

Ngunnawal Primary School

Year 2 Maths Learning Matrix

Number	Skip Counting	Place Value	Shapes & Objects												
Learning Intention: I can recognise 2 digit OR 3 digit OR 4 digit numbers. Success Criteria: I make a number using playing cards. I say this number. I write this number. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number.	Learning Intention: I can skip count by 2s starting at any given number. Success Criteria: I skip every second number. I skip count independently. I use a number chart if needed. I write my pattern. eg. 13,15,17,19,21,23,25,27 Learning Task: Choose a number and skip count by 2s.	Learning Intention: I can make a 2 digit OR 3 digit OR 4 digit number. I can recognise the <u>place</u> of each digit using the place value chart. e.g. Number- 465 Place Value Chart <table border="1" style="margin: auto;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>thousands</td> <td>hundreds</td> <td>tens</td> <td>ones</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> _____ + _____ + _____ + _____ The place of 4 is hundreds, 6 is tens and 5 is ones. Success Criteria: I use playing cards/dice to make my number. I know the position of each digit in my number. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number and identify the position of each digit in the created number.					thousands	hundreds	tens	ones					Learning Intention: I can recognise 3D objects in my home. Success Criteria: I find <i>at least 3</i> objects in my home for each of the following shapes. Cone Cube Pyramid Rectangular prism Learning Task: Find and identify 3D objects in the environment.
															
thousands	hundreds	tens	ones												

Number	Skip Counting	Place Value	Shapes and Objects
Learning Intention: I can recognise 2 digit OR 3 digit OR 4 digit numbers and say the before and after numbers. Success Criteria: I make a number using playing cards. I say this number. I write the before and after numbers. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number and say before and after numbers.	Learning Intention: I can skip count by 5s starting at any given number. Success Criteria: I say every 5th number. I skip count independently. I use a number chart if needed. I write my pattern. eg. 80, 85, 90, 95, 100, 105. Learning Task: Choose a number and skip count by 5s.	Learning Intention: I can make a 2 digit OR 3 digit OR 4 digit number and recognise the <u>value</u> of each digit using the place value chart. e.g. Number- 783 The value of 7 is 700, 8 is 80 and 3 is 3. Success Criteria: I use playing cards/dice to make my number. I know the value of each digit in my number. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number and identify the value of each digit in the created number.	Learning Intention: I can describe the properties of 2D shapes including <i>faces, vertices (corners) and sides</i>. Success Criteria: I will write down the number of faces, vertices and sides for the following 2D shapes: square triangle rectangle Learning Task: Describe 2D shapes using its properties.
Number	Skip Counting	Place Value	Shapes and Objects
Learning Intention: I can recognise 2 digit OR 3 digit OR 4 digit numbers and say the number that is 10 less than and 10 more than the number created. Success Criteria: I make a number using playing cards. I say this number. I write the number 10 less than and 10 more than the number created. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number	Learning Intention: I can skip count by 10s starting at any given number. Success Criteria: I say every 10th number. I skip count independently. I use a number chart if needed. I write my pattern. eg. 22,32,42,52,62,72 Learning Task: Choose a number and skip count by 10s.	Learning Intention: I can make a 2 digit OR 3 digit OR 4 digit number and recognise and expand the place and value of each digit using the place value chart. e.g. Number - 942 Expanded number - $900+40+2$ Success Criteria: I use playing cards/dice to make my number. I know the place and value of each digit in my number.	Learning Intention: I can describe the properties of 3D objects including <i>faces, vertices (corners) and sides</i>. Success Criteria: I will write down the number of faces, vertices and edges for the following 3D objects: cube rectangular prism cylinder cone pyramid

and say the number 10 less than and 10 more than the number created.		I expand the number using the example given. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number place and value of digit in the created number.	Learning Task: Describe 3D objects using its properties.
Number	Skip Counting	Place Value	Shapes and Objects
Learning Intention: I can recognise 2 digit OR 3 digit OR 4 digit numbers and say the number 100 less than and 100 more than the number created. Success Criteria: I make a number using playing cards. I say this number. I write the number 100 less than and 100 more than the number created. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number and say a number 100 more than and 100 less than the number created.	Learning Intention: I can skip count by 3s starting at any given number. Success Criteria: I say every third number. I skip count independently. I use a number chart if needed. I write my pattern. eg. 3, 6, 9, 12, 15 Learning Task: Choose a number and skip count by 3s	Learning Intention: I can use playing cards to make the biggest number and smallest number. Success Criteria: Working with a partner. We each draw 2 OR 3 OR 4 random number cards. We rearrange my number cards to see who can make the biggest number and smallest number. Learning Task: Use 2-4 cards to create a 2 digit OR 3 digit OR 4 digit number and rearrange the cards to make biggest and smallest numbers.	Learning Intention: I can make connections between 3D objects and their nets. Success Criteria: I will draw the nets of the following 3D objects: cube cone rectangular prism square based pyramid I will find things like cereal boxes to unfold to make connections between objects and their nets. Learning Task: Create nets for the 3D objects.