Statistics and Probability Year 2

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Teacher: Date:

A Local Public School

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and culture
- Asia and Australia's engagement with Asia
- Sustainability

General Capabilities

- Literacy
- Numeracy
- ICT Competence
- Critical and Creative Thinking
- Intercultural Understanding
- Personal and Social Competence
- Ethical Behaviour

First Steps Links

Understand Chance

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.
- ☐ KU6 Pg.
- ☐ KU 7 Pg.

Collect and Process Data Part A

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.

Collect and Process Data Part B

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.
- ☐ KU 6 Pg.

Interpret Data

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.

Year 1	Year 2	Year 3
CHANCE	**CHANCE**	**CHANCE**
Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' *[ACMSP024]* - justifying that some events are certain or impossible	Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' *[ACMSP047]* - classifying a list of everyday events according to how likely they are to happen, using the language of chance, and explaining reasoning	Conduct chance experiments, identify and describe possible outcomes and recognise variation in results *[ACMSP067]* - conducting repeated trials of chance experiments such as tossing a coin or drawing a ball from a bag and identifying the variations between trials
DATA REPRESENTATION & INTERPRETATION	**DATA REPRESENTATION & INTERPRETATION**	**DATA REPRESENTATION & INTERPRETATION**
Choose simple questions and gather responses *[ACMSP262]*	Identify a question of interest based on one categorical variable. Gather data relevant to the question *[ACMSP048]* Collect, check and classify data *[ACMSP049]* Create displays of data using lists, table and picture graphs and interpret them *[ACMSP050]*	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording *[ACMSP068]* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies *[ACMSP069]* Interpret and compare data displays *[ACMSP070]*

Year 2 Achievement Standard

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.

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 data from relevant questions to create lists, tables and picture graphs.

PROFICIENCY STRANDS

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

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Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

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Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

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Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

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ACTIVITIES