



NUMBER & ALGEBRA	MEASUREMENT & GEOMETRY	STATISTICS & PROBABILITY
Place Value Number Sequences Addition Subtraction Multiplication Division Money Fractions	Measurement Months & Seasons Telling Time 2D Shapes 3D Objects Transformations Maps	Chance Data

Mathematics Yearly Essential Learning Planner: Year Two 2021

NUMBER & ALGEBRA

Essential Learning: Place Value

→ **Students count to and from, and order numbers up to 1000 (Achievement Standard)**

- ◆ Recognise, model, represent and order numbers to at least 1000 (VCMNA104)
- ◆ Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (VCMNA105)

Learning Targets

*Subset of skills or concepts embedded in an Essential Learning.
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

Essential Learning Rigor

**includes application*

(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)

Students can model, read, write, order and represent 3 digit numbers using their understanding of place value parts.

Guaranteed Vocabulary:



- I can use my place value knowledge to compare and order numbers to 1 000
- I can rename/regroup numbers up to 1 000
- I can partition numbers to 1 000 into their place value parts
- I can model numbers up to 1 000 as thousands, hundreds, tens and ones
- I can read and write numerals up to 1 000, showing an understanding of the role of zero in place value notation
- I can recall the backward and forward number word sequence to 1 000, from any starting point

At Application of the Essential Content, students should be able to solve problems such as:

- **APPLY (IN CONTEXT)**

Proficient Work samples of individual Learning Targets:

- I can use my place value knowledge to compare and order numbers to 1 000

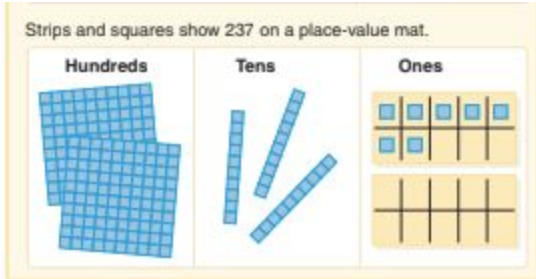
- I can rename/regroup numbers up to 1 000

- I can partition numbers to 1000 into their place value parts

Partition the number 593
"5 hundreds, 9 tens and 3 ones"



2021

	<p>→ I can model numbers up to 1000 as thousands, hundreds, tens and ones</p>	<p>Representing 3 digit numbers using materials</p>  <p>Strips and squares show 237 on a place-value mat.</p>
	<p>→ I can read and write numerals up to 1 000, showing an understanding of the role of zero in place value notation</p>	<p>Students given a number (in numerals) and they are asked to read it: 483: "That number is four hundred and eighty three"</p> <p>Students are asked to correctly write a 3 digit number: "Six hundred and seven is written like this: 607"</p>
	<p>→ I can recall the backward and forward number word sequence to 1 000, from any starting point</p>	<p>Verbally counting forwards and backwards from any starting point: "904, 905, 906, 907, 908, 909, 910, 911..." "423, 422, 421, 420, 419, 418, 417..."</p>
		<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
	<p>Additional Notes: Discuss the role of zero as a placeholder - students not required to explain this, but required to accurately read, write, order numbers where zero is acting as a placeholder (e.g. 407)</p>	
	<p style="text-align: center;">Prerequisite Skills</p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;">Extension</p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Place Value & Counting Scope &</p>	<p style="text-align: center;">Achievement Standard</p>	



2021

<p>Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: Students partition numbers using place value</p> <p>Content Descriptors: - Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (VCMNA087) - Count collections to 100 by partitioning numbers using place value (VCMNA088)</p> <p>Year One YELP</p>	<p>Students count and order numbers to and from 10 000</p> <p>Content Descriptors: - Recognise, model, represent and order numbers to at least 10000 (VCMNA130) - Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131)</p> <p>Year Three YELP</p>
<p>Essential Learning: Number Sequences</p> <p>→ They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.</p> <ul style="list-style-type: none"> ◆ Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103) ◆ Describe patterns with numbers and identify missing elements (VCMNA112) 		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <i>*includes application</i> <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s and identify the missing element in a number sequence</p>	<p>Guaranteed Vocabulary:</p>	



<p>I can:</p> <ul style="list-style-type: none"> → I can identify the final digit pattern that results from a number sequence → I can identify missing elements in number sequences → I can represent skip counting patterns on number lines and number charts (using repeated addition or subtraction) → I can skip count forwards and backwards by 3s, starting from any number under 1000 → I can skip count forwards and backwards by 5s, starting from any number under 1000 → I can skip count forwards and backwards by 10s, starting from any number under 1000 → I can skip count forwards and backwards by 2s, starting from any number under 1000 	<p>At Application of the Essential Content, students should be able to solve problems such as:</p>	
		-
	<p>Proficient Work samples of individual Learning Targets:</p>	
		<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
	<p>Additional Notes:</p>	
	Prerequisite Skills	Extension



	<p><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Number Sequences & Patterns Scope & Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: Students describe number sequences resulting from skip counting by 2s, 5s and 10s</p> <p>Content Descriptors: - Skip count by twos, fives and tens starting from zero (VCMNA086)</p> <p>Year One YELP</p>	<p>Achievement Standard Continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. They classify numbers as either odd or even</p> <p>Content Descriptors: - Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) - Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes (VCMNA139) - Investigate the conditions required for a number to be odd or even and identify odd and even numbers (VCMNA129)</p> <p>Year Three YELP</p>
<p>Essential Learning: Addition</p> <p>→ They perform simple addition calculations, using a range of strategies (Achievement Standard)</p> <ul style="list-style-type: none"> ◆ Explore the connection between addition and subtraction (VCMNA106) ◆ Solve problems by using number sentences for addition or subtraction (VCMNA113) ◆ Solve simple addition and subtraction problems using a range of efficient mental and written strategies (VCMNA107) 		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <i>*includes application</i> <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students solve a range of addition problems, using written and mental strategies, and explore the connection between addition</p>	<p>Guaranteed Vocabulary:</p>	



and subtraction

- I can explore the connection between addition and subtraction. (can not be assessed until after students have gone through both addition and subtraction learning cycles)
- I can write a word problem to represent an addition number sentence
- I can represent an addition word problem as a number sentence
- I can fluently use a range of mental strategies to solve simple addition problems
- I can solve a range of addition problems using a range of strategies
- I can show that addition of 2 numbers can be done in any order (commutative)

Unless otherwise stated, all learning targets are with 2 two-digit numbers where the sum

At Application of the Essential Content, students should be able to solve problems such as:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:
 Annotated Vic Curric Work Sample
 ACARA samples
 Mathletics Questions
 NAPLAN questions

Additional Notes:



<p><i>is below 100</i></p>		
	<p style="text-align: center;">Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;">Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Addition Scope & Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: Carry out simple additions, using counting strategies</p> <p>Content Descriptors: - Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089)</p> <p>Year One YELP</p>	<p>Achievement Standard They recognise the connection between addition and subtraction.</p> <p>Students recall addition facts for single-digit numbers</p> <p>Content Descriptors: - Recognise and explain the connection between addition and subtraction (VCMNA132) - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (VCMNA133)</p> <p>Year Three YELP</p>
<p>Essential Learning: Subtraction</p> <p>→ Achievement Standard ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <i>*includes application</i> <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	



<p>Students can</p> <p>I can: →</p>	<p>Guaranteed Vocabulary:</p> <p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" data-bbox="478 500 2018 561"> <tr> <td></td> <td>-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" data-bbox="478 623 2018 685"> <tr> <td></td> <td></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
	-					
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<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>				



[Year One YELP](#)

Essential Learning: Multiplication

- **Achievement Standard**
- ◆ Content Descriptor (INCLUDE CODE)

Learning Targets

*Subset of skills or concepts embedded in an Essential Learning.
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

Essential Learning Rigor

**includes application*

(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)

Students can

I can:
→

Guaranteed Vocabulary:

At Application of the Essential Content, students should be able to solve problems such as:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:

- Annotated Vic Curric Work Sample
- ACARA samples
- Mathletics Questions
- NAPLAN questions



	Additional Notes:	
	<p align="center">Prerequisite Skills</p> <p align="center"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p align="center">Extension</p> <p align="center"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <div style="background-color: #fff9c4; height: 60px; margin: 5px 0;"></div> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Year One YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>
<p>Essential Learning: Division</p> <p>→ Achievement Standard ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p align="center"><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can</p> <p>I can:</p>	<p>Guaranteed Vocabulary:</p>	



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<p>→</p>	<div style="background-color: #d9ead3; height: 50px; margin-bottom: 10px;"></div> <p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; height: 30px;"></td> <td style="text-align: center;">-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; height: 30px;"></td> <td></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
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[Year One YELP](#)

Essential Learning: Money

- **Achievement Standard**
- ◆ Content Descriptor (INCLUDE CODE)

Learning Targets

*Subset of skills or concepts embedded in an Essential Learning.
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

Essential Learning Rigor

**includes application
(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:
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Guaranteed Vocabulary:

At Application of the Essential Content, students should be able to solve problems such as:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:

- Annotated Vic Curric Work Sample
- ACARA samples
- Mathletics Questions
- NAPLAN questions

Additional Notes:



	<p align="center">Prerequisite Skills</p> <p align="center"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p align="center">Extension</p> <p align="center"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
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<p align="center">Essential Learning: Fractions</p> <p>→ Achievement Standard</p> <p> ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p align="center"><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can</p> <p>I can:</p> <p>→</p>	<p>Guaranteed Vocabulary:</p>	



2021

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	-					
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MEASUREMENT & GEOMETRY

Essential Learning: Measurement

→ (Achievement Standard)
 ◆ Content Descriptor (INCLUDE CODE)

Learning Targets
Subset of skills or concepts embedded in an Essential Learning.
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.

Essential Learning Rigor
**includes application*
 (Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)

Students can

I can:
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Guaranteed Vocabulary:

At Application of the Essential Content, students should be able to solve problems such as:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:
 Annotated Vic Curric Work Sample
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	Additional Notes:	
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<p>Link to F-7 Scope for this area</p>	<div style="background-color: #fff9c4; padding: 5px; margin-bottom: 10px;"> <p>Supportive Vocabulary:</p> </div> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Year One YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>
<p>Essential Learning: Months & Seasons</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p align="center"><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can</p> <p>I can:</p>	<p>Guaranteed Vocabulary:</p>	



2021

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[Year One YELP](#)

Essential Learning: Telling Time

- **(Achievement Standard)**
- ◆ Content Descriptor (INCLUDE CODE)

Learning Targets

*Subset of skills or concepts embedded in an Essential Learning.
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

Essential Learning Rigor

**includes application
(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:
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Guaranteed Vocabulary:

At Application of the Essential Content, students should be able to solve problems such as:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:

- Annotated Vic Curric Work Sample
- ACARA samples
- Mathletics Questions
- NAPLAN questions

Additional Notes:



	<p align="center">Prerequisite Skills</p> <p align="center"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p align="center">Extension</p> <p align="center"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
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<p>Essential Learning: 2D Shapes</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p align="center"><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can</p> <p>I can:</p> <p>→</p>	<p>Guaranteed Vocabulary:</p> <div style="background-color: #d4edda; height: 60px; margin-top: 10px;"></div>	



2021

	<p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" data-bbox="474 277 2022 402"> <tr> <td data-bbox="474 337 921 402"></td> <td data-bbox="921 337 2022 402" style="text-align: center;">-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" data-bbox="474 464 2022 526"> <tr> <td data-bbox="474 464 921 526"></td> <td data-bbox="921 464 2022 526"></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
	-					
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Essential Learning: 3D Objects						
<p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>						
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p>Essential Learning Rigor <i>*includes application</i> <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>					
<p>Students can</p> <p>I can: →</p>	<div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;">Guaranteed Vocabulary:</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; text-align: center;">-</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p> </div> <p>Additional Notes:</p>			-		
	-					
	Prerequisite Skills	Extension				



	<p><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Year One YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>
<p>Essential Learning: Transformations</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
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<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <div style="background-color: #fff9c4; height: 40px; margin: 5px 0;"></div> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Year One YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>
Essential Learning: Maps		



<p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>				
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		-		
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<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Year One YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Three YELP</p>
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STATISTICS & PROBABILITY

Essential Learning: Chance

→ (Achievement Standard)
 ◆ Content Descriptor (INCLUDE CODE)

Learning Targets
*Subset of skills or concepts embedded in an Essential Learning.
 Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

Essential Learning Rigor
**includes application
 (Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:
 →

Guaranteed Vocabulary:



2021

	<p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" data-bbox="478 277 2018 402"> <tr> <td data-bbox="478 337 921 402"></td> <td data-bbox="921 337 2018 402" style="text-align: center;">-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" data-bbox="478 464 2018 526"> <tr> <td data-bbox="478 464 921 526"></td> <td data-bbox="921 464 2018 526"></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
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Essential Learning: Data											
<p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>											
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