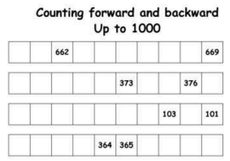
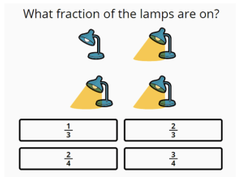
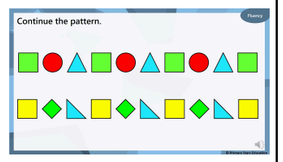
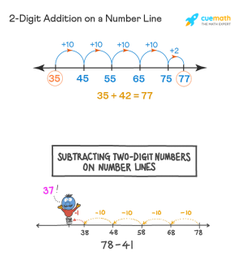
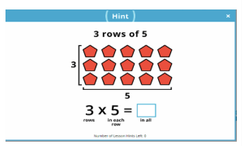
Mathematics: Level 2 NUMBER

Numbers can be partitioned and combined to solve simple addition and subtraction problems

Our number system is based on groupings of the number ten.

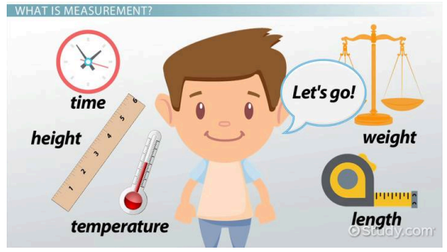
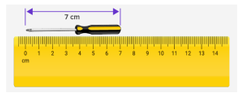
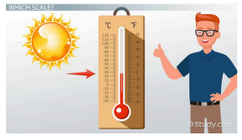
I can...		S	P	T	I...		S	P	T
Use additive thinking to: **add**	eg (47 + 38 is 50 + 40 -5)				read and write number sequence to 1000				
Use additive thinking to: **subtract**	eg (74 – 8 = [] as 74 – 4 – 4 = [])				Count in 10s	e.g., 358, 348, 338, ??) and 100s e.g., 647, 547, 447, ??)			
Use additive thinking to: **multiply**	eg (4 x 4 = [] as 4 + 4 + 4 + 4, or 8 + 8 = [])				Know the number before and after any given number (1s, 10s, 100s)				
Use additive thinking to: **divide**	eg (18 ÷ 3 = [], as 5 + 5 + 5 = 15, so 6 + 6 + 6 = 18				Basic facts up to 9 + 9 = [] e.g., 6 + 4, 9 + 3, and subtraction 10 – 6, 12 - 9				
Find fractions of sets e.g. halves, thirds, quarters, eighths					The order of addition gives the same answer	eg (4 + 7 = 7 + 4)			
					Use opposites	eg (6 + 7 = 13 so 13 – 7 = 6)			
					Know place value	e.g.456 is 4 hundred, 5 tens and 6 ones or (456 has 45 tens and 456 ones)			
					Know 456 + 70 = [] is the same as 456 – {] = 396				
					Write fractions Say fractions Say which fraction is bigger or smaller Order fractions if the number at the bottom is the same Know repeated fraction, ¾ = ¼ + ¼ + ¼ and 4/3 = 1/3 + 1/3 + 1/3 + 1/3				

Mathematics: Level 2 ALGEBRA

Equations and Expressions: Number operations and strategies to solve number operations can be recorded using words, numbers, diagrams and symbols				**Patterns and Relationships: Patterns can be described with a rule**				
Use words, symbols and pictures to explain how I have worked out an answer				Know that numbers can be split in ways to make calculations easier: 27 + 9 = ? 105 – 19 = ? 45 + ? = 106 8 x 5 = ? 20 ÷ 4 = ?				
Write +, -, x and ÷ equations and know that = means ‘same as or equal to’				• Can describe shape or number patterns.	 			
Use number lines to record + and - strategies.					• Say what the pattern is and predict what comes next			
Use arrays to record simple x and ÷ strategies								

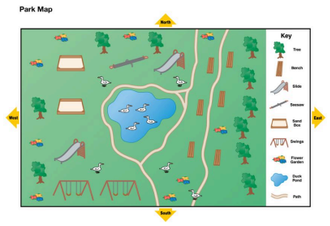
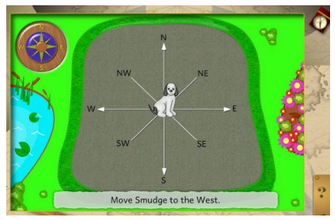
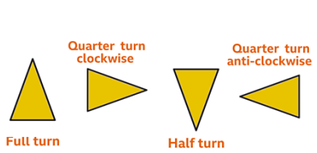
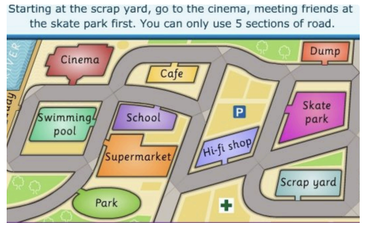
Mathematics: Level 2 - MEASUREMENT

Units can be used to measure objects, non-standard and standard (simple).

I can...			S	P	T
Use appropriate units and devices to measure • Length • Area • Volume and capacity • Weight (mass) • Turn (angle) • Temperature • Time.					
Create measurement devices					
• Understand marks on linear scales (rulers, thermometers) and be exposed to standard units	  				
• Use numbers and common symbols to communicate measurement results e.g., I weigh 38kg, my lunchbox holds 60 cubes, I take 7 minutes to scooter home.					

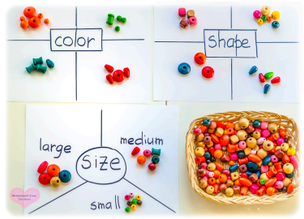
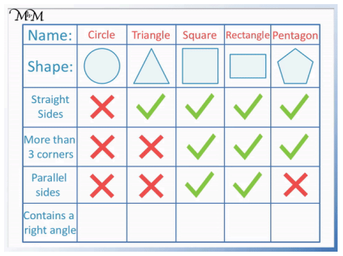
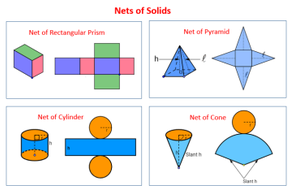
Mathematics: Level 2 - POSITION AND ORIENTATION

Position, direction and pathways can be shown on maps.

I can...		S	P	T
Use simple maps e.g., plans of their school, community. Find a place that matches a given point on the map.				
Describe how I would get from place to another (use N, S, E, W, half and quarter turns, approximate distances, simple coordinates.	 			
By looking at maps I can say what landmarks I will see from given points. From a map I give directions that will take one person from one position to another.				

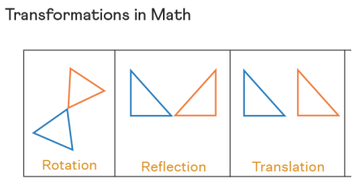
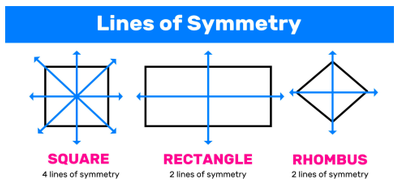
Mathematics: Level 2 -SHAPE

Shapes can be sorted by their geometric properties.

I can...		S	P	T
Classify (sort) items using ○ Shape, ○ Colour ○ Size ○ Material ○ Purpose .				
Find and name shapes I find in objects and structures.				
Use words such as: ○ Side ○ Corner ○ Centre ○ Face ○ Edge ○ Curve ○ Larger ○ Smaller.				
Consider how 3D shapes are built from 2D. E.g. Pulling packets apart, constructing their own nets.				

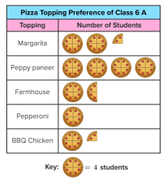
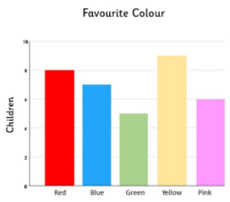
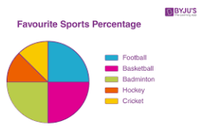
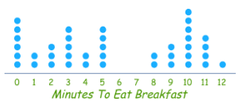
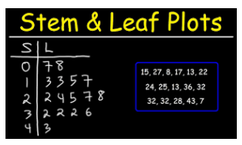
Mathematics: Level 2 - TRANSFORMATION

Some objects have symmetry and do not change position or appearance under some transformations

I can...		S	P	T
Can move shapes and predict location and orientation after it has been translated, rotated, reflected.				
Know that translations are images of a shape as it is shifted along a line				
Can say how many mirror lines a shape has.				

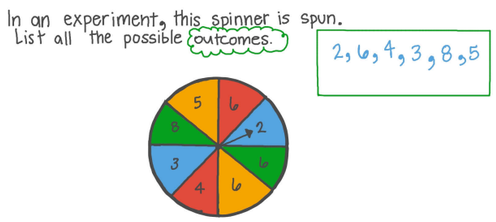
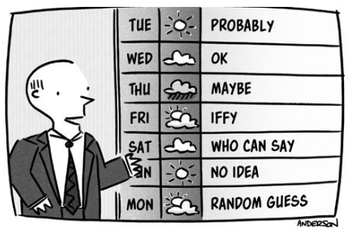
Mathematics: Level 2 - STATISTICS

Letting go of the individual's story and moving towards telling the class story.
Arguing from the data.

I		S	P	T
Am a data detective				
Use either **category** (e.g., colour frequency of cars in car park) or **whole number data** (how many people live in your house)				
Display my data using:: • Strip graphs				
• Pictographs				
• Bar Graphs				
• Pie Graphs				
• Dot Plots				
• Stem and leaf				
• Think about and comment on comments made by my classmates or others. • Talk about displays (pictographs, bar, strip and pie) and (dot plots, stem and leaf) to support my thinking • Decide if the chosen display best shows patterns in the data.				

Mathematics: Level 2 - PROBABILITY

Beginning to recognise that some events are more likely than others in chance situations.

I can...		S	P	T
Think about all of the possible outcomes of events.				
Predict what might happen				
Carry out experiments and make simple models of all the outcomes (lists, tables).				
Say if there are equally likely outcomes e.g., even number on a standard dice.				
Know that if there is more than one possible outcome I cannot be certain about what will happen.				
Relate probability to events in my daily life.	 "And now the 7-day forecast..."			