LEARNING PLACE

YEAR 1 and 2 CONCEPT SCOPE AND SEQUENCE – COMPOSITE

	TERM 1	TERM 2	TERM 3	TERM 4
ADDITION SUBTRACTION / PATTERNS ALGEBRA	Addition and Subtraction 1 and 2, 3, 4 and 5, Patterns and Algebra 4 Count by 1s number line, Add/subtract single-digit ACMNA012, ACMNA013, ACMNA015 NSW MAI-4NA, MAI-5NA, MAI-8NA Addition and Subtraction 13, 14, 15, 16 Add / subtract tens, two-digit numbers, count by 10s Add / subtract tens numbers by partitioning ACMNA026, ACMNA030, NSW MAI-5NA	Addition and Subtraction 6, 7, 8 and 9 Add/subtract single-digit, over 10, 20 any decade ACMNA015, NSW MAI-5NA Addition and Subtraction 17, 18, Money 7 Add / subtract 2-digit numbers, partitioning Add / subtract coins / notes, count change ACMNA030, ACMNA034. NSW MAI-5NA	Addition and Subtraction 10, 11, Patterns and Algebra 5 and 6 Add/subtract zero, add using associativity ACMNA015, NSW MAI-5NA, MAI-8NA Addition and Subtraction 19, Patterns and Algebra 13 Seeing difference in three ways. Solving missing number sentences by seeing difference in 3 ways ACMNA029, NSW MAI-5NA, MAI-8NA	Addition and Subtraction 12, Patterns and Algebra 7 Equivalent number sentences ACMNA015, NSW MAI-5NA, NSW MAI-8NA
MULTIPLICATION DIVISION / PATTERNS ALGEBRA	Patterns and Algebra 3, 11, 12 Part that repeats, Pattern add/sub 100s, 10s and 1s ACMNA018, ACMNA026,ACMNA035, NSW MAI-8NA		Addition and Subtraction 20, Patterns and Algebra 14 Problems addition / subtraction, problem as number sentence / word problem from a number sentence ACMNA029, ACMNA036 NSW MAI-5NA, MAI-8NA	Patterns and Algebra 9 and 10, Fractions and Decimals 2 Even and odd numbers, halves ACMNA016 ACMNA017, NSW MAI-8NA
MULTIPLICATION DIVISION / PATTERNS ALGEBRA		Multiplication and Division 1, 5, 6, 7 Money 8 Divide making 'groups of' / 'equal groups' Divide array, multiplication, Skip count / number rows, number in each row, Multiply / divide repeated add / subtract, Divide 'groups of …' / '… equal groups' Multiply coins and notes ACMNA012, ACMNA026, ACMNA031, ACMNA034, NSW MAI-4NA, MAI-6NA MAI-8NA		Multiplication and Division 2, 3, 4 Patterns Algebra 8 Divide 2 equal groups, number in each, halves Divide groups of 2, number of groups, part left over Divide into groups, skip/rhythmic count ACMNA012, NSW MAI-6NA, MAI-8NA Multiplication and Division 8 Divide 'groups of 4' / '4 equal groups' quarters ACMNA032, NSW MAI-6NA
PLACE VALUE / PATTERNS ALGEBRA	Place Value 6, 7, 8, 12, 13, 14, 15, 16 Friends of 10, Place value of teen numbers Partition single-digit, teen numbers Count by 10s, partition tens numbers Standard/non-standard place value, three-digit Count by 100s, 10s, 1s, Friends of any 100 ACMNA014, ACMNA026, ACMNA027, ACMNA028 NSW MAI-4NA	Place Value 9, 10, 11 Friends of 10, Place value of teen numbers Partition single-digit, teen numbers ACMNA014, NSW MAI-4NA		
FRACTIONS DECIMALS				Fractions and Decimals 2, 3, 4, 5, 6, Patterns and Algebra 9 Halves of shapes and groups Quarter, halve $\frac{1}{2}$, Eighth , halve $\frac{1}{4}$ / quarter $\frac{1}{2}$ ACMNA016, ACMNA033, NSW MAI-7NA
MEASUREMENT GEOMETRY	Measurement and Geometry 13, 20 Two-dimensional shapes, lines, sides Regular / irregular, vertices, lines ACMMG022, ACMMG042, NSW MAI-15MG Measurement and Geometry 14, 21 Length in multiple / single informal units Make tape measure, metres and centimetres ACMMG019, ACMMG037, NSW MAI-9MG	Measurement and Geometry 16, 23 Area in multiple units, square is best Area uniform informal square units, grid, (array) ACMMG019, ACMMG037, NSW MAI-10MG Measurement and Geometry 15, 22 Position and directions Maps, familiar places, describe position ACMMG023, ACMMG044, NSW MAI-16MG	Measurement and Geometry 17, 24, 25 3D objects flat/curved surfaces, lines, edges ACMMG022, ACMMG042, ACMMG043, NSW MAI-14MG, MAI-15MG Measurement and Geometry 18 Volume/Capacity multiple cubes, liquid ACMMG019, NSW MAI-11MG Measurement and Geometry 26 Make measuring device, liquid informal units Capacity, models using cubes, displacement ACMMG037, NSW MAI-11MG	Measurement and Geometry 27 One-step slides / flips, / full, half, quarter turns ACMMG045, ACMMG046, NSW MAI-15MG Measurement and Geometry 19, 28 Compare, order mass equal arm balance Mass, equal arm balance, uniform informal ACMMG019, ACMMG038, NSW MAI-12MG
STATISTICS PROBABILITY		Statistics and Probability 2, 5 Chance outcomes of familiar events Likelihood, chance language ACMSP024, ACMSP047, NSW MAI-18SP	Statistics and Probability 3, 4, 5, 6, 7 Collect, represent data Interpret picture graphs chance language Tally marks, lists, tables, picture graphs ACMSP262, ACMSP263, ACMSP048, ACMSP049, ACMSP050 NSW MAI-17SP MAI-18SP	
TIME			Time 5, 7, 8 Duration of months, seasons, days, hours Duration, informal units, calendar, till event ACMMG021, ACMMG039, ACMMG040,ACMMG041, NSW MAI-13MG	Time 6, 9, 10 Hand movement on clock, half past Units, time quarter to / past hour digital / analog ACMMG020, ACMMG039, NSW MAI-13MG
MONEY		Money and Financial Mathematics 2, 3, 4, 5, 6, 7, 8 Addition and Subtraction 18, Multiplication Division 6 Values, Count/add/subtract/multiply coins, change 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

TEACH AT LEAST ONCE A WEEK

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

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 1 and 2 (Year 1)

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

Place Value 12 Patterns and Algebra 11 Addition and Subtraction 13 (Year 2)

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

Patterns and Algebra 3 (Year 1)

Identify the number of items in the part that repeats in patterns of objects, shapes and pictures and determine a missing element

Addition and Subtraction Levels 3, 4 and 5, Patterns and Algebra 4 (Year 1)

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

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

Measurement and Geometry 14 (Year 1)

Select and use multiple uniform informal units and a single informal unit to estimate and measure length (1 dimension) of shapes and objects

Record the length as the number of informal units used, describing any part left over, relating the number of units to size of units

Measurement and Geometry 21 (Year 2)

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

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

CONTINUE TEACHING

TEACH TOGETHER

Place Value 6, 7, 8 (Year 1)

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

Place Value 13, 14, 15, 16, Patterns and Algebra 12 (Year 2)

Partition tens numbers, Friends of any 100, through addition and commutativity, and through subtraction

Count forwards, backwards by 100s, 10s and 1s on and off hundred, decade, from three-digit numbers, Describe patterns

Explain standard, non-standard place value of, Read and order, Partition three-digit numbers

Addition and Subtraction 14 (Year 2)

Add 2 tens numbers, subtract a tens number from a tens number in 100s, partitioning tens number

CONTINUE TEACHING

TEACH TOGETHER

Addition and Subtraction 15, 16

Add and subtract tens numbers to and from two-digit numbers, counting by 10s off the decade

Add tens number to two-digit number, subtract tens number from one-hundred number, partitioning

Measurement and Geometry 13

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

Measurement and Geometry 20

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

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 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

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.

TEACH TOGETHER

Place Value 11 (Year 1)

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

Addition and Subtraction 6 and 7 (Year 1)

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

Addition and Subtraction 17 (Year 2)

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

Money and Financial Mathematics 2, 3, (Year 1) 4, 5, 6, 7, Addition and Subtraction 18 (Year 2)

Values of coins

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

Measurement and Geometry 15 (Year 1) 22 (Year 2)

Give and follow directions to place, to self and to objects from perspective of self, of person facing opposite direction

Interpret simple maps and describe the position of objects and features

CONTINUE TEACHING

TEACH TOGETHER

Place Value 9, 10, 11 (Year 1)

Make friends of 20, any decade, through addition, and through subtraction, Partition two-digit numbers

Addition and Subtraction 8, 9 (Year 1)

Add single-digit number to teen number to make a twenty-something number, using place value

Subtract single-digit number from twenty-something number to make teen number, using place value

Add and subtract a single-digit number to and from a two-digit number, using place value

Money and Financial Mathematics 8, Multiplication and Division 6 (Year 2)

Multiplication of coins and notes to make equivalent values

Multiplication and Division 5, 7 (Year 2)

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

Statistics and Probability 2 (Year 1) 5 (Year 2)

Outcomes of familiar events involving chance using everyday language,

Likelihood, chance language

Measurement and Geometry 16 (Year 1), 23 (Year 2)

Multiple uniform informal units, to measure area, covering the shape or surface in rows

relationship between the size of a unit and the number of units needed, Square is the best shape

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

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 10, 11 Patterns Algebra 5, 6 (Year 1)

Add and subtract zero, Add 3 or more numbers using associativity

Addition and Subtraction 19, 20 Patterns and Algebra 13, 14 (Year 2)

Seeing difference in three ways. Solving missing number sentences by seeing difference in 3 ways

Solve problems involving addition or subtraction, representing a word problem as a number sentence and writing a word problem to represent a number sentence

Measurement and Geometry 17,(Year 1) 24, 25 (Year 2)

Identify flat and curved surfaces, straight, curved, vertical, horizontal and parallel lines on three-dimensional objects

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

Measurement and Geometry 18 (Year 1) 26 (Year 2)

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

Create models using cubes, measure, compare, order volumes of models in cubes

CONTINUE TEACHING

TEACH TOGETHER

Measurement and Geometry 18 (Year 1) 26 (Year 2)

Capacity as the volume a container can hold when it is filled to capacity

Measure capacity by filling with liquid, Relate the number of units to the size of the container

Objects and containers of different shapes may have the same volume

Make and use measuring device using liquid informal units, to measure capacity, displacement

Statistics and Probability 3 (Year 1)

Ask questions to collect data, Represent data with objects, pictures with one-to-one correspondence

Familiar activities involve chance, likelihood using chance language

Interpret picture graphs using the language of chance, Identify categories with greatest/least number

Statistics and Probability 5, 6 and 7 (Year 2)

Identify familiar activities that involve chance. Describe likelihood using chance language

Collect data, tally marks, display in lists, tables and picture graphs, base line, 1-to-1 correspondence

Compare the usefulness of different types of data displays

Compare, interpret lists, tables and picture graphs, ask questions about data, using language of chance, and use the data to answer the questions

Time 5 (Year 1) 7, 8 (Year 2)

Describe the duration of months, seasons, days and hours

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

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