Year 2 Mathematics

ACiQ v9.0

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 2. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9M2N01 indicates Number strand.

Key to content description codes: Mathematics	
e.g. AC9M2N01 Australian Curriculum (AC) Version 9 (9) Mathematics (**M**) Year (**2**) Strand (N, A, M, SP, ST, P) Content description number (##)	Strands: • N — Number • A — Algebra • M — Measurement • SP — Space • ST — Statistics • P — Probability

Year 2 Australian Curriculum: Mathematics achievement standard

By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.

They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.

They use a range of methods to collect, record, represent and interpret categorical data in response to questions.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 2	**Students learn to:**	
Students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in.	• recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number line	AC9M2N01
	• 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	AC9M2N02
	• 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	AC9M2N04
	• multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies	AC9M2N05
They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.	• 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	AC9M2N04
	• multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies	AC9M2N05
	• 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	AC9M2N06
They identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts.	• recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving	AC9M2N03
	• identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events	AC9M2M02
	• recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour	AC9M2M04
	• identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations	AC9M2M05
They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern.	• 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	AC9M2A01
They recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.	• 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	AC9M2N04
	• recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts	AC9M2A02
	• recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving	AC9M2A03
They use uniform informal units to measure and compare shapes and objects.	• measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary	AC9M2M01

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour.	• identify the date and determine the number of days between events using calendars	AC9M2M03
	• recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour	AC9M2M04
They compare and classify shapes, describing features using formal spatial term.	• recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”	AC9M2SP01
They locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.	• locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways	AC9M2SP02
They use a range of methods to collect, record, represent and interpret categorical data in response to questions.	• 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 • 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.	AC9M2ST01 AC9M2ST02

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.