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	Р	Т	l	l			Т
Use additive thinking to: add	eg (47 + 38 is 50 + 40 -5)				read and write number sequence to 1000	Counting forward and backward Up to 1000 662 669 373 376 103 101			
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 ar (1s, 10s, 100s)	nd after any given number			
Use additive thinking to: divide	eg (18 ÷ 3 = [], as 5 + 5 + 5 = 15, so 6 + 6 + 6 = 18				Basic facts up to 9 + 9 = [] 6 subtraction 10 - 6, 12 - 9	e.g., 6 + 4, 9 + 3, and			
Find fractions of sets e.g. halves, thirds, quarters, eighths	What fraction of the lamps are on?				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 so	ame as 456 – {] = 396			
					Write fractions Say fractions Say which fraction is bigger Order fractions if the number same Know repeated fraction, 3/4 = 1/3 + 1/3 + 1/3	er at the bottom is the			

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 calculations easier: $27 + 9 = ?$ $105 - 19 = ?$ $45 + ? = 106$ $8 \times 5 = ?$ $20 \div 4 = ?$	pe split in ways to make					
Write +, -, x and ÷ equations and know that = means 'same as or equal to'		Can describe shape or number patterns.	Continue the pattern. What are the missing numbers? What are the missing numbers?					
Use number lines to record + and - strategies. 2-Digit Addition on a Number Line Common of the strategies of the strate		Say what the patt comes next	ern is and predict what					
Use arrays to record simple x and ÷ strategies	3 rows of 5 3							

Mathematics: Level 2	- MEASUREMENT			
Units can be used to measure (objects, non-standard and standard (simple).			
l can		S	Р	Т
Use appropriate units and devices to measure Length Area Volume and capacity Weight (mass) Turn (angle) Temperat ure Time.	time height weight temperature length strategy and the st			
Create measurement devices	3			
Understa nd marks on linear scales (rulers, thermome ters) and be exposed to standard units	Workers system length (cm, dm, m, km) Highway Perfume Bottle Apple			
	nmon symbols to communicate measurement results e.g., I weigh 38kg, cubes, I take 7 minutes to scooter home.			

Mathematics: Leve	Mathematics: Level 2 - POSITION AND ORIENTATION						
Position, direction and pat	hways can be shown on maps.						
I can		S	Р	Т			
Use simple maps e.g., plans of their school, community.	Park Map						
Find a place that matches a given point on the map.	Control Contro						
Describe how I would get from place to another (use N, S, E, W, half and quarter turns, approximate distances, simple coordinates.	NW NE SW SE						
	Quarter turn clockwise Full turn Half turn						
By looking at maps I can say what landmarks I will see from given points. From a map I give directions that will take	Starting at the scrap yard, go to the cinema, meeting friends at the skate park first. You can only use 5 sections of road. Cinema Cafe Swimming School Supermarket Nift shop Scrap yard						
one person from one position to another.	Park +						

Mathematics: Level 2 -SHAPE						
Shapes can be sorted by their geome	tric properties.					
I can		S	Р	Т		
Classify (sort) items using Shape, Colour Size Material Purpose.	color Shape large Size					
Find and name shapes I find in objects and structures.						
Use words such as: Side Corner Centre Face Edge Curve Larger Smaller.	Name: Circle Triangle Square Rectangle Pentagon Shape: Straight Sides More than 3 corners Parallel sides Contains a right angle					
Consider how 3D shapes are built from 2D. E.g. Pulling packets apart, constructing their own nets.	Net of Solids Net of Pyramid Net of Cylinder Net of Cylinder Net of Cylinder Solids Solids Net of Cylinder Solids Solids Solids Net of Cylinder Solids Solid					

Mathematics: Leve	Mathematics: Level 2 - TRANSFORMATION							
Some objects have sym	Some objects have symmetry and do not change position or appearance under some transformations							
I can		S	Р	Т				
Can move shapes and pr	redict 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	Transformations in Math Rotation Reflection Translation							
Can say how many mirror lines a shape has.	Lines of Symmetry SQUARE 4 lines of symmetry RECTANGLE 2 lines of symmetry 2 lines of symmetry 2 lines of symmetry							

Mathematics: Level 2 - STATISTICS Letting go of the individual's story and moving towards telling the class story. Arguing from the data. Р 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 Favourite Colour • 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 - PROBAB	Mathematics: Level 2 - PROBABILITY					
Beginning to recognise that some events	are more likely than others in chance situations.					
I can		S	Р	Т		
Think about all of the possible outcomes of	events.					
Predict what might happen	In an experiment, this spinner is spun. List all the possible controller. 2, 6, 4, 3, 8, 5					
Carry out experiments and make simple m	odels 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. Tue PROBABLY WED CO OK THU MAYBE FRI O IFFY SAT CO WHO CAN SAY NO IDEA RANDOM GUESS "And now the 7-day forecast"						