**[](http://www.calculate.org.au/)[](http://www.amsi.org.au)MATHEMATICS SCOPE AND SEQUENCE AUDIT: Year 2**

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| **NUMBER AND ALGEBRA** | | **TIMES** | **SAM** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Number & Place Value | [Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.(ACMNA026)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Recognise, model, represent and order numbers to at least 1000 (ACMNA027)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Explore the connection between addition and subtraction (ACMNA029)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | ***[TIMESNAO2](http://amsi.org.au/teacher_modules/Addition_and_subtraction.html)*** |  |  |  |  |  |
|  | [Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNAO2***](http://amsi.org.au/teacher_modules/Addition_and_subtraction.html) |  |  |  |  |  |
|  | [Recognise and represent multiplication as repeated addition, groups and arrays(ACMNA031)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNA03***](http://amsi.org.au/teacher_modules/multiplication_and_division.html) |  |  |  |  |  |
|  | [Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) | [***TIMESNA03***](http://amsi.org.au/teacher_modules/multiplication_and_division.html) |  |  |  |  |  |
| Fractions & Decimals | [Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) |  |  |  |  |  |  |
| Money & Financial Maths | [Count and order small collections of Australian coins and notes according to their value(ACMNA034)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) |  |  |  |  |  |  |
| Patterns & Algebra | [Describe patterns with numbers and identify missing elements (ACMNA035)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) |  |  |  |  |  |  |
|  | [Solve problems by using number sentences for addition or subtraction (ACMNA036)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=NA&layout=1) |  |  |  |  |  |  |
| **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)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Compare masses of objects using balance scales (ACMMG038)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
|  | [Name and order months and seasons (ACMMG040)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
|  | [Use a calendar to identify the date and determine the number of days in each month(ACMMG041)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
| Shape | [Describe and draw two-dimensional shapes, with and without digital technologies(ACMMG042)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Describe the features of three-dimensional objects (ACMMG043)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
| Location & Transformation | [Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Investigate the effect of one-step slides and flips with and without digital technologies(ACMMG045)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Identify and describe half and quarter turns (ACMMG046)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=MG&layout=1) |  |  |  |  |  |  |
| **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)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=SP&layout=1) | [***TIMESSP16***](http://www.amsi.org.au/teacher_modules/Chance_years_1-3.html) |  |  |  |  |  |
| Data Representation & Interpretation | [Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
|  | [Collect, check and classify data (ACMSP049)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
|  | [Create displays of data using lists, table and picture graphs and interpret them(ACMSP050)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=2&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
| **PROFICIENCIES (Embedded Throughout)** | | **Keywords** | | | | | |
| [**Understanding**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Understanding%20Statements%20and%20Keywords.docx) | includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division | Making connections, noticing properties, manipulating according to properties, identifying and describing relationships | | | | | |
| [**Fluency**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Fluency%20Statements%20and%20Keywords.docx) | includes counting numbers in sequences readily, 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 | Counting, iteration for measurement, describing and comparing | | | | | |
| [**Problem Solving**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Problem%20Solving%20Statements%20and%20Keywords.docx) | includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape | Formulate, model, comparison matching | | | | | |
| [**Reasoning**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Reasoning%20Statements%20and%20Keywords.docx) | 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 | Derive, develop, strategies, compare, contrast, interpret, creating | | | | | |