# Number and Algebra

## NUMBER AND PLACE VALUE

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

 Numeracy

 Critical and creative thinking

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


 Literacy

 Numeracy

Group, partition and rearrange collections to 1000 in hundreds, tens and ones to

facilitate more efficient  
counting ([ACMNA02](#))

 Numeracy

 Critical and creative  
thinking


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

 Numeracy

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

 Literacy

 Numeracy

 Critical and creative  
thinking


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

## Numeracy

Recognise and represent division as grouping 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, and collectible shapes and collections  
[\(ACMNA033\)](#)

 Numeracy

 Critical and creative thinking

## MONEY AND FINANCIAL MATHEMATICS

Count and order small collections of Australian

coins and notes  
according to their v  
[\(ACMNA034\)](#)


 Numeracy

## PATTERNS AND ALGEBRA

Describe patterns v  
numbers and identi  
missing elements  
[\(ACMNA035\)](#)

 Literacy


 Numeracy

 Critical and creativ  
thinking

Solve problems by  
number sentences  
addition or subtract  
[\(ACMNA036\)](#)

 Literacy

 Numeracy

 Critical and creativ  
thinking

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Year 2 Achieven

## **Number and Algebra**

At Standard, students perform subtraction calculations involving multiplication and division into halves, quarters and tenths with their value. They work with involving 2s, 3s and 5s in sequence.

## **Measurement and Geometry**

Students order shapes by area, hour and use a calendar. Students recognise and draw 2-dimensional shapes and explain the effects of transformations.

## **Statistics and Probability**

Students describe and represent data to make information.

The proficiency strands **understanding, fluency, problem-solving** content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. These proficiencies reinforce the significance of working mathematically and are developed. They provide the language to build in the development of achievement standards reflect the content and encompass the

At this year level:

- **understanding** includes connecting number calculations with multiplication and division flexibly and identifying and describing the relationship between multiplication and division
- **fluency** includes readily counting numbers in sequences, using the language of chance to describe outcomes of familiar chance events
- **problem-solving** includes formulating problems from authentic situations, representing problem situations, and matching transformations to problems
- **reasoning** includes using known facts to derive strategies for multiplication and division, creating and interpreting simple real-world problems

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