

## YEAR 1 and 2 CONCEPT SCOPE AND SEQUENCE – COMPOSITE

|                                    |                             | TERM 1   | TERM 2   | TERM 3  | TERM 4   |   |
|------------------------------------|-----------------------------|--|--|---|--|---|
| <b>ADDITION<br/>SUBTRACTION</b>    | <b>PATTERNS<br/>ALGEBRA</b> | Addition and Subtraction 1 and 2, 3, 4 and 5, Patterns and Algebra 4<br><b>Count by 1s number line, Add/subtract single-digit</b><br>ACMNA012, ACMNA013, ACMNA015 NSW MAI-4NA, MAI-5NA, MAI-8NA<br>Addition and Subtraction 13, 14, 15, 16<br><b>Add / subtract tens, two-digit numbers, count by 10s</b><br><b>Add / subtract tens numbers by partitioning</b><br>ACMNA026, ACMNA030, NSW MAI-5NA | Addition and Subtraction 6, 7, 8 and 9<br><b>Add/subtract single-digit, over 10, 20 any decade</b><br>ACMNA015, NSW MAI-5NA<br>Addition and Subtraction 17, 18, Money 7<br><b>Add / subtract 2-digit numbers, partitioning</b><br><b>Add / subtract coins / notes, count change</b><br>ACMNA030, ACMNA034, NSW MAI-5NA   | Addition and Subtraction 10, 11, Patterns and Algebra 5 and 6<br><b>Add/subtract zero, add using associativity</b><br>ACMNA015, NSW MAI-5NA, MAI-8NA<br>Addition and Subtraction 19, Patterns and Algebra 13<br><b>Seeing difference in three ways. Solving missing number sentences by seeing difference in 3 ways</b><br>ACMNA029, NSW MAI-5NA, MAI-8NA | Addition and Subtraction 12, Patterns and Algebra 7<br><b>Equivalent number sentences</b><br>ACMNA015, NSW MAI-5NA, NSW MAI-8NA  |   |
| <b>MULTIPLICATION<br/>DIVISION</b> |                             | Patterns and Algebra 3, 11, 12<br><b>Part that repeats, Pattern add/sub 100s, 10s and 1s</b><br>ACMNA018, ACMNA026, ACMNA035, NSW MAI-8NA  | Multiplication and Division 1, 5, 6, 7 Money 8<br><b>Divide making 'groups of' / 'equal groups'</b><br>Divide array, multiplication, Skip count / number rows, number in each row, Multiply / divide repeated add / subtract, Divide 'groups of ...' / '... equal groups'<br><b>Multiply coins and notes</b><br>ACMNA012, ACMNA026, ACMNA031, ACMNA034, NSW MAI-4NA, MAI-6NA MAI-8NA | Addition and Subtraction 20, Patterns and Algebra 14<br><b>Problems addition / subtraction, problem as number sentence / word problem from a number sentence</b><br>ACMNA029, ACMNA036 NSW MAI-5NA, MAI-8NA   | Patterns and Algebra 9 and 10, Fractions and Decimals 2<br><b>Even and odd numbers, halves</b><br>ACMNA016 ACMNA017, NSW MAI-8NA   |   |
| <b>MULTIPLICATION<br/>DIVISION</b> |                             |  | Multiplication and Division 2, 3, 4 Patterns Algebra 8<br><b>Divide 2 equal groups, number in each, halves</b><br>Divide groups of 2, number of groups, part left over<br><b>Divide into groups, skip/rhythmic count</b><br>ACMNA012, NSW MAI-6NA, MAI-8NA<br>Multiplication and Division 8<br><b>Divide 'groups of 4' / '4 equal groups' quarters</b><br>ACMNA032, NSW MAI-6NA      |   |  |   |
| <b>PLACE VALUE</b>                 |                             |  | Place Value 6, 7, 8, 12, 13, 14, 15, 16<br><b>Friends of 10, Place value of teen numbers</b><br>Partition single-digit, teen numbers<br>Count by 10s, partition tens numbers<br>Standard/non-standard place value, three-digit<br>Count by 100s, 10s, 1s, Friends of any 100<br>ACMNA014, ACMNA026, ACMNA027, ACMNA028 NSW MAI-4NA   | Place Value 9, 10, 11<br><b>Friends of 10, Place value of teen numbers</b><br>Partition single-digit, teen numbers<br>ACMNA014, NSW MAI-4NA   |  |   |
| <b>FRACTIONS<br/>DECIMALS</b>      |                             |  |  |   | Fractions and Decimals 2, 3, 4, 5, 6, Patterns and Algebra 9<br><b>Halves of shapes and groups</b><br><b>Quarter, halve <math>\frac{1}{2}</math>, Eighth, halve <math>\frac{1}{4}</math> / quarter <math>\frac{1}{2}</math></b><br>ACMNA016, ACMNA033, NSW MAI-7NA   |   |
| <b>MEASUREMENT<br/>GEOMETRY</b>    |                             |  | Measurement and Geometry 13, 20<br><b>Two-dimensional shapes, lines, sides</b><br><b>Regular / irregular, vertices, lines</b><br>ACMMG022, ACMMG042, NSW MAI-15MG<br>Measurement and Geometry 14, 21<br><b>Length in multiple / single informal units</b><br><b>Make tape measure, metres and centimetres</b><br>ACMMG019, ACMMG037, NSW MAI-9MG                                     | Measurement and Geometry 16, 23<br><b>Area in multiple units, square is best</b><br><b>Area uniform informal square units, grid, (array)</b><br>ACMMG014, ACMMG037, NSW MAI-10MG<br>Measurement and Geometry 15, 22<br><b>Position and directions</b><br><b>Maps, familiar places, describe position</b><br>ACMMG023, ACMMG044, NSW MAI-16MG              | Measurement and Geometry 17, 24, 25<br><b>3D objects flat/curved surfaces, lines, edges</b><br>ACMMG022, ACMMG042, ACMMG043, NSW MAI-14MG, MAI-15MG<br>Measurement and Geometry 18<br><b>Volume/Capacity multiple cubes, liquid</b><br>ACMMG019, NSW MAI-11MG<br>Measurement and Geometry 26<br><b>Make measuring device, liquid informal units</b><br><b>Capacity, models using cubes, displacement</b><br>ACMMG037, NSW MAI-11MG | Measurement and Geometry 27<br><b>One-step slides / flips, / full, half, quarter turns</b><br>ACMMG045, ACMMG046, NSW MAI-15MG<br>Measurement and Geometry 19, 28<br><b>Compare, order mass equal arm balance</b><br><b>Mass, equal arm balance, uniform informal</b><br>ACMMG019, ACMMG038, NSW MAI-12MG |
| <b>STATISTICS<br/>PROBABILITY</b>  |                             |  |  | Statistics and Probability 2, 5<br><b>Chance outcomes of familiar events</b><br><b>Likelihood, chance language</b><br>ACMSPO24, ACMSPO47, NSW MAI-18SP  | Statistics and Probability 3, 4, 5, 6, 7<br><b>Collect, represent data Interpret picture graphs chance language</b><br><b>Tally marks, lists, tables, picture graphs</b><br>ACMSPO22, ACMSPO23, ACMSPO48, ACMSPO49, ACMSPO50 NSW MAI-17SP MAI-18SP   |   |
| <b>TIME</b>                        |                             |  |  | Time 5, 7, 8<br><b>Duration of months, seasons, days, hours</b><br><b>Duration, informal units, calendar, till event</b><br>ACMMG021, ACMMG039, ACMMG040, ACMMG041, NSW MAI-13MG  | Time 6, 9, 10<br><b>Hand movement on clock, half past</b><br><b>Units, time quarter to / past hour digital / analog</b><br>ACMMG020, ACMMG039, NSW MAI-13MG  |   |
| <b>MONEY</b>                       |                             |  | Money and Financial Mathematics 2, 3, 4, 5, 6, 7, 8<br>Addition and Subtraction 18, Multiplication Division 6<br><b>Values, Count/add/subtract/multiply coins, change</b><br>ACMNA017, ACMNA034, NSW MAI-4NA, NSW MAI-6NA  |   |  |   |

Key: → concept continues, essential prerequisite for further concept ↔ essential related concept

**YEAR 1 AND 2 COMPOSITE CONCEPT SCOPE AND SEQUENCE – TERM 1**

|                                   | Week 1   | Week 2  | Week 3  | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------------------|--|---|---|--------|--------|--------|--------|--------|--------|---------|
| <b>TEACH AT LEAST ONCE A WEEK</b> | <p>Essential prior and related concepts - Early Counting and Grouping 1 - 16, Addition and Subtraction 1 - 9, Place Value 6 – 11, Multiplication and Division 1, 2<br/>           Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.<br/>           Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.<br/>           All children should add and subtract, and explain place value concepts of friends of 10, partitioning and place value at least once a week.</p>  |   |   |        |        |        |        |        |        |         |
| <b>TEACH TOGETHER</b>             | <p><b>Addition and Subtraction 1 and 2 (Year 1)</b><br/>           Count forwards by 1s is adding 1 each time, recording on a number line, Count backwards by 1s is subtracting 1 each time, recording on a number line<br/> <b>Place Value 12 Patterns and Algebra 11 Addition and Subtraction 13 (Year 2)</b><br/>           Count forwards, backwards by 10s on and off the decade from two-digit numbers, describe patterns, Add / subtract tens numbers, counting by 10s on the decade<br/> <b>Patterns and Algebra 3 (Year 1)</b><br/>           Identify the number of items in the part that repeats in patterns of objects, shapes and pictures and determine a missing element<br/> <b>Addition and Subtraction Levels 3, 4 and 5, Patterns and Algebra 4 (Year 1)</b><br/>           Add single-digit numbers, including to make teen numbers using count-by-ones strategies counters, counting in head by 1s from 1, counting on by 1s on number line, commutativity<br/>           Subtract a single-digit number from a single-digit number using count-by-ones strategies counters, counting in head by 1s from 1, counting back by 1s on number line<br/> <b>Measurement and Geometry 14 (Year 1)</b><br/>           Select and use multiple uniform informal units and a single informal unit to estimate and measure length (1 dimension) of shapes and objects<br/>           Record the length as the number of informal units used, describing any part left over, relating the number of units to size of units<br/> <b>Measurement and Geometry 21 (Year 2)</b><br/>           Make and use a tape measure to measure length using informal units, including making and using a place value tape measure of 10 units of measurement<br/>           Recognise the need for a formal unit. Make and use a ruler using centimetres. Measure using metres and parts of metres, centimetres and parts of centimetres</p> |   |   |        |        |        |        |        |        |         |
| <b>CONTINUE TEACHING</b>          | <b>TEACH TOGETHER</b>  | <p><b>Place Value 6, 7, 8 (Year 1)</b><br/>           Make friends of 10, through addition and commutativity, and through subtraction, Explain place value of teen numbers as 10 and ..., recording on a place value chart, Partition single-digit numbers and teen numbers in place value and non-place value<br/> <b>Place Value 13, 14, 15, 16, Patterns and Algebra 12 (Year 2)</b><br/>           Partition tens numbers, Friends of any 100, through addition and commutativity, and through subtraction<br/>           Count forwards, backwards by 100s, 10s and 1s on and off hundred, decade, from three-digit numbers, Describe patterns<br/>           Explain standard, non-standard place value of, Read and order, Partition three-digit numbers<br/> <b>Addition and Subtraction 14 (Year 2)</b><br/>           Add 2 tens numbers, subtract a tens number from a tens number in 100s, partitioning tens number</p> |   |        |        |        |        |        |        |         |
|                                   | <b>CONTINUE TEACHING</b>   | <b>TEACH TOGETHER</b>   | <p><b>Addition and Subtraction 15, 16</b><br/>           Add and subtract tens numbers to and from two-digit numbers, counting by 10s off the decade<br/>           Add tens number to two-digit number, subtract tens number from one-hundred number, partitioning<br/> <b>Measurement and Geometry 13</b><br/>           Identify that all three-sided shapes are triangles and all four-sided shapes are quadrilaterals, all five-sided shapes are pentagons, all six-sided shapes are hexagons and all eight-sided shapes are octagons<br/> <b>Measurement and Geometry 20</b><br/>           Manipulate, name, describe, draw and compare regular or irregular two-dimensional shapes, identifying the 2 dimensions, including circles, triangles and quadrilaterals, pentagons, hexagons and octagons, Select and name a shape from a description of its features, including vertices and lines</p> |        |        |        |        |        |        |         |

## YEAR 1 AND 2 COMPOSITE CONCEPT SCOPE AND SEQUENCE – TERM 2

|                               | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-------------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| TEACH AT LEAST<br>ONCE A WEEK | Essential prior and related concepts - Early Counting and Grouping 1 - 16, Addition and Subtraction 1 - 9, 12 - 16, Place Value 6 – 16, Multiplication and Division 1, 2<br><i>Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.</i><br><i>Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.</i>  |        |        |        |        |        |        |        |        |         |
|                               | <p><b>Place Value 11 (Year 1)</b><br/>Read, order two-digit numbers using place value, explain standard, non-standard place value of two-digit numbers grouping in tens and ones, including a place value chart</p> <p><b>Addition and Subtraction 6 and 7 (Year 1)</b><br/>Add single-digit numbers, to make teen numbers using place value. Subtract a single-digit number from a teen number to make a number less than 10, using place value</p> <p><b>Addition and Subtraction 17 (Year 2)</b><br/>Add 2 two-digit numbers that add to more than 100, Subtract a two-digit number from three-digit number in the one-hundreds, by partitioning tens and ones using place value</p> <p><b>Money and Financial Mathematics 2, 3, (Year 1) 4, 5, 6, 7, Addition and Subtraction 18 (Year 2)</b><br/>Values of coins<br/>Recognise that there 100 cents in \$1, 200 cents in \$2, Count, make and order small collections of coins and notes according to their value, Add subtract coins and notes, count change</p> <p><b>Measurement and Geometry 15 (Year 1) 22 (Year 2)</b><br/>Give and follow directions to place, to self and to objects from perspective of self, of person facing opposite direction<br/>Interpret simple maps and describe the position of objects and features</p> |        |        |        |        |        |        |        |        |         |

### CONTINUE TEACHING

|                |   |
|----------------|---|
| TEACH TOGETHER | <b>Place Value 9, 10, 11 (Year 1)</b><br>Make friends of 20, any decade, through addition, and through subtraction, Partition two-digit numbers   |
|                | <b>Addition and Subtraction 8, 9 (Year 1)</b><br>Add single-digit number to teen number to make a twenty-something number, using place value<br>Subtract single-digit number from twenty-something number to make teen number, using place value<br>Add and subtract a single-digit number to and from a two-digit number, using place value  |
|                | <b>Money and Financial Mathematics 8, Multiplication and Division 6 (Year 2)</b><br>Multiplication of coins and notes to make equivalent values   |
|                | <b>Multiplication and Division 5, 7 (Year 2)</b><br>Divide into equal rows (array) with no remainder, then describe using multiplication, Find total using skip counting, and by number of rows and number in each row, Record multiplication and division as repeated addition and subtraction on a number line  |
|                | Divide by making 'groups of ...' and count groups, and making '... equal groups' and count counters in each group, and describe any part remaining  |
|                | <b>Statistics and Probability 2 (Year 1) 5 (Year 2)</b><br>Outcomes of familiar events involving chance using everyday language,<br>Likelihood, chance language   |
|                | <b>Measurement and Geometry 16 (Year 1), 23 (Year 2)</b><br>Multiple uniform informal units, to measure area, covering the shape or surface in rows<br>relationship between the size of a unit and the number of units needed, Square is the best shape<br>Compare and order two-dimensional rectangular and non-rectangular shapes based on area, drawing and explaining the spatial structure (grid) of repeated units covering a surface in rows (array) |

## YEAR 1 AND 2 COMPOSITE CONCEPT SCOPE AND SEQUENCE – TERM 3

|                                   | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-----------------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| <b>TEACH AT LEAST ONCE A WEEK</b> | <p>Essential prior and related concepts - Early Counting and Grouping 1 - 16, Addition and Subtraction 1 - 9, 12 - 17, Place Value 6 – 16, Multiplication and Division 1, 2, 5, 7</p> <p>Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.</p> <p>Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.</p> <p>All children should add and subtract, and explain place value concepts of friends of 10, partitioning and place value at least once a week.</p>  |        |        |        |        |        |        |        |        |         |
| <b>TEACH TOGETHER</b>             | <p><b>Addition and Subtraction 10, 11 Patterns Algebra 5, 6 (Year 1)</b></p> <p>Add and subtract zero, Add 3 or more numbers using associativity</p> <p><b>Addition and Subtraction 19, 20 Patterns and Algebra 13, 14 (Year 2)</b></p> <p>Seeing difference in three ways. Solving missing number sentences by seeing difference in 3 ways</p> <p>Solve problems involving addition or subtraction, representing a word problem as a number sentence and writing a word problem to represent a number sentence</p>   |        |        |        |        |        |        |        |        |         |
|                                   | <p><b>Measurement and Geometry 17,(Year 1) 24, 25 (Year 2)</b></p> <p>Identify flat and curved surfaces, straight, curved, vertical, horizontal and parallel lines on three-dimensional objects</p> <p>3 dimensions and the 2 dimensions, flat surfaces of three-dimensional objects are two-dimensional shapes, Three-dimensional object’s features, flat and curved surfaces and faces, straight, curved, vertical, horizontal and parallel lines and edges, vertices, Identify and name three-dimensional objects upon seeing / from description</p> <p><b>Measurement and Geometry 18 (Year 1) 26 (Year 2)</b></p> <p>Multiple uniform informal units to measure volume and capacity of objects and containers with flat surfaces and straight lines, by packing in rows and layers, cubes best</p> <p>Create models using cubes, measure, compare, order volumes of models in cubes</p>  |        |        |        |        |        |        |        |        |         |
|                                   | <p style="text-align: center;"><b>CONTINUE TEACHING</b></p>   |        |        |        |        |        |        |        |        |         |
| <b>TEACH TOGETHER</b>             | <p><b>Measurement and Geometry 18 (Year 1) 26 (Year 2)</b></p> <p>Capacity as the volume a container can hold when it is filled to capacity</p> <p>Measure capacity by filling with liquid, Relate the number of units to the size of the container</p> <p>Objects and containers of different shapes may have the same volume</p> <p>Make and use measuring device using liquid informal units, to measure capacity, displacement</p> <p><b>Statistics and Probability 3 (Year 1)</b></p> <p>Ask questions to collect data, Represent data with objects, pictures with one-to-one correspondence</p> <p>Familiar activities involve chance, likelihood using chance language</p> <p>Interpret picture graphs using the language of chance, Identify categories with greatest/least number</p> <p><b>Statistics and Probability 5, 6 and 7 (Year 2)</b></p> <p>Identify familiar activities that involve chance. Describe likelihood using chance language</p> <p>Collect data, tally marks, display in lists, tables and picture graphs, base line, 1-to-1 correspondence</p> <p>Compare the usefulness of different types of data displays</p> <p>Compare, interpret lists, tables and picture graphs, ask questions about data, using language of chance, and use the data to answer the questions</p> <p><b>Time 5 (Year 1) 7, 8 (Year 2)</b></p> <p>Describe the duration of months, seasons, days and hours</p> <p>Estimate and measure duration of time using informal units, Use a simple calendar to estimate and measure the number of months, weeks and days till an event</p> |        |        |        |        |        |        |        |        |         |

**YEAR 1 AND 2 COMPOSITE CONCEPT SCOPE AND SEQUENCE – TERM 4**

|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|

 TEACH AT LEAST  
ONCE A WEEK

Essential prior and related concepts - Early Counting and Grouping 1 - 16, Addition and Subtraction 1 - 9, 12 - 17, Place Value 6 – 16, Multiplication and Division 1, 2, 5, 7  
 Children who have demonstrated understanding of these concepts may move onto investigate further concepts, while continuing to deepen and extend understanding of these concepts.  
 Children who have not demonstrated understanding of these concepts, continue to investigate these, while being exposed to further concepts.  
 All children should add and subtract, and explain place value concepts of friends of 10, partitioning and place value at least once a week.

TEACH TOGETHER

**Addition and Subtraction 12, Patterns and Algebra 7 (Year 1)**  
 Investigate equivalent sentences involving addition and subtraction, describing the equals sign as equality  
**Multiplication and Division 3 and 4, Patterns and Algebra 8 (Year 1)**  
 Rhythmic / skip count forwards and backwards by 2s, 5s and 10s naming multiples on a number line, Divide into groups of 2, 5 and 10, find total skip and rhythmic counting  
**Multiplication and Division 2, Fractions and Decimals 2, Patterns and Algebra 9 (Year 1)**  
 Divide by 2 by dividing into 2 equal groups, determine how many in each group, describe part left over, halves  
 Divide by 2 by dividing into groups of 2, determine the number of groups, and describe part left over  
 Halve shapes, lengths and groups, explaining even numbers by halving to get a whole number  
**Fractions and Decimals 3, 4, 5, 6 Multiplication and Division 8 (Year 2)**  
 Quarter shapes, lengths and groups by quartering and by halving a half, Divide into 'groups of 4' and '4 equal groups' and describe any part remaining, Divide by 4 by grouping into 4 equal groups, determine how many in each group, describe part left over, quarters  
 Eighth shapes and lengths by eighthing, by halving a quarter and by quartering a half, Eighth groups by eighthing, by halving a quarter and by quartering a half  
**Time 6 (Year 1) Time 9, 10 (Year 2)**  
 Explain the movement of hands around analog clock, Tell the time to the half hour on digital and analog clocks, linked to the fraction 'half'  
 Tell time to quarter past and to hour on analog and digital, linked to fractions 'half' and 'quarter' and 3 quarters  
 Experience activities that take an hour, half, quarter, one minute, few seconds  
**Patterns and Algebra 10 (Year 1)**  
 Identify odd and even number patterns, recognising when an error occurs  
**Measurement and Geometry 27 (Year 2)**  
 Conduct and describe one-step slides and flips, and full, half and quarter turns

**CONTINUE TEACHING**

TEACH TOGETHER

**Measurement and Geometry 19 (Year 1)**  
 Identify mass as a measure of how heavy or light an object is  
 Compare, sort, mass using and explaining an equal arm balance, describing as light and heavy  
**Measurement and Geometry 28 (Year 2)**  
 Estimate and measure masses on an equal arm balance, using uniform informal units, recording the object and the numbers of each type of unit  
 Explain the relationship between the masses of different informal units and the number of units needed  
 Compare, order and find differences between masses of 2 or more different objects on an equal arm balance, using and recording the same uniform informal units  
 Explain the relationship between the number of units needed and the relative mass of the object