

# Comparison of AC v8.4 to v9.0

## Year 2: Mathematics

<b>Key</b>	same/refined	removed	new	moved
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**Note:**

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0	
Achievement standard		Achievement standard	
<p>By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.</p> <p>Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.</p>		<p>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.</p> <p>Students 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.</p> <p>Students use a range of methods to collect, record, represent and interpret categorical data in response to questions.</p>	
Strands	Content descriptions	Content descriptions	Strands
Number	recognise, model, represent and order numbers to at least 1000 ACMNA027	recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines AC9M2N01	Number
	group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting ACMNA028	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	
	recognise and interpret common uses of halves, quarters and eighths of shapes and collections ACMNA033	recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving AC9M2N03 <b>Moved from Year 1</b>	
	solve simple addition and subtraction problems using a range of efficient mental and written strategies ACMNA030	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	
	solve problems by using number sentences for addition or subtraction ACMNA036		
	recognise and represent multiplication as repeated addition, groups and arrays ACMNA031	multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies AC9M2N05	
	recognise and represent division as grouping into equal sets and solve simple problems using these representations ACMNA032	use <b>mathematical modelling</b> 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	
	investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences ACMNA026 <b>Moved to Year 1</b>		
	explore the connection between addition and subtraction ACMNA029 <b>Moved to Year 3</b>		
	count and order small collections of Australian coins and notes according to their value ACMNA034		
Algebra	describe patterns with numbers and identify missing elements ACMNA035	recognise, describe and <b>create additive patterns</b> that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern AC9M2A01 <b>Moved from Year 3</b>	Algebra
		recall and demonstrate proficiency with addition facts <b>to 20</b> ; extend and apply facts to develop related subtraction facts AC9M2A02 <b>Moved from Year 3</b>	
		recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving AC9M2A03	
Measurement	compare and order several shapes and objects based on length, <b>area, volume</b> and capacity using appropriate uniform informal units ACMMG037	measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary AC9M2M01	Measurement
	compare masses of objects using balance scales ACMMG038		

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	Version 8.4	Version 9.0	
	recognise and interpret common uses of halves, quarters and eighths of shapes and collections ACMNA033	identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events AC9M2M02	
	use a calendar to identify the date and determine the number of days in each month ACMMG041	identify the date and determine the number of days between events using calendars AC9M2M03	
	tell time to the quarter-hour, using the language of 'past' and 'to' ACMMG039	recognise and <b>read the time</b> represented on an analog clock to the hour, <b>half-hour</b> and quarter-hour AC9M2M04 <b>Moved from Year 1</b>	
	identify and describe half and quarter turns ACMMG046	identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations AC9M2M05	
	<b>name and order months and seasons</b> ACMMG040		
Geometry	describe and draw two-dimensional shapes, with and without digital technologies ACMMG042	recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as "opposite", "parallel", "curved" and "straight" AC9M2SP01	Space
	interpret simple maps of familiar locations and identify the relative positions of key features ACMMG044	locate positions in two dimensional representations of a familiar space; move positions by following directions and pathways AC9M2SP02	
	<b>investigate the effect of one-step slides and flips with and without digital technologies</b> ACMMG045		
	<b>describe the features of three-dimensional objects</b> ACMMG043 <b>Moved to Year 3</b>		
Statistics	identify a question of interest based on one categorical variable. Gather data relevant to the question ACMSP048	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 AC9M2ST01	Statistics
	collect, check and classify data ACMSP049		
	create displays of data using lists, table and picture graphs and interpret them ACMSP050		
Probability	<b>identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'</b> ACMSP047 <b>Moved to Year 3</b>		Probability

## Considerations for planning for the first year of implementation

In the initial year of implementing the Australian Curriculum: Mathematics v9.0, teachers need to consider the implications of content changes as they transition from v8.4.

The table below:

- identifies changes between v8.4 and v9.0 that may influence the sequence of students' learning
- outlines considerations for planning teaching and learning programs for the first year of implementation.

Year 1 content in v8.4	Year 2 content in v9.0	Considerations
recognise and describe one-half as one of two equal parts of a whole ACMNA016	recognise and describe one-half as one of two equal parts of a whole and connect halves, quarters and eighths through repeated halving AC9M2N03 <b>Moved from Year 1</b>	Recognising and describing one-half as one of two equal parts of a whole, was content included in v8.4 Year 1 Mathematics. As this content has moved to Year 2 in v9.0, teaching and learning programs should provide opportunities for students to revise and consolidate conceptual understanding.
recognise, describe and order Australian coins according to their value ACMNA017	use mathematical modelling to solve practical problems involving additive and multiplicative situations, <b>including money transactions</b> ; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation AC9M2N06	The following v8.4 Year 2 content description has been removed in Year 2 v9.0. <b>Count and order small collections of Australian coins and notes according to their value</b> ACMNA034  Students need a basic conceptual understanding of money and money transactions prior to engaging with the v9.0 content. Counting and ordering small collections of Australian coins and notes according to their value, and understanding the process and skills required in money transactions needs to be considered and planned for in teaching and learning programs. Simple transactions will have to be either whole dollar amounts or whole cent amounts to the value of 100 to align with the other Number content descriptions.
investigate and describe number patterns formed by skip-counting and patterns with objects ACMNA018	recognise, describe and <b>create additive patterns</b> that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern AC9M2A01 <b>Moved from Year 3</b>  <b>recall and demonstrate proficiency with addition facts to 20</b> ; extend and apply facts to develop related subtraction facts AC9M2A02 <b>Moved from Year 3</b>	The following v8.4 Year 3 content description has been moved to Year 2 v9.0. <b>describe, continue, and create number patterns resulting from performing addition or subtraction</b> ACMNA060  In v9.0 Year 2, students transition from investigating and describing number patterns formed by skip counting patterns, to creating increasing and decreasing additive patterns. This is an increase in complexity. Teaching and learning programs should provide opportunities for students to describe and continue number patterns as a necessary step needed before creating additive patterns.
tell time to the half-hour ACMMG020	<b>recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour</b> AC9M2M04 <b>Moved from Year 1</b>	Telling time to the half-hour was content included in v8.4 Year 1. As this content has moved to Year 2 v9.0, teaching and learning programs should provide opportunities for students to revise and consolidate conceptual understanding.

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