

# Mathletics Northern Territory (Australian Curriculum v9)

## Scope & Sequence



Year 2

Mathletics

	Term one	Term two	Term three	Term four
Unit 1	<b>Number</b> <b>Whole number and decimals</b> <ul style="list-style-type: none"> <li>Place value of numbers of any size</li> <li>Compare and order numbers of any size</li> <li>Tenths</li> <li>Hundredths</li> </ul>	<b>Number</b> <b>Decimals</b> <ul style="list-style-type: none"> <li>Decimal place value</li> <li>Compare and order decimals</li> <li>Work with money</li> </ul>	<b>Number Algebra</b> <b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>Addition and subtraction using algorithms</li> <li>Inverse operations</li> <li>Round and estimate to solve problems</li> <li>Problem solving</li> </ul>	<b>Number Algebra</b> <b>Patterns and algebra</b> <ul style="list-style-type: none"> <li>Work with related number sentences</li> <li>Explore and generate patterns</li> <li>Find missing values</li> <li>Equivalent number sentences</li> </ul>
	<b>Number Algebra</b> <b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>Efficient mental strategies for addition and subtraction</li> </ul>	<b>Number Algebra</b> <b>Patterns and algebra</b> <ul style="list-style-type: none"> <li>Number facts</li> <li>Properties of odd and even numbers</li> <li>Find unknown numbers</li> </ul>	<b>Number</b> <b>Multiplication and division</b> <ul style="list-style-type: none"> <li>Multiplication and division number sentences</li> <li>Choose efficient strategies to multiply and divide</li> </ul>	<b>Number</b> <b>Operations review</b> Review earlier content
Unit 3	<b>Number</b> <b>Fractions and decimals</b> <ul style="list-style-type: none"> <li>Fractions of a collection</li> <li>Equivalent fractions representations</li> <li>Connect fractions and decimals</li> <li>Count by fractions</li> </ul>	<b>Number Algebra</b> <b>Multiplication and division</b> <ul style="list-style-type: none"> <li>Efficient mental strategies for multiplication and division</li> <li>Multiply by powers of 10</li> </ul>	<b>Number</b> <b>Fractions: Mixed number and improper fractions</b> <ul style="list-style-type: none"> <li>Equivalent fractions and decimals</li> <li>Mixed numerals</li> <li>Improper fractions</li> <li>Simplify fractions</li> </ul>	<b>Measurement Space</b> <b>Angles and 2D shapes</b> <ul style="list-style-type: none"> <li>Classify and compare angles</li> <li>Identify line properties</li> <li>Symmetry</li> </ul>
	<b>Measurement Number</b> <b>Length, perimeter and area</b> <ul style="list-style-type: none"> <li>Measure and convert length using mm, cm &amp; m</li> <li>Use decimals to represent measurements</li> <li>Measure perimeter using formal and informal units</li> <li>Measure area using formal and informal units</li> </ul>	<b>Measurement Number</b> <b>Mass, capacity and temperature</b> <ul style="list-style-type: none"> <li>Use measuring equipment and interpret units of measurement, including decimal notation</li> <li>Measure mass using g and kg</li> <li>Measure capacity using mL &amp; L</li> <li>Measure temperature using C</li> </ul>	<b>Measurement</b> <b>Time</b> <ul style="list-style-type: none"> <li>Read time</li> <li>Duration of events</li> <li>Convert units of time</li> </ul>	<b>Probability Statistics</b> <b>Chance and data</b> <ul style="list-style-type: none"> <li>Language of chance</li> <li>Predict outcomes</li> <li>Conduct statistical investigations</li> <li>Data distributions</li> <li>Analyse data displays and visualisations</li> </ul>
Unit 5	<b>Statistics</b> <b>Data</b> <ul style="list-style-type: none"> <li>Collect data</li> <li>Use data displays to represent data</li> <li>Interpret and discuss data</li> </ul>	<b>Space</b> <b>2D shapes and 3D objects</b> <ul style="list-style-type: none"> <li>Composite shapes</li> <li>Create models of 3D objects</li> </ul>	<b>Space</b> <b>Position</b> <ul style="list-style-type: none"> <li>Use grid reference maps and systems</li> <li>Enlarge and reduce</li> <li>Use directional language</li> </ul>	<b>Measurement</b> <b>Measurement review and applications</b> <ul style="list-style-type: none"> <li>Choose appropriate units</li> <li>Use measurement in everyday situations</li> </ul>

Strand	Outcomes and content descriptions	Located			
Number	<b>AC9M2N01</b> recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines	T1 U1	T2 U1		T4 U1
	<b>AC9M2N02</b> partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation		T2 U1		T4 U1
	<b>AC9M2N03</b> recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving	T1 U3		T3 U2	
	<b>AC9M2N04</b> add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies	T1 U2	T2 U3		
	<b>AC9M2N05</b> multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies		T2 U2	T3 U1, U3	
	<b>AC9M2N06</b> use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions	T1 U2	T2 U3	T3 U3	T4 U2
Algebra	<b>AC9M2A01</b> recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern			T3 U1	
	<b>AC9M2A02</b> recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts	T1 U2		T3 U1	
	<b>AC9M2A03</b> recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving	T1 U3	T2 U2	T3 U1, U2	
Measurement	<b>AC9M2M01</b> measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary		T2 U5	T3 U5	T4 U4
	<b>AC9M2M02</b> identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events	T1 U3	T2 U5	T3 U2	
	<b>AC9M2M03</b> identify the date and determine the number of days between events using calendars	T1 U5			T4 U4
	<b>AC9M2M04</b> recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour	T1 U5			T4 U4
	<b>AC9M2M05</b> identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations	T1 U5	T2 U4		
Space	<b>AC9M2SP01</b> recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”	T1 U4			T4 U5
	<b>AC9M2SP02</b> locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways		T2 U4		T4 U5
Statistics	<b>AC9M2ST01</b> acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables			T3 U4	T4 U3
	<b>AC9M2ST02</b> create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions				T4 U3

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 1</b> Number</p> <p><b>Read and write numbers to 1000</b></p> <p>Recognise, represent and order numbers Count by 1s and 10s Compare and order</p>	<p><b>AC9M2N01</b> recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines</p>	<p><b>Read, write, compare &amp; order numbers</b></p> <ul style="list-style-type: none"> <li>Missing Numbers 1</li> <li>Numbers in Words</li> <li>Which is Bigger?</li> <li>Which is Smaller?</li> <li>Greater Than or Less Than?</li> <li>Concept of Zero</li> <li>Ascending Order</li> <li>Descending Order</li> <li>Number Lines</li> </ul>	<p><b>Count to 1000</b></p> <ul style="list-style-type: none"> <li>Counting in ones up to 1000</li> <li>Identifying numbers before &amp; after up to 1000</li> </ul> <p><b>Count in tens</b></p> <ul style="list-style-type: none"> <li>Counting in tens with 2- &amp; 3-digit numbers</li> <li>Finding numbers 10 before &amp; 10 after, up to 1000</li> </ul> <p><b>Place value up to 3 digits</b></p> <ul style="list-style-type: none"> <li>Reading &amp; representing 3-digit numbers</li> <li>Identifying place value in 3-digit numbers</li> </ul> <p><b>Compare &amp; order numbers to 1000</b></p> <ul style="list-style-type: none"> <li>Comparing numbers to 1000</li> <li>Ordering numbers to 1000</li> </ul>		<p><b>(Y2-C) Numbers</b></p> <ul style="list-style-type: none"> <li>Numbers to 999 (pp 1–18)</li> <li>Place value to 999 (pp 19–32)</li> </ul>
<p><b>Unit 2</b> Number Algebra</p> <p><b>Addition and subtraction: Facts and number bonds</b></p> <p>Addition and subtraction facts Complements to 100 Number bonds</p>	<p><b>AC9M2N04</b> add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies</p> <p><b>AC9M2N06</b> use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions ...</p> <p><b>AC9M2A02</b> recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts</p>	<p><b>Add &amp; Subtract</b></p> <ul style="list-style-type: none"> <li>Complements to 10, 20, 50</li> <li>Complements to 50 and 100</li> <li>Add 3 Numbers: Bonds to Multiples of 10</li> <li>Related Facts 1</li> </ul>	<p><b>Add &amp; subtract mental strategies to 100</b></p> <ul style="list-style-type: none"> <li>Add &amp; subtract using bridging to 10 up to 100</li> </ul> <p><b>Addition &amp; subtraction relationship</b></p> <ul style="list-style-type: none"> <li>Finding fact families for addition &amp; subtraction</li> </ul> <p><b>Addition &amp; subtraction facts to 20</b></p> <ul style="list-style-type: none"> <li>Adding &amp; subtracting within 20 fluently</li> <li>Number bonds to 20</li> </ul>		<p><b>(Y2-C) Operations with Number</b></p> <ul style="list-style-type: none"> <li>Addition (pp 1-2, 17-18)</li> <li>Subtraction (pp 26, 32-35)</li> </ul>
<p><b>Unit 3</b> Number Algebra Measurement</p> <p><b>Introducing fractions</b></p> <p>Halves Quarters Connect halves and quarters</p>	<p><b>AC9M2N03</b> recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving</p> <p><b>AC9M2A03</b> recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving</p> <p><b>AC9M2M02</b> identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events</p>	<p><b>Halves &amp; quarters</b></p> <ul style="list-style-type: none"> <li>Halves</li> <li>Is it Half?</li> <li>Halves and Quarters</li> <li>Doubles and Halves to 10</li> <li>Doubles and Halves to 20</li> <li>Doubles and Near Doubles</li> </ul>	<p><b>Halves &amp; quarters</b></p> <ul style="list-style-type: none"> <li>Finding half of a set or quantity (no symbols)</li> <li>Finding quarters of sets or shapes (no symbols)</li> <li>Finding halves &amp; quarters (no symbols)</li> </ul> <p><b>Understand halves, quarters &amp; eighths</b></p> <ul style="list-style-type: none"> <li>Finding half of a set or quantity</li> <li>Finding quarters of a set or quantity</li> </ul>	<p><b>Number &amp; Algebra: Fractions</b> LEVEL 2–4</p> <ul style="list-style-type: none"> <li>Monstrous proportions (DOK 2)</li> </ul>	<p><b>(Y2-C) Numbers</b></p> <ul style="list-style-type: none"> <li>Fractions (pp 57–68)</li> </ul> <p><b>(Y2-C) Operations with Number</b></p> <ul style="list-style-type: none"> <li>Division (p 79)</li> </ul>





Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 4</b> Space</p> <hr/> <p><b>2D Shapes</b></p> <p>Recognise, compare and classify shapes</p> <p>Identify shape properties</p> <p>Shape orientations</p>	<p><b>AC9M2SP01</b> recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”</p>	<p><b>Shape space &amp; measure</b></p> <ul style="list-style-type: none"> <li>• What Line am I?</li> <li>• Sides, Angles and Diagonals</li> <li>• Collect the Polygons</li> <li>• Collect the Objects</li> </ul>	<p><b>Recognise &amp; classify 2D shapes</b></p> <ul style="list-style-type: none"> <li>• Identifying, sorting &amp; naming octagons</li> <li>• Identifying, sorting &amp; naming pentagons</li> <li>• Identifying, sorting &amp; naming hexagons</li> <li>• Identifying &amp; naming simple 2D shapes</li> <li>• Comparing, describing &amp; sorting simple 2D shapes</li> <li>• Representing &amp; describing regular polygons</li> </ul> <p><b>Identify types of lines</b></p> <ul style="list-style-type: none"> <li>• Identifying vertical &amp; horizontal lines</li> <li>• Identifying parallel lines</li> </ul>	<p><b>Geometry: 2D Shapes</b> LEVEL 2–4</p> <ul style="list-style-type: none"> <li>• Sort these shapes out! <b>(DOK3)</b></li> </ul>	<p><b>(Y2-C) Space and Shape</b></p> <ul style="list-style-type: none"> <li>• 2D space (pp 1–17)</li> </ul>
<p><b>Unit 5</b> Measurement</p> <hr/> <p><b>Time</b></p> <p>Use calendars to identify dates</p> <p>Solve problems using calendars</p> <p>Recognise and read time on analogue clocks</p> <p>Introduce duration of time</p>	<p><b>AC9M2M03</b> identify the date and determine the number of days between events using calendars</p> <p><b>AC9M2M04</b> recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour</p> <p><b>AC9M2M05</b> identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations</p>	<p><b>Days, weeks, months &amp; calendars</b></p> <ul style="list-style-type: none"> <li>• Months of the Year</li> <li>• Months After and Before Seasons (AU/NZ)</li> <li>• Using a Calendar</li> <li>• Tomorrow and Yesterday (without scaffold)</li> <li>• Weekdays and Weekends</li> </ul> <p><b>Time to Half &amp; Quarter hour</b></p> <ul style="list-style-type: none"> <li>• Tell Time to the Half Hour</li> <li>• Tell Time to the Half Hour (UK)</li> <li>• Quarter To and Quarter Past</li> </ul>	<p><b>Months of the year</b></p> <ul style="list-style-type: none"> <li>• Months of the year</li> </ul> <p><b>Use a calendar</b></p> <ul style="list-style-type: none"> <li>• Using a calendar to identify the date</li> <li>• Using calendars to solve simple problems</li> </ul> <p><b>Recognise &amp; read time up to quarter hour</b></p> <ul style="list-style-type: none"> <li>• Telling time to the hour &amp; half hour (analogue)</li> <li>• Telling time to the hour &amp; half hour (digital)</li> <li>• Telling time to the half &amp; quarter hour</li> </ul>		<p><b>(Y1-B) Time and Money</b></p> <ul style="list-style-type: none"> <li>• Time (pp 11-19)</li> </ul> <p><b>(Y2-C) Time and Money</b></p> <ul style="list-style-type: none"> <li>• Time (pp 1–24)</li> </ul>







Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 1</b> Number</p> <p><b>Partition and round numbers to 1000</b></p> <p>Partition, rearrange, regroup and rename two- and three-digit numbers</p> <p>Round to nearest 10 or 100</p>	<p><b>AC9M2N01</b> recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines</p> <p><b>AC9M2N02</b> partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation</p>	<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>Place Value 2</li> <li>Place Value - Thousands</li> <li>Model Numbers</li> <li>Expanding Numbers</li> <li>Partition and Rename 1</li> <li>Place Value Partitioning</li> <li>Repartition Two-digit Numbers</li> </ul>	<p><b>Hundreds, tens &amp; ones</b></p> <ul style="list-style-type: none"> <li>Counting in hundreds, tens &amp; ones</li> <li>Partitioning 3-digit numbers (standard)</li> <li>Partitioning 3-digit numbers (non-standard)</li> </ul> <p><b>Round numbers to nearest 100</b></p> <ul style="list-style-type: none"> <li>Rounding numbers up to 1000 to the nearest 100</li> </ul>	<p><b>Number &amp; Algebra: Whole Number</b> LEVEL 2-4</p> <ul style="list-style-type: none"> <li>Swap the numbers <b>(DOK 2)</b></li> </ul>	<p><b>(Y2-C) Numbers</b></p> <ul style="list-style-type: none"> <li>Topic 3 – Number sense (pp 33–40)</li> </ul>
<p><b>Unit 2</b> Number Algebra</p> <p><b>Multiplication and division: Facts and arrays</b></p> <p>Multiplication and division facts Arrays</p>	<p><b>AC9M2N05</b> multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies</p> <p><b>AC9M2A03</b> recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving</p>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Arrays 1</li> <li>Arrays 2</li> <li>Model multiplication to <math>5 \times 5</math></li> </ul>	<p><b>Arrays &amp; repeated addition</b></p> <ul style="list-style-type: none"> <li>Using repeated addition to multiply</li> <li>Exploring arrays (no x symbol)</li> </ul> <p><b>Divide using repeated subtraction</b></p> <ul style="list-style-type: none"> <li>Using repeated subtraction to divide</li> </ul>	<p><b>Number &amp; Algebra: Multiplication &amp; Division</b> LEVEL 2-4</p> <ul style="list-style-type: none"> <li>Party time <b>(DOK 2)</b></li> </ul>	<p><b>(Y2-C) Operations with Number</b></p> <ul style="list-style-type: none"> <li>Multiplication (pp 49–57)</li> <li>Division (pp 67–78)</li> </ul>
<p><b>Unit 3</b> Number</p> <p><b>Addition and subtraction: Mental strategies</b></p> <p>Mental strategies Problem solving</p>	<p><b>AC9M2N04</b> add and subtract one- and two-digit numbers, representing problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies</p> <p><b>AC9M2N06</b> use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation</p>	<p><b>Add &amp; Subtract</b></p> <ul style="list-style-type: none"> <li>Model Addition</li> <li>Model Subtraction</li> <li>Adding to 2-digit numbers</li> <li>Magic Mental Addition</li> <li>Subtract Tens</li> <li>Partition Puzzles 1</li> </ul>	<p><b>Add &amp; subtract mental strategies to 100</b></p> <ul style="list-style-type: none"> <li>Add &amp; subtract by counting on/back up to 100</li> <li>Add &amp; subtract using jump strategy</li> <li>Adding using place value up to 100</li> <li>Using mental strategies to add &amp; subtract (to 100)</li> </ul> <p><b>Add &amp; subtract strategies over 100</b></p> <ul style="list-style-type: none"> <li>Adding using place value up to 200</li> <li>Adding &amp; subtracting using place value</li> <li>Adding using place value (crossing a ten)</li> <li>Subtracting using addition</li> <li>Adding &amp; subtracting using rounding &amp; compensating</li> </ul>	<p><b>Number &amp; Algebra: Addition &amp; Subtraction</b> LEVEL 2-4</p> <ul style="list-style-type: none"> <li>The key to adding <b>(DOK 2)</b></li> <li>Pieces of gold <b>(DOK 2)</b></li> <li>Magic 9 <b>(DOK 3)</b></li> </ul>	<p><b>(Y2-C) Operations with Number</b></p> <ul style="list-style-type: none"> <li>Addition (pp 3-16, 21, 23-24)</li> <li>Subtraction (pp 27-31, 36-43, 47-48)</li> </ul>

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 4</b> Space Measurement</p> <hr/> <p><b>Position and turns</b></p> <p>Interpret maps and locate positions Give and receive directions Use position language</p>	<p><b>AC9M2SP02</b> locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways</p> <p><b>AC9M2M05</b> identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations</p>	<p><b>Shape space &amp; measure</b></p> <ul style="list-style-type: none"> <li>• Map Coordinates</li> <li>• Where is it?</li> <li>• Left or Right?</li> </ul>	<p><b>Turns of shapes</b></p> <ul style="list-style-type: none"> <li>• Turns of shapes</li> </ul> <p><b>Read maps</b></p> <ul style="list-style-type: none"> <li>• Reading simple maps</li> </ul>		<p><b>Y2-C Space and Shape</b></p> <ul style="list-style-type: none"> <li>• Position (pp 30–37)</li> </ul>
<p><b>Unit 5</b> Number Algebra</p> <hr/> <p><b>Length</b></p> <p>Choose informal units to measure Measure and compare Linking length with halves and quarters</p>	<p><b>AC9M2M01</b> measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary</p> <p><b>AC9M2M02</b> identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events</p>	<p><b>Measure informally</b></p> <ul style="list-style-type: none"> <li>• Measuring Length with Blocks</li> <li>• Compare length</li> </ul>	<p><b>Understand &amp; measure length</b></p> <ul style="list-style-type: none"> <li>• Comparing &amp; ordering lengths using informal units</li> </ul>		<p><b>Y2-C Measurement</b></p> <ul style="list-style-type: none"> <li>• Length (pp 1–4)</li> </ul>

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<b>Unit 1</b> Algebra Number <hr/> <b>Patterns</b> Additive patterns Increase and decrease Shapes and objects Find missing number	<b>AC9M2A01</b> recognise, describe and create additive patterns that increase or decrease by a constant amount ... <b>AC9M2A03</b> recall and demonstrate proficiency with multiplication facts for twos ... <b>AC9M2N05</b> multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays ...	<b>Algebra–Patterns &amp; missing numbers</b> <ul style="list-style-type: none"> <li>Increasing Patterns</li> <li>Decreasing Patterns</li> <li>Odd or Even</li> <li>Pattern Error</li> <li>Missing Numbers</li> <li>Fact Families: Add and Subtract</li> <li>Balance Additions to 20</li> </ul>	<b>Addition &amp; subtraction sequences</b> <ul style="list-style-type: none"> <li>Identify, describe &amp; continue number sequences</li> <li>Add or subtract patterns (within 10) up to 100</li> <li>Additive visual patterns</li> </ul> <b>Multiplication &amp; division facts for 2</b> <ul style="list-style-type: none"> <li>Recalling &amp; using multiplication facts for 2</li> <li>Recalling &amp; using division facts for 2</li> <li>Multiplying &amp; dividing by 2</li> </ul>	<b>Number &amp; Algebra: Patterns</b> LEVEL 2–4 <ul style="list-style-type: none"> <li>Jamie's patterns (DOK 2)</li> </ul>	<b>(Y2-C) Numbers</b> <ul style="list-style-type: none"> <li>Skip counting (pp 41–51)</li> </ul> <b>(Y2-C) Patterns and Relationships</b> <ul style="list-style-type: none"> <li>Patterns and rules (pp 1–36, 39)</li> </ul>
<b>Unit 2</b> Number Algebra Measurement <hr/> <b>Fractions</b> Eighths Connect halves, quarters and eighths	<b>AC9M2N03</b> recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving <b>AC9M2A03</b> recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving <b>AC9M2M02</b> identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events		<b>Halves, quarters &amp; eighths</b> <ul style="list-style-type: none"> <li>Finding eighths of objects or shapes</li> <li>Finding halves, quarters &amp; eighths of shapes</li> </ul> <b>Understand halves, quarters &amp; eighths</b> <ul style="list-style-type: none"> <li>Finding eighths of a set or quantity</li> <li>Practical situations</li> </ul>		
<b>Unit 3</b> Number <hr/> <b>Multiplication and division</b> Partitioning Skip counting Modelling	<b>AC9M2N05</b> multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies <b>AC9M2N06</b> use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>Counting by Twos</li> <li>Counting by Fives</li> <li>Counting by Tens</li> <li>Count by 2s, 5s and 10s</li> <li>Dividing Twos</li> <li>Dividing Fives</li> <li>Dividing Tens</li> <li>Skip Counting with Coins</li> </ul>	<b>Multiply &amp; divide practical problems</b> <ul style="list-style-type: none"> <li>Solving simple multiplication problems (2,5,10x)</li> <li>Solving contextual problems</li> </ul> <b>Commutative property multiplication</b> <ul style="list-style-type: none"> <li>Using the commutative property of multiplication</li> </ul> <b>Divide by sharing &amp; grouping</b> <ul style="list-style-type: none"> <li>Dividing by sharing &amp; grouping</li> </ul>	<b>Number &amp; Algebra: Multiplication &amp; Division</b> LEVEL 2–4 <ul style="list-style-type: none"> <li>Trading card count (DOK 3)</li> </ul>	<b>(Y2-C) Patterns and Relationships</b> <ul style="list-style-type: none"> <li>Number relationships (pp 37–38, 40)</li> </ul> <b>(Y2-C) Operations with Number</b> <ul style="list-style-type: none"> <li>Multiplication (pp 58–66)</li> </ul>

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 4</b> Statistics</p> <p><b>Data collection and recording</b></p> <p>Pose questions Construct surveys Observe events Collect data</p>	<p><b>AC9M2ST01</b> acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables</p>	<p><b>Tables &amp; Lists</b></p> <ul style="list-style-type: none"> <li>• Sorting Data</li> <li>• Sort It</li> <li>• Tallies</li> </ul>	<p><b>Gather data</b></p> <ul style="list-style-type: none"> <li>• Answer questions related to simple data displays</li> </ul>		<p><b>Y2-C Chance and Data</b></p> <ul style="list-style-type: none"> <li>• Data (pp 9–15)</li> </ul>
<p><b>Unit 5</b> Measurement</p> <p><b>Mass and capacity</b></p> <p>Use uniform informal measurements Compare mass and capacities</p>	<p><b>AC9M2M01</b> measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary</p>	<p><b>Measure informally</b></p> <ul style="list-style-type: none"> <li>• Balancing Act</li> <li>• How Full?</li> <li>• Halve it!</li> </ul>	<p><b>Understand &amp; measure capacity &amp; volume</b></p> <ul style="list-style-type: none"> <li>• Estimate &amp; measure capacity using informal units</li> <li>• Comparing &amp; ordering volume</li> </ul> <p><b>Understand &amp; measure mass</b></p> <ul style="list-style-type: none"> <li>• Comparing &amp; ordering mass using informal units</li> </ul>		<p><b>Y2-C Measurement</b></p> <ul style="list-style-type: none"> <li>• Mass (pp 13–21)</li> <li>• Volume and capacity (pp 22–27)</li> </ul>

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<b>Unit 1</b> Number  <b>Number review</b>  Recognise, represent and order numbers Count by 1s and 10s Compare and order	<b>AC9M2N01</b> recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines  <b>AC9M2N02</b> partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation	 <b>Review earlier content</b>	 <b>Review earlier content</b>	 <b>Review earlier content</b>	 <b>Review earlier content</b>
<b>Unit 2</b> Number Algebra  <b>Operations: Problem solving</b>  Solve practical problems involving additive and multiplicative situations	<b>AC9M2N06</b> use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation	<b>Problems with four operations</b> <ul style="list-style-type: none"> <li>• Word Problems: Add and Subtract</li> <li>• Problems: Add and Subtract 1</li> <li>• Problems: Times and Divide</li> </ul>	<b>Add &amp; subtract practical problems</b> <ul style="list-style-type: none"> <li>• Solving word problems with start or change unknown</li> <li>• Writing simple number sentences</li> <li>• Solving contextual problems</li> </ul>		(Y2-C) <b>Time and Money</b> <ul style="list-style-type: none"> <li>• Money (pp 25–39)</li> </ul>
<b>Unit 3</b> Statistics  <b>Data representation</b>  Create graphical representations Compare and describe data representations Interpret data	<b>AC9M2ST01</b> acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables  <b>AC9M2ST02</b> create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions	<b>Tables &amp; Lists</b> <ul style="list-style-type: none"> <li>• Interpreting Tables</li> <li>• Read Graphs</li> <li>• Picture Graphs: Who has the Goods?</li> <li>• Picture Graphs: More or Less</li> <li>• Making Picture Graphs: With Scale</li> </ul>	<b>Create displays of data</b> <ul style="list-style-type: none"> <li>• Reading &amp; interpreting simple picture graphs</li> <li>• Representing &amp; reading data in tables or lists</li> <li>• Using a tally chart, table, picture graph</li> </ul>	<b>Number &amp; Algebra: Fractions</b> LEVEL 2–4 <ul style="list-style-type: none"> <li>• Monstrous proportions (DOK 2)</li> </ul>	(Y2-C) <b>Chance and Data</b> <ul style="list-style-type: none"> <li>• Data (pp 16–23)</li> </ul>

Strand & Topic	Outcomes	Activities (Courses)	Skill Quests	Challenges	Ebooks
<p><b>Unit 4</b> Measurement</p> <p><b>Measurement review and applications</b></p> <p>Solve practical problems involving measurement Choose appropriate units of measurement</p>	<p><b>AC9M2M01</b> measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary</p> <p><b>AC9M2M03</b> identify the date and determine the number of days between events using calendars</p> <p><b>AC9M2M04</b> recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour</p>	<p> <b>Review earlier content</b></p>	<p> <b>Review earlier content</b></p>	<p> <b>Review earlier content</b></p>	<p> <b>Review earlier content</b></p>
<p><b>Unit 5</b> Space</p> <p><b>Shape and position review</b></p>	<p><b>AC9M2SP01</b> recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”</p> <p><b>AC9M2SP02</b> locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways</p>	<p> <b>Review earlier content</b></p>	<p><b>Recognise &amp; classify 3D objects</b></p> <ul style="list-style-type: none"> <li>• Exploring surfaces &amp; faces</li> <li>• Recognising &amp; describing spheres</li> <li>• Recognising &amp; describing cones</li> <li>• Recognising &amp; describing cubes</li> <li>• Recognising &amp; describing cylinders</li> <li>• Recognising, sorting &amp; naming 3D objects</li> <li>• Recognising &amp; describing prisms (no formal names)</li> <li>• Comparing 2D shapes &amp; 3D objects</li> <li>• Identifying faces, edges &amp; vertices on 3D objects</li> <li>• Faces, edges, vertices &amp; surfaces of 3D objects</li> </ul>	<p> <b>Review earlier content</b></p>	<p><b>Y2-C Space and Shape</b></p> <ul style="list-style-type: none"> <li>• 3D space (pp 18–29)</li> </ul>

# Mathletics

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