Scope & Sequence Overview - Stage 1, Year 2

Whole Numbers 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- applies place value, informally, to count, order, read and represent two- and three-digit numbers - MA1-4NA

Vocabulary

count forwards, count backwards, number before, number after, more than, less than, number line, number chart, digit, zero, ones, groups of ten, tens, groups of one hundred, hundreds, round to, coins, notes, cents, dollars.

	T1	T2	T3	T4
Count collections to 100 by partitioning numbers using place value				
• use and explain mental grouping to count and to assist with estimating the number of items in large groups				
• partition two-digit numbers in non-standard forms, e.g. 32 as 32 ones or 2 tens and 12 one				
Recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line				
• round numbers to the nearest ten	MR			
Recognise, describe and order Australian coins according to their value				
• recognise Australian money including notes and coins				
• identify, sort, order and count money using the appropriate language in everyday contexts, e.g. coins, notes, cents, dollars				
• recognise that total amounts can be made using different denominations, e.g. 20 cents can be made using a single coin or two 10-cent coins				
• use money to buy basic goods and services in 'real life' contexts				
• identify consumer and financial matters that are part of daily life such as earning money, spending, saving, paying bills, making decisions				
• compare the cost of similar items				
• order spending preferences and explain reasons for their choices				

Whole Numbers 2

Outcomes

- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- applies place value, informally, to count, order, read and represent two- and three-digit numbers - MA1-4NA

Vocabulary

count forwards, count backwards, number before, number after, more than, less than, number line, number chart, digit, zero, ones, groups of ten, tens, groups of one hundred, hundreds, round to, coins, notes, cents, dollars.

	T1	T2	T3	T4
Recognise, model, represent and order numbers to at least 1000				
• represent three-digit numbers using objects, pictures, words and numerals				
• use the terms 'more than' and 'less than' to compare numbers				
• arrange numbers of up to three digits in ascending order				
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences				
• count forwards and backwards by twos, threes and fives from any starting point				
• count forwards and backwards by tens, on and off the decade, with two- and three-digit numbers, e.g. 40, 30, 20, … (on the decade); 427, 437, 447, … (off the decade)			MR	
Group, partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting				
• apply an understanding of place value and the role of zero to read, write and order three-digit numbers				
• count and represent large sets of objects by systematically grouping in tens and hundreds				
• use and explain mental grouping to count and to assist with estimating the number of items in large groups				
• use place value to partition three-digit numbers, e.g. 326 as 3 groups of one hundred, 2 groups of ten and 6 ones				
• state the place value of digits in numbers of up to three digits, e.g. 'In the number 583, the "5" represents 500 or 5 hundreds'				
• partition three-digit numbers in non-standard forms, e.g. 326 can be 32 groups of ten and 6 ones				
• round numbers to the nearest hundred				
• estimate, to the nearest hundred, the number of objects in a collection and check by counting, e.g. show 120 pop sticks and ask students to estimate to the nearest hundred				
Count and order small collections of Australian coins and notes according to their value				
• use the face value of coins and notes to sort, order and count money				
• recognise that there are 100 cents in $1, 200 cents in $2, …				
• identify equivalent values in collections of coins and in collections of notes, e.g. four $5 notes have the same value as one $20 note				

*** MR denotes content taught in Morning Routine ***

Addition and Subtraction 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- applies place value, informally, to count, order, read and represent two- and three-digit numbers - MA1-4NA

Vocabulary

counting on, counting back, combine, plus, add, take away, minus, the difference between, total, more than, less than, double, equals, is equal to, is the same as, number sentence, empty number line, strategy.

	T1	T2	T3	T4
Represent and solve simple addition and subtraction problems using a range of strategies, including counting on, partitioning and rearranging parts				
• create, record and recognise combinations of two numbers that add to numbers from 11 up to and including 20				
• use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers, including: – counting on from the larger number to find the total of two numbers – counting back from a number to find the number remaining – counting on or back to find the difference between two numbers – using doubles and near doubles, e.g. 5 + 7: double 5 and add 2 – combining numbers that add to 10, e.g. 4 + 7 + 8 + 6 + 3: first combine 4 and 6, and 7 and 3, then add 8 – bridging to 10, e.g. 17 + 5: 17 and 3 is 20, then add 2 more – using place value to partition numbers, e.g. 25 + 8: 25 is 20 + 5, so 25 + 8 is 20 + 5 + 8, which is 20 + 13				

Addition and Subtraction 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers - MA1-5NA

Vocabulary

counting on, counting back, combine, plus, add, take away, minus, the difference between, total, more than, less than, double, equals, is equal to, is the same as, number sentence, empty number line, strategy.

	T1	T2	T3	T4
Explore the connection between addition and subtraction				
• use concrete materials to model how addition and subtraction are inverse operations				
• use related addition and subtraction number facts to at least 20, e.g. 15 + 3 = 18, so 18 – 3 = 15 and 18 – 15 = 3				
Solve simple addition and subtraction problems using a range of efficient mental and written strategies				
• use and record a range of mental strategies to solve addition and subtraction problems involving two-digit numbers, including: – the jump strategy on an empty number line – the split strategy, e.g. record how the answer to 37 + 45 was obtained using the split strategy – an inverse strategy to change a subtraction into an addition, e.g. 54 – 38: start at 38, adding 2 makes 40, then adding 10 makes 50, then adding 4 makes 54, and so the answer is 2 + 10 + 4 = 16				
• select and use a variety of strategies to solve addition and subtraction problems involving one- and two-digit numbers				

Multiplication and Division 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses a range of mental strategies and concrete materials for multiplication and division - MA1-6NA

Vocabulary

group, number of groups, number in each group, sharing, shared between, left over, total, equal.
add, take away, row, column, array, number of rows, number of columns, number in each row, number in each column, , is the same as, shared between, shared equally, part left over, empty number line, number chart.

	T1	T2	T3	T4
Model and use equal groups of objects as a strategy for multiplication				
• find the total number of objects using skip counting	MR			

*** MR denotes content taught in Morning Routine ***

Multiplication and Division 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- uses a range of mental strategies and concrete materials for multiplication and division - MA1-6NA

Vocabulary

group, number of groups, number in each group, sharing, shared between, left over, total, equal, add, take away, row, column, array, number of rows, number of columns, number in each row, number in each column, , is the same as, shared between, shared equally, part left over, empty number line, number chart.

	T1	T2	T3	T4
Recognise and represent multiplication as repeated addition, groups and arrays				
• model multiplication as repeated addition, e.g. 3 groups of 4 is the same as 4 + 4 + 4				
• recognise when items have been arranged into groups, e.g. 'I can see two groups of three pencils'				
• use concrete materials to model multiplication as equal 'groups' and by forming an array of equal 'rows' or equal 'columns				
• model the commutative property of multiplication, e.g. '3 groups of 2 is the same as 2 groups of 3'				
Represent division as grouping into equal sets and solve simple problems using these representations				
• model division by sharing a collection of objects equally into a given number of groups, and by sharing equally into a given number of rows or columns in an array, e.g. determine the number each person receives when 10 objects are shared between two people				
• model division by sharing a collection of objects into groups of a given size, and by arranging it into rows or columns of a given size in an array, e.g. determine the number of columns in an array when 20 objects are arranged into rows of four				
• model division as repeated subtraction				
• solve multiplication and division problems using objects, diagrams, imagery and actions				
• record answers to multiplication and division problems using drawings, words and numerals, e.g. 'two rows of five make ten', '2 rows of 5 is 10'				

Fractions and Decimals 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- represents and models halves, quarters and eighths - MA1-7NA

Vocabulary

whole, part, equal parts, half, halves, about a half, more than a half, less than a half, quarter, eighth, one-half, one-quarter, one-eighth, halve (verb).

	T1	T2	T3	T4
Recognise and describe one-half as one of two equal parts of a whole				
• recognise that halves refer to two equal parts of a whole				
• describe parts of a whole object as 'about a half', 'more than a half' or 'less than a half'				
• use concrete materials to model half of a collection, e.g. 				
• record two equal parts of a collection, and the relationship of the parts to the whole, using pictures and fraction notation for half $\left(\frac{1}{2}\right)$ e.g. 				

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Fractions and Decimals 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- represents and models halves, quarters and eighths - MA1-7NA

Vocabulary

whole, part, equal parts, half, halves, about a half, more than a half, less than a half, quarter, eighth, one-half, one-quarter, one-eighth, halve (verb).

	T1	T2	T3	T4
Recognise and interpret common uses of halves, quarters and eighths of shapes and collections Unit 2)				
• use concrete materials to model a half, a quarter or an eighth of a whole object, e.g. divide a piece of ribbon into quarters				
• recognise that fractions refer to equal parts of a whole, e.g. all four quarters of an object are the same size				
• recognise when objects and shapes have been shared into halves, quarters or eighths				
• record equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half $\left(\frac{1}{2}\right)$, quarter $\left(\frac{1}{4}\right)$ and eighth $\left(\frac{1}{8}\right)$, e.g. 				
• use concrete materials to model a half, a quarter or an eighth of a collection, e.g. 				
• recognise when a collection has been shared into halves, quarters or eighths				
• record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation for half $\left(\frac{1}{2}\right)$, quarter $\left(\frac{1}{4}\right)$ and eighth $\left(\frac{1}{8}\right)$				
• use fraction language in a variety of everyday contexts, e.g. the half-hour, one-quarter of the class			MR	MR

Patterns and Algebra 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- creates, represents and continues a variety of patterns with numbers and objects - MA1-8NA

Vocabulary

pattern, number line, number chart, odd, even, missing number, number sentence.

	T1	T2	T3	T4
Investigate and describe number patterns formed by skip counting and patterns with objects				
• create, record and describe number patterns that increase or decrease				

Patterns and Algebra 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- creates, represents and continues a variety of patterns with numbers and objects - MA1-8NA

Vocabulary

pattern, number line, number chart, odd, even, missing number, number sentence.

	T1	T2	T3	T4
Describe patterns with numbers and identify missing elements				
• describe a number pattern in words, e.g. 'It goes up by threes'				
• determine a missing number in a number pattern, e.g. 3, 7, 11, __, 19, 23, 27				
Solve problems by using number sentences for addition or subtraction				
• complete number sentences involving one operation of addition or subtraction by calculating the missing number, e.g. find $\square$ so that $15 - \square = 9$ or $5 + \square = 13$				
• solve problems involving addition or subtraction by using number sentences				

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Length 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres - MA1-9MG

Vocabulary

length, distance, end, end-to-end, side-by-side, gap, overlap, measure, estimate, handspan, straight line, curved line, metre, centimetre, measure, estimate.

	T1	T2	T3	T4
Compare and order several shapes and objects based on length, using appropriate uniform informal units				
• make and use a tape measure calibrated in uniform informal units, e.g. calibrate a paper strip using footprints as a repeated unit				
• compare and order two or more shapes or objects according to their lengths using an appropriate uniform informal unit				
• record length comparisons informally using drawings, numerals and words, and by referring to the uniform informal unit used				
Recognise and use formal units to measure the lengths of objects				
• recognise the need for formal units to measure lengths and distances				
• use the metre as a unit to measure lengths and distances to the nearest metre or half-metre				
• record lengths and distances using the abbreviation for metres (m)				
• estimate lengths and distances to the nearest metre and check by measuring				
• recognise the need for a formal unit smaller than the metre				
• recognise that there are 100 centimetres in one metre, i.e. 100 centimetres = 1 metre				
• use the centimetre as a unit to measure lengths to the nearest centimetre, using a device with 1 cm markings, e.g. use a paper strip of length 10 cm				
• record lengths and distances using the abbreviation for centimetres (cm)				
• estimate lengths and distances to the nearest centimetre and check by measuring				

Area 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- measures, records, compares and estimates areas using uniform informal units - MA1-10MG

Vocabulary

area, surface, measure, grid, column, row, column, gap, overlap, parts of (units), estimate.

	T1	T2	T3	T4
Measure and compare the lengths of pairs of objects using uniform informal units				
• estimate areas by referring to the number and type of uniform informal unit used and check by measuring				

Area 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- measures, records, compares and estimates areas using uniform informal units - MA1-10MG

	T1	T2	T3	T4
Compare and order several shapes and objects based on area, using appropriate uniform informal units				
• draw the spatial structure (grid) of repeated units covering a surface				
• compare and order the areas of two or more surfaces that cannot be moved, or superimposed, by measuring in uniform informal units				
• record comparisons of area informally using drawings, numerals and words, and by referring to the uniform informal unit used				

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Volume and Capacity 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- measures, records, compares and estimates volumes and capacities using uniform informal units - MA1-11MG

Vocabulary

capacity, container, liquid, full, empty, volume, gap, measure, estimate.

	T1	T2	T3	T4
Compare and order several objects based on volume and capacity using appropriate uniform informal units				
• make and use a measuring device for capacity calibrated in uniform informal units, e.g. calibrate a bottle by adding cups of water and marking the new level as each cup is added				
• compare and order the capacities of two or more containers by measuring each container in uniform informal units				
• compare and order the volumes of two or more models by counting the number of blocks used in each model				
• compare and order the volumes of two or more objects by marking the change in water level when each is submerged				
• record volume and capacity comparisons informally using drawings, numerals and words, and by referring to the uniform informal unit used				

Mass 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- measures, records, compares and estimates the masses of objects using uniform informal units - MA1-12MG

Vocabulary

mass, heavy, heavier, light, lighter, about the same as, pan balance, (level) balance. measure, estimate.

	T1	T2	T3	T4
Compare the masses of objects using balance scales				
• recognise that mass is conserved, e.g. the mass of a lump of plasticine remains constant regardless of the shape it is moulded into or whether it is divided up into smaller pieces				
• use uniform informal units to measure the mass of an object by counting the number of units needed to obtain a level balance on a pan balance				
• record masses by referring to the number and type of uniform informal unit used				
• compare two or more objects according to their masses using appropriate uniform informal units				
• record comparisons of mass informally using drawings, numerals and words, and by referring to the uniform informal units used				
• find differences in mass by measuring and comparing, e.g. 'The pencil has a mass equal to three blocks and a pair of plastic scissors has a mass of six blocks, so the scissors are three blocks heavier than the pencil'				
• estimate mass by referring to the number and type of uniform informal unit used and check by measuring				

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Time 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- describes, compares and orders durations of events, and reads half- and quarter-hour time - MA1-13MG

Vocabulary

calendar, days, week, date, month, year, seasons, time, clock, analog, digital, hour hand, minute hand, o'clock, half past, clockwise, numeral, hour, minute, second, o'clock, half past, quarter past, quarter to.

	T1	T2	T3	T4
Name and order months and seasons				
• name and order the months of the year	MR	MR	MR	MR
• recall the number of days that there are in each month	MR	MR	MR	MR
• name and order the seasons, and name the months for each season	MR	MR	MR	MR
Use a calendar to identify the date and determine the number of days in each month				
• identify a day and date using a conventional calendar		MR		
Tell time to the half-hour				
• read analog and digital clocks to the half-hour using the terms 'o'clock' and 'half past'				
• describe the position of the hands on a clock for the half-hour				
• record hour and half-hour time on analog and digital clocks				

Time 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- describes, compares and orders durations of events, and reads half- and quarter-hour time - MA1-13MG

Vocabulary

calendar, days, week, date, month, year, seasons, time, clock, analog, digital, hour hand, minute hand, o'clock, half past, clockwise, numeral, hour, minute, second, o'clock, half past, quarter past, quarter to.

	T1	T2	T3	T4
Describe duration using months, weeks, days and hours				
• use a calendar to calculate the number of months, weeks or days until an upcoming event			MR	
• use the terms 'hour', 'minute' and 'second'				
• experience and recognise activities that have a duration of one hour, half an hour or a quarter of an hour, one minute, and a few seconds				
Tell time to the quarter-hour using the language of 'past' and 'to'				
• read analog and digital clocks to the quarter-hour using the terms 'past' and 'to', e.g. 'It is a quarter past three', 'It is a quarter to four'				
• describe the position of the hands on a clock for quarter past and quarter to				
• identify which hour has just passed when the hour hand is not pointing to a numeral				
• record quarter-past and quarter-to time on analog and digital clocks				

3D Space 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms - MA1-14MG

Vocabulary

object, shape, two-dimensional shape (2D shape), three-dimensional object (3D object), cone, cube, cylinder, sphere, prism, surface, flat surface, curved surface, face, edge, vertex (vertices).

	T1	T2	T3	T4
Recognise and classify familiar three-dimensional objects using obvious features				
• sort familiar three-dimensional objects according to obvious features, e.g. 'All these objects have curved surfaces'				

*** MR denotes content taught in Morning Routine ***

3D Space 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms - MA1-14MG

Vocabulary

object, shape, two-dimensional shape (2D shape), three-dimensional object (3D object), cone, cube, cylinder, sphere, prism, surface, flat surface, curved surface, face, edge, vertex (vertices).

	T1	T2	T3	T4
Describe the features of three-dimensional objects				
• use the terms 'flat surface', 'curved surface', 'face', 'edge' and 'vertex' appropriately when describing three-dimensional objects				
• distinguish between objects, which are 'three-dimensional' (3D), and shapes, which are 'two-dimensional' (2D), and describe the differences informally, e.g. 'This is a two-dimensional shape because it is flat'				
• recognise that flat surfaces of three-dimensional objects are two-dimensional shapes and name the shapes of these surfaces				
• represent three-dimensional objects, including landmarks, by making simple models or by drawing or painting				

2D Space 1

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons - MA1-15MG

Vocabulary

shape, circle, triangle, quadrilateral, square, rectangle, pentagon, hexagon, octagon, orientation, features, side, vertex (vertices), vertical, horizontal, portrait (orientation), landscape (orientation), parallel, two-dimensional shape (2D shape), symmetry, slide, flip, turn, full-turn, half-turn, quarter-turn, clockwise, anti-clockwise.

	T1	T2	T3	T4
Recognise and classify familiar two-dimensional shapes using obvious features				
• recognise that rectangles and squares are quadrilaterals				

*** MR denotes content taught in Morning Routine ***

2D Space 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons - MA1-15MG

Vocabulary

shape, circle, triangle, quadrilateral, square, rectangle, pentagon, hexagon, octagon, orientation, features, side, vertex (vertices), vertical, horizontal, portrait (orientation), landscape (orientation), parallel, two-dimensional shape (2D shape), symmetry, slide, flip, turn, full-turn, half-turn, quarter-turn, clockwise, anti-clockwise.

	T1	T2	T3	T4
Describe and draw two-dimensional shapes, with and without the use of digital technologies				
• make representations of two-dimensional shapes in different orientations using concrete materials				
• draw and name two-dimensional shapes in different orientations, with and without the use of digital technologies				
Investigate the effect of one-step slides and flips, with and without the use of digital technologies				
• identify a one-step slide or flip of a single shape and use the terms 'slide' and 'flip' to describe the movement of the shape				
• perform a one-step slide or flip with a single shape				
• record the result of performing one-step slides and flips, with and without the use of digital technologies				
• make designs with line symmetry using paper-folding, pattern blocks, drawings and paintings				
Identify and describe half-turns and quarter-turns				
• identify full-, half- and quarter-turns of a single shape and use the terms 'turn', 'full-turn', 'half-turn' and 'quarter-turn' to describe the movement of the shape				
• identify and describe amounts of turn using the terms 'clockwise' and 'anti-clockwise'				
• perform full-, half- and quarter-turns with a single shape				
• record the result of performing full-, half- and quarter-turns of a shape, with and without the use of digital technologies				
• determine the number of half-turns required for a full-turn and the number of quarter-turns required for a full-turn				

Position 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- represents and describes the positions of objects in everyday situations and on maps - MA1-16MG

Vocabulary

position, left, right, directions, turn, location, map, path.

	T1	T2	T3	T4
Interpret simple maps of familiar locations and identify the relative positions of key features				
• interpret simple maps by identifying objects in different locations, e.g. find a classroom on a school plan map				
• describe the positions of objects in models, photographs and drawings				
• make simple models from memory, photographs, drawings or descriptions				
• draw a sketch of a simple model				
• use drawings to represent the positions of objects along a path				

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Data 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- uses objects, diagrams and technology to explore mathematical problems - MA1-2WM
- supports conclusions by explaining or demonstrating how answers were obtained - MA1-3WM
- gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results - MA1-17SP

Vocabulary

Information, data, collect, gather, display, objects, symbol, tally mark, picture, row, category, picture graph, list, table, equal spacing, key, baseline.

	T1	T2	T3	T4
Identify a question of interest based on one categorical variable and gather data relevant to the question				
• pose suitable questions that will elicit categorical answers and gather the data, e.g. 'Which school sport is the most popular with our class members?', 'How did each student in our class get to school today?'				
Collect, check and classify data				
• collect data on familiar topics through questioning, e.g. 'How many students are in our class each day this week?'				
• identify categories of data and use them to sort data, e.g. sort data collected on attendance by day of the week and into boys and girls present				
Create displays of data using lists, tables and picture graphs and interpret them				
• represent data in a picture graph using a baseline, equal spacing, same-sized symbols and a key indicating one-to-one correspondence				
• display data using lists and tables				
• interpret information presented in lists, tables and picture graphs				
• record observations based on tables and picture graphs developed from collected data				

Chance 2

Outcomes

- describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols - MA1-1WM
- recognises and describes the element of chance in everyday events - MA1-18SP

Vocabulary

will happen, might happen, won't happen, probably, chance, certain, uncertain, possible, impossible, likely, unlikely.

	T1	T2	T3	T4
Identify practical activities and everyday events that involve chance				
• recognise and describe the element of chance in familiar activities and events, e.g. 'I might play with my friend after school'				
Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'				
• describe possible outcomes in everyday activities and events as being 'likely' or 'unlikely' to happen				
• compare familiar activities and events and describe them as being 'likely' or 'unlikely' to happen				
• identify and distinguish between 'possible' and 'impossible' events				
• identify and distinguish between 'certain' and 'uncertain' events				

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