Year 2

Term 1

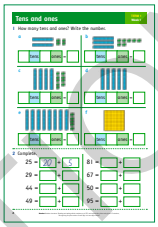
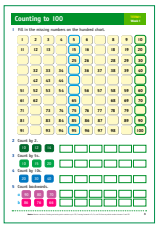
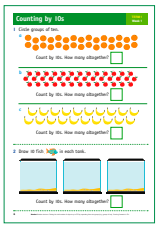
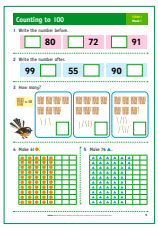
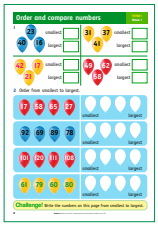
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Term 1 Teaching Overview

Week & Unit	High-Level Curriculum Focus	Student Book and Online lessons	Resources
Week 1 **Number: Number structures: Counting to 100**	**Number** Number structures The whole numbers from 0 to 120 form a sequence. The base-10 number system is organised by place value. The place value of digits helps with comparing and ordering. Groups of 10s are used to structure and count larger collections.	**Pages 2–6** **Mathseeds lessons 79, 81**	Base-10 materials, hundred chart, bundles of tens, linking cubes, picture cards with base-10 pictures, numerals and partitioned forms, numeral cards to 30, collections of objects and counters
Week 2 **Number: Number structures: Place value to 120**	**Number** Number structures The whole numbers from 0 to 120 form a sequence. The base-10 number system is organised by place value.	**Pages 7–11** **Mathseeds lessons 86**	Base-10 materials, hundred chart, number lines, dice, picture cards with base-10 pictures, numerals and partitioned forms, numeral cards on the decade to 120
Week 3 **Number: Operations: Addition to 20**	**Number** Operations Numbers can be added using representations, mental strategies, known facts and place value. **Algebra** Equations and relationships Completing open number sentences involving addition using tens frames	**Pages 12–16** **Mathseeds lessons 65, 72, 93**	Number lines, dice, counters, ten frames with number facts to 10, picture cards with number facts to 10, mini whiteboards, connecting cubes in two colours
Week 4 **Measurement: Measuring: Length**	**Measurement** Measuring Measuring tools are usually marked with standard units. Comparing and ordering several objects using informal units of length Estimating and measuring length (cm) using tools with labelled markings and whole-number metric units	**Pages 17–21** **Mathseeds lesson 84**	Centimetre cubes, string, strips of paper, ribbon, rulers (cm and m), tape measures
Week 5 **Number: Financial mathematics: Money**	**Number** Financial mathematics Coins and notes can be ordered and grouped to find the total value.	**Pages 22–24** **Mathseeds lesson 83**	Coins and notes (images, play money and value cards)
Checkpoint 1 **Mid-term review**	**Assessment and Review** Review numbers to 120, addition to 20, length and money.	**Pages 25–26**	
Week 6 **Number: Operations: Subtract to 20**	**Number** Operations, Financial mathematics Memorising addition and subtraction facts up to 20 Coins and notes can be ordered and grouped to find the total value. Memorising doubles and halves to 20 **Algebra** Equations and relationships Completing open number sentences involving subtraction using number lines	**Pages 27–31** **Mathseeds lessons 92, 100**	Domino images, counters, cubes, subtraction cards, number lines, coins and notes (images, play money and value cards), classroom items marked with prices
Week 7 **Number: Operations: Add and subtract to 100**	**Number** Operations Numbers can be added using representations, mental strategies, known facts, and place value. Adding and subtracting numbers to 100 **Number** Number structures The base-10 number system is organised by place value.	**Pages 32–36** **Mathseeds lessons 85, 95, 96**	Number lines, base-10 materials, place value chart, hundred chart, counters, pictures of addition and subtraction (up to 100)
Week 8 **Geometry: Shapes: 2D shapes**	**Geometry** Shapes Te reo Māori supports identifying shape attributes (e.g. triangle /tapatoru, square / tapawhā rite, same / ōrite, different / rerekē).	**Pages 37–41** **Mathseeds lesson 52**	Range of 2D shapes and shape cards, grid paper, geoboards, mini whiteboards, craft sticks, string, pipe cleaners
Week 9 **Number: Number structures: Numbers to 100: te reo Māori**	**Number** Number structures Using te reo Māori for numbers up to 100	**Pages 42–44**	Te reo Māori words for numbers on the decade to 100, ten frames, base-10 materials, bundles of ten, counters, place value charts, hundred charts
Checkpoint 2 **End-of-term review**	**Assessment and Review** Review numbers to 100, addition, subtraction, length, as well as 2D shapes.	**Pages 45–46**	

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Term 1 Week 1 Overview Number structures: Counting to 100

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Tens and ones**	Identify, represent and partition two-digit numbers using tens and ones.	✓ Count how many tens and ones are shown ✓ Write the matching number ✓ Split a two-digit number into tens and ones ✓ Explain what each digit means ✓ Use place value to read numbers correctly	– Count base-10 materials – Fill in tens, ones and numeral boxes – Partition numbers such as 25, 29, 44, 81, 67, 50, 95 – **Mathseeds lesson 81: Counting 50–70**	**Page 2**: Identify tens and ones and complete number partitions. 
2 **Counting on a 100 chart**	Use number sequences and skip-counting patterns to find, read and write numbers to 100.	✓ Find missing numbers on a hundred chart ✓ Count by 2s, 5s and 10s ✓ Count backwards in a pattern ✓ Explain how numbers change across rows and columns ✓ Use patterns to count more quickly	– Complete a hundred chart – Count by 2s, 5s and 10s – Count backwards by 10s – Notice chart patterns	**Page 3**: Fill missing numbers on the hundred chart and continue skip-counting patterns. 
3 **Counting by 10s**	Use groups of ten to count collections efficiently and find totals to 100.	✓ Make and recognise a group of ten ✓ Count collections by 10s ✓ Tell how many there are altogether ✓ Use groups of ten instead of counting by ones ✓ Explain why counting by 10s is helpful	– Circle groups of ten in picture collections – Count totals by 10s – Draw 10 fish in each tank and find the total – **Mathseeds lesson 79: Counting by 10s**	**Page 4**: Count objects by grouping them in tens and find totals. 
4 **Counting to 100**	Use number sequences and place value to identify, count and represent numbers to 100.	✓ Say and write the number before ✓ Say and write the number after ✓ Count groups of ten and extra ones ✓ Tell how many there are altogether ✓ Make a number using tens and ones	– Write the number before and after – Count bundles of ten and loose ones – Make 61 and 76 on ten-by-ten grids	**Page 5**: Find before/after numbers, count tens and ones and represent numbers. 
5 **Order and compare numbers**	Compare and order whole numbers to 100 using counting sequence and place value knowledge.	✓ Find the smallest number in a group ✓ Find the largest number in a group ✓ Put numbers in order from smallest to largest ✓ Use tens and ones to help compare numbers ✓ Explain how one number is bigger or smaller	– Identify smallest and largest numbers – Order sets from smallest to largest – Compare numbers within 100 and just beyond 100 – Complete challenge ordering all numbers on the page	**Page 6**: Order and compare numbers to 100. 

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Unit: Number structures: Counting to 100

Focus: Counting forwards and backwards, skip-counting, grouping in tens, understanding place value, and comparing and ordering numbers to 100.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Counting sequences	Students can count forwards and backwards to 100 and beyond.	Continues number sequences accurately and identifies numbers before and after.
Skip-counting patterns	Students recognise and continue skip-counting patterns.	Counts accurately in 2s, 5s and 10s.
Tens and ones	Students understand that two-digit numbers are made from tens and ones.	Partitions and explains numbers such as 47 = 40 + 7.
Place value understanding	Students understand the value of each digit in a two-digit number.	Explains the meaning of digits in numbers such as 29, 61 or 95.
Comparing and ordering numbers	Students compare and order numbers using place value.	Orders numbers correctly and identifies larger/smaller numbers.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students complete counting and place value tasks.	Are students using place value and skip-counting strategies confidently?
Oral Check	Ask questions about before/after, skip-counting and tens/ones.	Listen for accurate mathematical language and reasoning.
Written Work	Review Student Book pp. 2–6.	Check counting, partitioning and ordering accuracy.
Practical Task	Build numbers using materials or draw tens and ones models.	Can students explain their thinking clearly?
Quick Quiz/ Exit Ticket	Quick question on counting, place value or comparing numbers.	Identify students needing support or extension.

Quick Quiz / Exit Ticket (5 Questions)

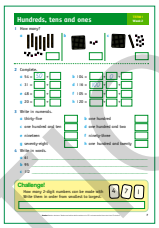
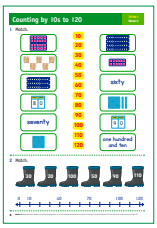
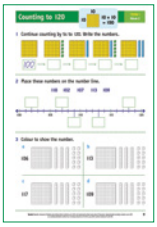
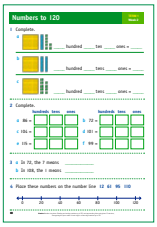
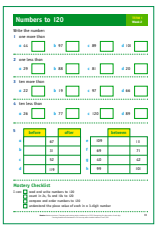
1. What number comes after 79?
2. Count by 10s: 20, 30, 40, __, __
3. What is 56 made of?
4. Which number is larger: 61 or 16?
5. Put these numbers in order: 72, 29, 81

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students are confident with counting and skip-counting patterns?	
Which students understand tens and ones securely?	
Are students using place value to compare numbers?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 2 Overview Number structures: Place value to 120

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Hundreds, tens and ones**	Numbers can be represented using hundreds, tens and ones.	✓ Count hundreds, tens and ones ✓ Partition numbers ✓ Read and write number words and numerals	– Build and represent numbers – Match number words and numerals – Use place-value charts – **Mathseeds lesson 86: Counting 70–100**	**Page 7:** Count base-10 models, partition numbers, match number words and numerals, order numbers 
2 **Counting by 10s to 120**	Counting by 10s helps us count efficiently to 120.	✓ Count in 10s to 120 ✓ Match multiples of 10 to models and words ✓ Use a number line	– Count forwards/ backwards in 10s – Match models, numerals and words – Use number lines to 120	**Page 8:** Match multiples of 10 to representations and place on a number line 
3 **Counting to 120**	Numbers to 120 can be counted, ordered and represented.	✓ Count in 5s to 120 ✓ Locate numbers on a number line ✓ Represent numbers using place value	– Count in 5s from 100–120 – Locate numbers on number lines – Represent numbers with base-10 materials	**Page 9:** Continue counting patterns, place numbers on a number line, show numbers with base-10 blocks 
4 **Numbers to 120**	Place value helps us understand numbers to 120.	✓ Record numbers in place-value charts ✓ Explain digit value ✓ Place numbers on a number line	– Complete place-value charts – Identify hundreds, tens and ones – Explore digit value	**Page 10:** Complete place-value tasks and place numbers on number lines 
5 **Comparing to 120**	Numbers change predictably when adding or subtracting 1 or 10.	✓ Find 1 more and 1 less ✓ Find 10 more and 10 less ✓ Identify numbers before, after and between	– Use number lines and place value patterns – Explore adding and subtracting 1 and 10 – Complete before, after and between activities – **Mathseeds lesson 86: Counting 70-100**	**Page 11:** Find 1 more/less and 10 more/less and complete before, after and between number tasks. 

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Unit: Number structures: Place value to 120

Focus: hundreds, tens and ones; counting to 120; numbers to 120; more or less

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Reading and writing numbers	Students can read and write numbers to 120 using numerals and number words.	Correctly matches, reads and records numbers to 120.
Base-10 representation	Students represent numbers using hundreds, tens and ones.	Uses base-10 materials or place-value charts accurately.
Place value understanding	Students understand that digit value depends on place.	Explains the value of digits in two- and three-digit numbers.
Counting patterns	Students count forwards and backwards in 5s and 10s to 120.	Continues number patterns accurately and identifies missing numbers.
Number line understanding	Students locate and order numbers to 120 on a number line.	Places numbers reasonably and compares numbers correctly.
More and less	Students find one more/less and ten more/less.	Correctly identifies before, after and between numbers.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Students build numbers using base-10 materials.	Can they identify hundreds, tens and ones accurately?
Oral Check	Ask students to explain digit value in a number.	Use of correct place-value language
Counting Check	Count forwards/backwards in 5s and 10s.	Accuracy and recognition of patterns
Number Line Task	Place numbers on a number line to 120.	Ability to estimate and compare positions
Written Work	Review Student Book pp. 7–11.	Accuracy in place value, counting and more/less tasks

Quick Quiz / Exit Ticket (5 Questions)

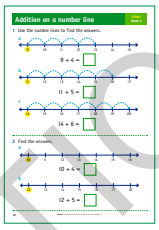
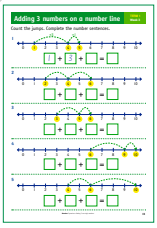
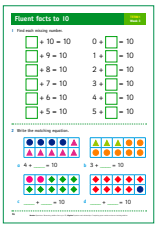
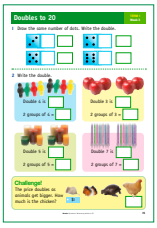
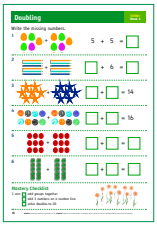
1. Write the numeral for one hundred and ten.
2. What number has 1 hundred, 0 tens and 6 ones?
3. What is ten more than 89?
4. What is one less than 101?
5. Order these numbers from smallest to largest: 95, 61, 110, 12.

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Students confidently read and write numbers to 120:	
Students accurately use hundreds, tens and ones:	
Students count in 5s and 10s with confidence:	
Students locate and compare numbers on number lines:	
Students understand one more/less and ten more/less:	

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Term 1 Week 3 Overview Number: Operations: Addition to 20

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Addition on a number line**	Number lines can be used to solve addition problems.	✓ Use a number line to solve addition problems ✓ Count forwards accurately ✓ Make jumps on a number line	– Count forwards using number lines – Make jumps to solve addition problems – Record matching equations – **Mathseeds lesson 65: Addition to 20**	**Page 12:** Solve addition problems using jumps on a number line and write equations. 
2 **Adding 3 numbers on a number line**	Number lines can help solve addition problems involving 3 numbers.	✓ Add 3 numbers using a number line ✓ Count forwards using jumps ✓ Combine groups to find totals ✓ Record complete number sentences	– Solve addition problems with 3 numbers – Count forwards using multiple jumps – Record addition equations	**Page 13:** Solve addition problems involving 3 numbers using number lines. 
3 **Fluent facts to 10**	Numbers can be combined in different ways to make 10.	✓ Find number bonds to 10 ✓ Complete addition equations ✓ Use visual models to solve problems	– Complete missing-number equations – Use ten-frames and pictures to find totals – Practise fluent facts to 10 – **Mathseeds lesson 93: Number fact families**	**Page 14:** Find missing numbers and complete equations that total 10. 
4 **Doubles to 20**	Doubles are made by combining two equal groups.	✓ Identify doubles facts to 20 ✓ Add equal groups together ✓ Write doubles equations	– Identify equal groups – Write doubles equations – **Mathseeds lesson 72: Doubles**	**Page 15:** Identify doubles and solve equations to 20. 
5 **Doubling**	Doubling combines two equal groups to make a total.	✓ Identify doubles in pictures ✓ Complete doubles equations ✓ Add equal groups accurately ✓ Use doubles to solve problems	– Solve doubling problems using pictures – Complete missing-number doubles equations – Use doubles strategies to solve addition problems	**Page 16:** Complete doubles equations and solve doubling problems using pictures and numbers. 

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Unit: Number: Operations: Addition to 20

Focus: Solving addition problems using number lines, developing fluent facts to 10, and using doubles strategies to solve addition problems.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Addition on number lines	Students use number lines to solve addition problems by counting forwards.	Correctly starts at the given number and makes accurate jumps forwards.
Adding 3 numbers	Students combine 3 numbers accurately using counting-on strategies.	Tracks multiple jumps correctly and records complete equations.
Fluent facts to 10	Students identify number pairs that make 10.	Quickly recalls and applies facts to 10 using equations or visual models.
Doubles facts	Students understand doubles as two equal groups.	Correctly identifies and solves doubles facts to 20.
Mathematical reasoning	Students explain addition strategies using mathematical language.	Uses terms such as total, double, equal groups, count on and equation appropriately.
More and less	Students find one more/less and ten more/less.	Correctly identifies before, after and between numbers.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students solve addition problems using number lines and materials.	Are students counting forwards accurately and tracking jumps correctly?
Oral Check	Ask students to explain doubles facts and number pairs to 10.	Listen for confident recall and mathematical explanations.
Written Work	Review Student Book pp. 12–16.	Check accuracy of equations, number-line jumps and doubles facts.
Practical Task	Use counters or cubes to model doubles and addition problems.	Can students represent equal groups and explain totals?
Exit Ticket	Quick addition or doubles fact question.	Identify students needing support with counting-on or fluent facts.

Quick Quiz / Exit Ticket (5 Questions)

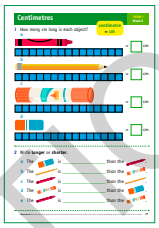
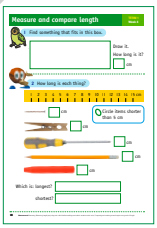
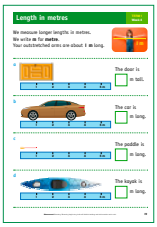
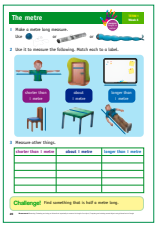
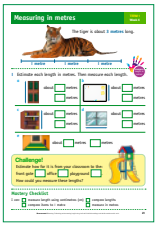
1. What number do you land on after 9 + 4?
2. What is 1 + 3 + 1?
3. What number goes with 7 to make 10?
4. What is double 6?
5. Why are doubles made from equal groups?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently use number lines to solve addition problems?	
Which students can recall number facts to 10 fluently?	
Are students accurately identifying and using doubles facts?	
Which students still rely heavily on counting all rather than counting on?	
Which students need extension or extra support?	

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Term 1 Week 4 Overview Measurement: Measuring: Length

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Centimetres**	Centimetres are used to measure and compare length.	✓ Measure in centimetres ✓ Compare lengths ✓ Use longer and shorter correctly	– Measure classroom objects – Count centimetre units – Compare object lengths – **Mathseeds lesson 84: Measuring length**	**Page 17:** Measure and compare objects using centimetres and length language. 
2 **Measure and compare length**	A ruler can measure and compare length in centimetres.	✓ Use a ruler correctly ✓ Record measurements in cm ✓ Compare lengths	– Measure with rulers – Compare longest and shortest – Identify objects shorter than 5 cm	**Page 18:** Measure objects, compare lengths and identify shorter objects. 
3 **Length in metres**	Metres are used to measure longer lengths.	✓ Read and record metres ✓ Measure longer objects ✓ Compare metre lengths	– Use metre benchmarks – Measure longer objects – Compare lengths in metres	**Page 19:** Read, record and measure lengths using metres. 
4 **The metre**	A metre can help estimate and compare length.	✓ Use a metre benchmark ✓ Compare objects to 1 metre ✓ Sort by length	– Make a metre measure – Compare classroom objects – Sort shorter/about/longer than 1 metre	**Page 20:** Use a metre measure to compare and classify objects. 
5 **Measuring in metres**	Metres can estimate and measure longer distances.	✓ Estimate and measure in metres ✓ Record measurements ✓ Compare estimates and results	– Estimate longer lengths – Measure school spaces – Compare estimates with actual lengths	**Page 21:** Estimate, measure and record lengths in metres. 

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Unit: Measurement: Measuring: Length

Focus: Estimating, measuring and comparing length with centimetres and metres

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Measuring in centimetres	Students measure shorter objects using centimetres.	Measures accurately and records using cm.
Using a ruler	Students use a ruler correctly to measure length.	Aligns objects correctly and reads measurements accurately.
Comparing lengths	Students compare and order objects by length.	Uses longer, shorter, longest and shortest correctly.
Measuring in metres	Students recognise metres are used for longer lengths.	Uses m correctly and measures longer objects.
Estimating length	Students estimate and check measurements using benchmarks.	Makes reasonable estimates and compares with actual measurements.
Accurate measuring practices	Students measure carefully without gaps or overlaps.	Explains correct measuring methods and uses tools consistently.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Students measure classroom objects using rulers or centimetre strips.	Accuracy when aligning and measuring
Oral Check	Ask questions about cm, m and measuring steps.	Understanding of measurement language and tools
Practical Task	Measure and compare objects in centimetres and metres.	Correct unit choice and comparison language
Estimate and Measure Task	Estimate then measure classroom objects or spaces.	Reasonable estimates and accurate checking
Written Work	Review Student Book pp. 17–21.	Accuracy with measurement, comparisons and estimates

Quick Quiz / Exit Ticket (5 Questions)

1. What does cm stand for?
2. What does m stand for?
3. Is 8 cm longer or shorter than 5 cm?
4. Name one object about 1 metre long.
5. Why should there be no gaps when measuring?

Teaching as Inquiry: Reflection Notes

Reflection Prompts

Which students are confidently measuring in centimetres and metres?

Which students are accurately using rulers and metre measures?

Which students can compare lengths using accurate vocabulary?

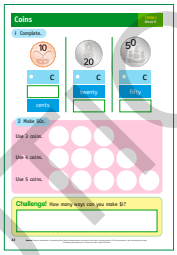
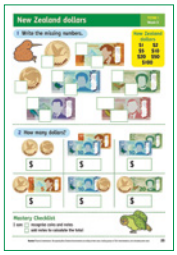
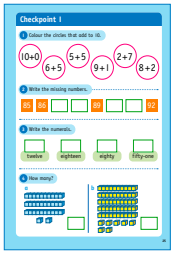
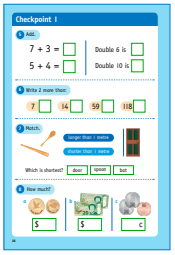
How are students using 1 metre as a benchmark to help with estimating?

Which students need extension or extra support?

Notes/Next Steps

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Term 1 Week 5 Overview Number: Financial mathematics: Money

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Coins**	Coins have different values and can be combined in different ways to make the same amount.	✓ Recognise coins ✓ Name coin values in cents ✓ Write coin values using c and cents ✓ Combine coins to make 50c ✓ Make the same amount in more than one way ✓ Explain the total value of a group of coins	– Recognise and name 10c, 20c and 50c coins – Match coin values to words and symbols – Use play coins to make 50c using 3, 4 and 5 coins – Investigate different ways to make $1 – **Mathseeds lesson 83: Money**	**Page 22:** Complete coin values, write values using c and cents, make 50c using different numbers of coins and explore ways to make $1. 
2 **New Zealand dollars**	Coins and notes have different dollar values and can be combined to find a total amount.	✓ Recognise dollar coins and notes ✓ Write dollar values using the $ symbol ✓ Identify $1, $2, $5, $10, $20, $50 and $100 ✓ Add notes and coins to find a total ✓ Explain the value of a group of dollars	– Recognise dollar coins and notes – Match denominations to written values – Write missing dollar values using $ – Add dollar coins and notes to find totals	**Page 23**: Write missing dollar values for coins and notes, recognise dollar denominations and calculate totals using coins and notes. 
3 **Money**	Coins and notes have different values and can be matched to prices.	✓ Recognise coins and notes ✓ Match money values to prices ✓ Identify the value of coins and notes ✓ Compare prices ✓ Find the least expensive item ✓ Find the most expensive item	– Match coin and note values to item prices – Distinguish between cents and dollars – Compare prices using value – Identify least expensive and most expensive items	**Page 24:** Match coins and notes to item prices, recognise cents and dollar values, compare item prices, circle the least expensive item and cross out the most expensive item. 
4–5 **Checkpoint 1**	Demonstrate knowledge in number, addition, doubles, length and money from Weeks 1–5.	✓ Identify facts that make 10 ✓ Complete number sequences ✓ Write numerals from number words ✓ Count base-10 representations ✓ Solve addition and doubles facts ✓ Count on by 2 ✓ Compare length using 1 metre ✓ Calculate money totals	– Complete independent checkpoint tasks – Apply knowledge from Weeks 1–5 – Demonstrate number, operations, measurement and financial mathematics understanding – Teacher records diagnostic observations	**Pages 25–26:** Complete Checkpoint 1 tasks covering facts to 10, numbers to 120, base-10 representations, addition, doubles, two more, length comparison and money totals.  

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Unit: Number: Financial mathematics: Money

Focus: Recognising New Zealand denominations, ordering money by value, grouping like denominations, combining coins or notes to make a value and calculating totals.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Recognising money	Students recognise coins, dollar coins and notes, and know their values.	Correctly identifies 10c, 20c, 50c, $1, $2, $5, $10, $20, $50 and $100.
Recording money values	Students record money values using correct symbols.	Uses c for cents and $ for dollars.
Comparing and ordering values	Students compare and order money values from least to greatest.	Orders denominations or prices correctly and uses language such as more, less, greater value, lower price and higher price.
Distinguishing cents and dollars	Students understand that cents and dollars are different units of money.	Does not confuse values such as 50c and $50, or 20c and $20.
Grouping like denominations	Students group coins or notes of the same denomination and calculate their value.	Groups like coins or notes and skip-counts or adds to find the total.
Combining money to make values	Students combine coins or notes to make a target amount.	Makes values such as 50c or $1 using different combinations of coins.
Calculating totals	Students add coins or notes to find a total value.	Correctly totals groups such as $2 + $1, $10 + $5, $20 + $20 or 20c + 20c + 10c.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation (Formative)	Watch students sort play coins and notes by denomination.	Do they recognise each denomination and group like values accurately?
Oral Check	Ask: 'What is this coin or note worth?'	Listen for correct naming of dollars, cents and symbols.
Matching Task	Students match coins and notes to written values.	Can they connect images, symbols and word values correctly?
Ordering Task	Students order denominations from least to greatest.	Can they compare values and explain which is worth more or less?
Price Comparison Task	Students identify least and most expensive items from a set of prices.	Can they compare cents and dollar amounts correctly?
Checkpoint 1	Review pp.25–26 and marking rubric.	Identify strengths and gaps across number, operations, measurement and money.
Exit Ticket/Quick Quiz	Provide 5 short financial mathematics questions.	Identify students secure with money values and those needing additional support.

Quick Quiz / Exit Ticket (5 Questions)

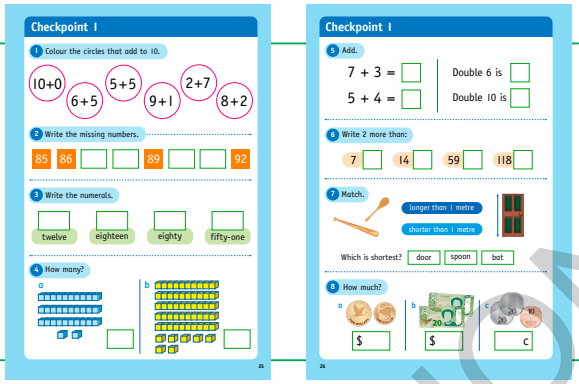
1. What is the value of this coin: 20c?
2. Write five dollars using the dollar symbol.
3. How can you make 50c using three coins?
4. What is the total of $20 + $20?
5. Which is worth more: 50c or $1?

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which money concepts are students secure with?	
Which students need more support recognising, comparing or ordering coins and notes?	
What misconceptions were noticed, such as confusing cents and dollars, counting coins instead of value, or assuming larger coins are worth more?	
Which skills need follow-up practice: grouping, combining values, calculating totals or comparing prices?	
What teaching adjustments are needed next, such as play-money practice, matching tasks, skip-counting, small-group support or extension challenges?	

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CHECKPOINT 1 Number and Measurement



Purpose

This Checkpoint assesses students' understanding of the key mathematical concepts taught across the first five weeks of Year 2. It is designed to give teachers a clear snapshot of students' knowledge, skills and fluency in early number, operations, measurement and financial mathematics.

The Checkpoint should take approximately **25–35 minutes** and can be completed in **two sittings if needed**.

Assessment Overview

Area	Focus	Curriculum Links	Key Skills Assessed
Numbers to 120	Counting sequences, numerals, base-10 representation	Number structures	Sequencing numbers, writing numerals, counting tens and ones
Addition and Doubles	Basic addition and doubles facts	Operations	Solving addition facts, recalling doubles to 20
Measurement	Length in metres	Measuring	Comparing objects as longer or shorter than 1 metre
Financial Mathematics	Coins and notes	Financial mathematics	Finding total value of coins and notes

Checkpoint 1 Structure

Part	Focus	Questions	Skills Tested
1	Addition facts to 10	Colour number sentences that add to 10	Recognising combinations that total 10
2	Number sequences	Complete missing numbers from 85 to 92	Counting forwards by 1, identifying missing numbers
3	Number words to numerals	twelve, eighteen, eighty, fifty-one	Reading number words and writing numerals
4	Base-10 representation	Count tens and ones in two representations	Understanding tens, ones and base-10 structure
5	Addition and doubles	7 + 3, 5 + 4, double 6, double 10	Addition facts and doubles to 20
6	Two more	7, 14, 59, 118	Counting on by 2, number relationships
7	Length comparison	Match longer/shorter than 1 metre; identify shortest	Comparing length using metre benchmark
8	Money totals	Dollar coins, $20 notes, cent coins	Calculating value of NZ coins and notes

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CHECKPOINT 1 Student Recording Sheet & Achievement Rubric

Unit: Numbers to 120, Addition, Length and Money • **Weeks:** 1–5 / Year 2 Mathematics **Total Marks:** 30

Student Name: **Date:**

Marking Sheet

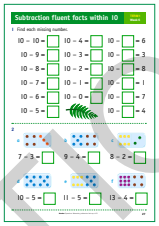
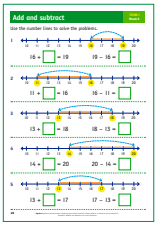
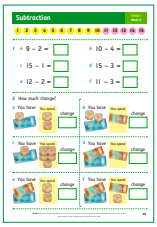
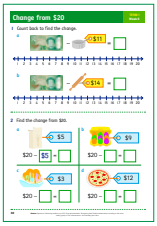
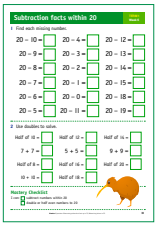
Part	Task	Max Marks	Student Score	Notes / Observations
1. Facts to 10	Colour number sentences that add to 10: 10 + 0, 5 + 5, 9 + 1, 8 + 2	4	/ 4	
2. Missing numbers	Complete sequence: 87, 88, 90, 91	4	/ 4	
3. Write numerals	twelve, eighteen, eighty, fifty-one	4	/ 4	
4. Base-10 representations	Count tens and ones to identify two numbers	4	/ 4	
5. Addition and doubles	7 + 3, 5 + 4, double 6, double 10	4	/ 4	
6. Two more	7, 14, 59, 118 → +2	4	/ 4	
7. Length comparison	Match longer/shorter than 1 metre and identify shortest object	3	/ 3	
8. Money totals	Calculate totals for dollar coins, $20 notes and cent coins	3	/ 3	
	TOTAL:	30	/ 30	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
28–30	**Exceeding**	Strong understanding of numbers to 120, addition, length and money concepts.	Extend with larger numbers, mixed coin problems and longer measurement tasks.
23–27	**Proficient**	Secure understanding of place value, addition, measurement and money concepts.	Reinforce learning through mixed practice and real-life money and measurement tasks.
17–22	**Consolidating**	Good understanding of most concepts, with some gaps in place value, addition or measurement.	Continue practising place value, addition strategies, measuring length and money totals.
9–16	**Developing**	Developing understanding of counting, place value, addition and measurement concepts.	Focus on number sequences, addition strategies, measuring length and money totals.
0–8	**Emerging**	Beginning to develop understanding of counting, place value, addition, length and money.	Revisit counting, number recognition, addition facts and concrete measurement activities.

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Term 1 Week 6 Overview Number: Operations: Subtract to 20

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Subtraction fluent facts within 10**	Solve subtraction facts within 10 and find missing numbers in subtraction equations.	✓ Find missing numbers in subtraction equations ✓ Use dots, fingers or counters to help subtract ✓ Solve subtraction facts accurately	– Practise subtraction facts from 10 – Find missing numbers in subtraction equations	**Page 27:** Find missing numbers in subtraction and solve subtraction equations using visual supports. 
2 **Add and subtract**	Use number lines to solve addition and subtraction problems.	✓ Use a number line to count forwards and backwards ✓ Find missing numbers in addition and subtraction equations ✓ Explain how addition and subtraction are connected	– Use number lines to count on or jump back – Complete related addition and subtraction equations – Match number lines to equations	**Page 28:** Use number lines to solve addition and subtraction problems and complete missing numbers. 
3 **Change from $15**	Solve subtraction problems and find change in money situations.	✓ Count back to solve subtraction problems ✓ Use money pictures to find change ✓ Work out how much is left after spending	– Use coins and notes to find change – Match money pictures to subtraction equations – **Mathseeds lesson 92: Change from $20**	**Page 29:** Subtract numbers up to 15 and calculate change. 
4 **Change from $20**	Calculate change from $20 using subtraction and number lines.	✓ Subtract the amount spent by counting back on a number line ✓ Find the change from $20 ✓ Explain how the change was found	– Count back from 20 on a number line – Subtract prices from $20	**Page 30:** Count back to find change from $20 and complete subtraction equations. 
5 **Subtraction fluent facts within 20**	Solve subtraction facts within 20.	✓ Subtract numbers within 20 ✓ Recall doubles to 20 ✓ Identify half of even numbers to 20	– Practise subtraction facts from 20 – Find missing numbers in subtraction equations – Match doubles and halves facts – **Mathseeds lesson 100: Subtracting unknown numbers**	**Page 31:** Find missing numbers in subtraction facts within 20, recall doubles and identify halves to 20. 

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Unit: Number: Operations: Subtract to 20

Focus: Subtraction facts within 10 and 20, addition and subtraction relationships, using number lines, finding change from $20, and applying doubles and halves to support number fluency.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Addition and subtraction relationships	Students understand that addition and subtraction are connected.	Uses number-line jumps to complete related addition and subtraction facts.
Subtraction with money	Students use subtraction to find change.	Correctly identifies the amount spent and calculates the change.
Change from $20	Students count back from $20 to find change.	Uses a number line, play money or mental strategy to solve change problems.
Subtraction facts within 20	Students recall and solve subtraction facts within 20.	Completes subtraction facts from 20 and explains the strategy used.
Doubles and halves	Students use doubles and halves to solve related facts.	Recalls doubles to 20 and identifies halves of even numbers to 20.
Mathematical reasoning	Students explain subtraction strategies clearly.	Uses language such as subtract, minus, change, count back, double and half.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students solve subtraction facts using counters, fingers, number lines or mental strategies.	Are students counting back accurately? Are they beginning to recall facts fluently?
Oral Check	Ask quick subtraction, doubles, halves and change questions.	Can students explain how they found the answer?
Written Work	Review Student Book pp. 27–31.	Check accuracy with missing numbers, number-line jumps, money problems and doubles/halves.
Practical Task	Use play money or a class shop to find change from $20.	Can students identify the starting amount, amount spent and change?
Partner Talk	Students explain one subtraction or change problem to a partner.	Are students using correct mathematical language and reasoning?

Quick Quiz / Exit Ticket (5 Questions)

1. What is 10 − 4?
2. What is 20 − 7?
3. Complete: 13 + ___ = 17
4. If you have $20 and spend $9, how much change do you get?
5. What is half of 16?

Teaching as Inquiry: Reflection Notes

Reflection Prompts

Which students are confidently solving subtraction facts within 10?

Which students are beginning to recall subtraction facts within 20?

Can students use the same number-line jump for addition and subtraction?

Do students understand that change means the money left after spending?

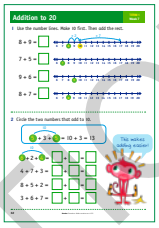
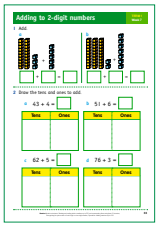
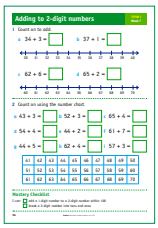
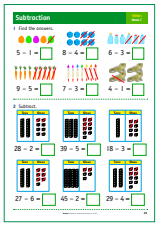
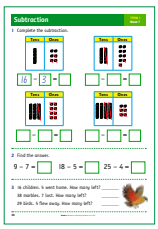
Which students can solve change from $20 independently?

Are students recalling doubles and halves to 20 accurately?

Notes/Next Steps

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Term 1 Week 7 Overview Number: Operations: Add and subtract to 100

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Independent Practice
1 **Bridge to ten**	Solve addition problems within 20 by making 10 first.	✓ Use a number line to add within 20 ✓ Make 10 first ✓ Add the rest ✓ Find two numbers that add to 10 ✓ Record an addition equation	– Use number lines to add within 20 – Make 10 first, then add the rest – Split numbers into parts – Circle two numbers that add to 10 – Record addition equations – **Mathseeds lesson 96: Bridging to 10**	**Page 32**: Addition-to-20 problems using number lines and make-10 equations. 
2 **Adding to 2-digit numbers**	Add a one-digit number to a two-digit number using tens and ones.	✓ Recognise tens and ones in a two-digit number ✓ Add ones to a two-digit number ✓ Represent addition using base-10 structure ✓ Draw tens and ones ✓ Record an addition equation	– Build two-digit numbers with base-10 materials – Add ones to ones – Draw tens and ones in a place value chart – Connect base-10 representations to equations – **Mathseeds lesson 95: Add within 100**	**Page 33**: Two-digit plus one-digit addition problems using base-10 materials, drawings and equations. 
3 **Counting on with 2-digit numbers**	Add a one-digit number to a two-digit number by counting on.	✓ Add a one-digit number to a two-digit number ✓ Count on using a number line ✓ Count on using a number chart ✓ Record an addition equation ✓ Explain how they counted on	– Count on using number lines – Count on using a number chart – Start at the two-digit number – Count the correct number of steps – Record addition equations	**Page 34**: Addition problems using number lines, number charts and count-on strategies. 
4 **Subtraction algorithms**	Subtract numbers using pictures, tens and ones and written algorithms.	✓ Subtract using pictures ✓ Recognise tens and ones in a two-digit number ✓ Subtract ones from ones ✓ Subtract tens from tens ✓ Record a subtraction algorithm	– Cross out pictures to show subtraction – Use tens-and-ones tables – Subtract ones first, then tens – Complete written subtraction algorithms – Record equations accurately	**Page 35**: Subtraction algorithms using pictures, tens-and-ones tables and written equations. 
5 **Solve subtraction problems**	Use tens and ones to complete subtraction algorithms and solve subtraction word problems.	✓ Subtract using pictures ✓ Recognise tens and ones ✓ Subtract ones from ones ✓ Subtract tens from tens ✓ Record a subtraction algorithm ✓ Solve subtraction word problems	– Complete subtraction from base-10 pictures – Write the matching subtraction algorithm – Subtract ones and tens in the correct columns – Solve subtraction word problems – Check using materials or related facts – **Mathseeds lesson 85: Find the difference**	**Page 36**: Subtraction algorithms and word problems using tens and ones. 

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Unit: Number: Operations: Add and subtract to 100

Focus: Solving addition problems within 20, adding a one-digit number to a two-digit number, using number lines and number charts to count on, and completing subtraction algorithms using tens and ones.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Addition within 20	Students can solve addition problems within 20 by making 10 first.	Splits a number to make 10, adds the rest and records the correct total.
Make 10 strategy	Students understand that making 10 can help with addition.	Identifies how many more are needed to make 10 and adds the remaining part.
Tens and ones	Students recognise tens and ones in two-digit numbers.	Correctly identifies and represents the tens and ones in numbers such as 43, 62 and 76.
Counting on	Students can count on from a two-digit number.	Starts at the two-digit number and counts on the correct number of steps.
Subtraction algorithms	Students can complete subtraction algorithms using tens and ones.	Subtracts ones from ones and tens from tens, recording digits in the correct place.
Subtraction word problems	Students can identify and solve subtraction situations.	Chooses subtraction, records the equation and gives the correct answer.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation (Formative)	Watch students use number lines to make 10 and add within 20.	Can they split the second number, make 10 first and add the rest?
Oral Check	Ask: 'How did you solve 8 + 9?' and 'How do you know 43 + 4 = 47?'	Listen for make-10 language, counting on or tens-and-ones explanations.
Written Work	Review independent practice from Week 7 lessons.	Check accurate addition equations, use of number charts, subtraction algorithms and word problem answers.
Practical Task	Give students base-10 materials and ask them to solve a two-digit plus one-digit equation.	Can students represent the two-digit number, add ones and explain the total?
Exit Ticket/ Quick Quiz	Provide 5 short questions covering addition to 20, count on, place value and subtraction algorithms.	Identify students confident with strategies and those needing more support.

Quick Quiz / Exit Ticket (5 Questions)

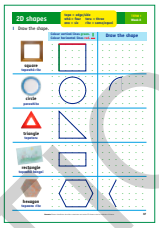
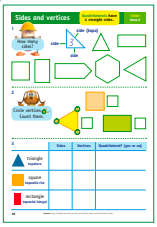
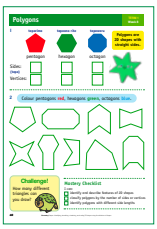
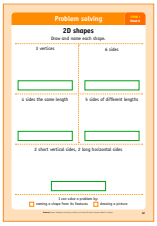
1. 8 + 9 = ___
2. 43 + 4 = ___
3. 62 + 6 = ___
4. 25 − 4 = ___
5. 38 − 17 = ___

Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Students confidently making 10 to add within 20:	
Students accurately adding a one-digit number to a two-digit number:	
Students recognising tens and ones in two-digit numbers:	
Students accurately counting on using a number line and number chart:	
Misconceptions noticed, such as counting from 1, counting the starting number or placing digits in the wrong column:	
Vocabulary to revisit, such as add, subtract, equals, equation, tens, ones, number line, number chart, algorithm and place value:	
Adjustments for future lessons, such as more base-10 modelling, number chart practice or guided algorithm work:	

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Term 1 Week 8 Overview Geometry: Shapes: 2D shapes

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **2D shapes**	2D shapes can be identified and described by their features.	✓ Identify common 2D shapes ✓ Describe sides and vertices ✓ Draw 2D shapes ✓ Recognise shapes in different positions	– Identify and describe 2D shapes – Count sides and vertices – Draw and label common shapes – **Mathseeds lesson 52: Sorting and grouping 2D shapes**	**Page 37:** Identify, describe and draw common 2D shapes. 
2 **Sides and vertices**	Shapes can be classified by their sides and vertices.	✓ Count sides and vertices ✓ Recognise quadrilaterals ✓ Describe shape features ✓ Compare shapes using attributes	– Count sides and vertices of shapes – Sort quadrilaterals and non-quadrilaterals – Describe and compare shapes	**Page 38:** Identify sides and vertices and recognise quadrilaterals. 
3 **Hexagons**	Hexagons are 2D shapes with 6 straight sides.	✓ Identify hexagons ✓ Count sides and vertices ✓ Draw hexagons ✓ Compare hexagons with other shapes	– Identify hexagons by their features – Compare hexagons with other polygons – Draw different hexagons	**Page 39:** Identify, describe and draw hexagons with 6 straight sides. 
4 **Polygons**	Polygons are closed 2D shapes with straight sides.	✓ Identify polygons ✓ Count sides and vertices ✓ Sort polygons by features ✓ Describe polygons using mathematical language	– Identify polygons and non-polygons – Count and compare sides and vertices – Classify polygons by attributes	**Page 40:** Identify and classify polygons including pentagons, hexagons and octagons. 
5 **Problem solving: 2D shapes**	Shape features can be used to solve geometry problems.	✓ Identify shapes using clues ✓ Draw shapes from descriptions ✓ Explain shape reasoning ✓ Compare shape features	– Solve shape clue problems – Draw shapes using given attributes – Explain reasoning using geometry language	**Page 41:** Solve problems involving sides, vertices and shape features. 

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Unit: Geometry: Shapes: 2D shapes

Focus: Identifying, describing, drawing, comparing and classifying 2D shapes using features such as sides, vertices and straight lines.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Identifying 2D shapes	Students recognise and name common 2D shapes in te reo Māori.	Correctly identifies shapes such as triangles, squares, rectangles, hexagons, pentagons and octagons.
Describing shape features	Students describe shapes using sides, vertices and straight or curved lines.	Uses geometry vocabulary accurately when discussing shapes.
Classifying shapes	Students sort shapes based on shared attributes.	Correctly groups shapes by number of sides, vertices or straight edges.
Understanding polygons	Students understand polygons are closed shapes with straight sides.	Identifies polygons and explains why curved shapes are not polygons.
Drawing shapes	Students represent 2D shapes accurately.	Draws shapes with the correct number of sides and vertices.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students sort, compare and describe shapes during lessons.	Are students correctly identifying shape features and using geometry vocabulary?
Oral Check	Ask questions about sides, vertices, polygons and quadrilaterals.	Listen for accurate explanations and mathematical language.
Written Work	Review Student Book pp. 37–41.	Check shape identification, drawing accuracy and classification tasks.
Practical Task	Build or draw shapes using craft sticks, geoboards or dot paper.	Can students create shapes with the correct attributes and explain their reasoning?
Exit Ticket	Quick shape identification or drawing challenge.	Identify students needing support with shape vocabulary or classification.

Quick Quiz / Exit Ticket (5 Questions)

1. How many sides does a hexagon have?
2. Which shape has 4 equal sides?
3. What is another word for vertex?
4. Why is a circle not a polygon?
5. How can you tell if a shape is a quadrilateral?

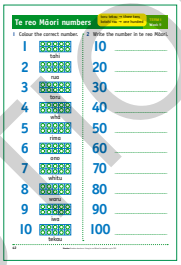
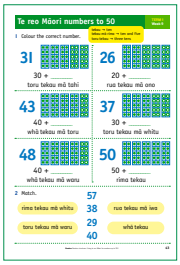
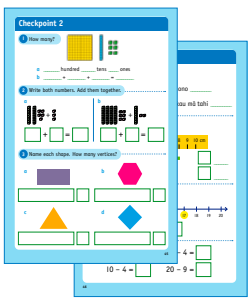
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students can confidently identify and describe 2D shapes?	
Which students accurately use vocabulary such as side, vertex and polygon?	
Are students able to classify shapes by their features?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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Term 1 Week 9 Overview

Number: Number structures: Numbers to 100: te reo Māori

Lesson & Topic	Learning Intention	Success Criteria	Main Activities	Student Book Practice
1 **Te reo Māori numbers**	Numbers can be represented using te reo Māori number names.	✓ Recognise te reo Māori numbers to 10 ✓ Match numerals and number words ✓ Read and write multiples of ten ✓ Connect quantities with number names	– Match numerals to te reo Māori number words – Read and say numbers aloud – Write multiples of ten in te reo Māori	**Page 42:** Match numerals and quantities to te reo Māori number words and write multiples of ten. 
2 **Te reo Māori numbers to 50**	Te reo Māori number words represent tens and ones to 50.	✓ Recognise numbers to 50 ✓ Match te reo Māori numbers to numerals ✓ Identify tens and ones ✓ Build numbers to 50	– Build numbers using tens and ones – Match te reo Māori number words to numerals – Represent numbers using place value materials	**Page 43:** Match te reo Māori number words to numerals and identify tens and ones to 50. 
3 **Counting to 100 – Te reo Māori**	Te reo Māori number words can represent numbers to 100 using tens and ones.	✓ Read te reo Māori numbers to 100 ✓ Identify tens and ones ✓ Match numerals and number words ✓ Represent numbers using place value	– Build numbers using tens and ones – Read and match te reo Māori numbers – Represent numbers using place value blocks	**Page 44:** Represent, match and read numbers to 100 using te reo Māori number words. 
4 **Checkpoint 2**	Mathematical knowledge can be applied to solve problems involving place value, measurement, subtraction and shapes.	✓ Identify hundreds, tens and ones ✓ Solve addition and subtraction tasks ✓ Identify 2D shapes and vertices ✓ Measure lengths in centimetres	– Represent numbers with place value blocks – Solve addition and subtraction problems – Identify shapes and measure lines	**Pages 45–46:** Review number, operation and 2D shape skills. 

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Unit: Number: Number structures: Numbers to 100: te reo Māori

Focus: Reading, writing, representing and comparing numbers using te reo Māori number words, tens and ones, place value understanding, measurement, subtraction and shape knowledge.

Key Understandings to Assess

Area	Expected Understanding	Evidence to Look For
Te reo Māori numbers	Students recognise and use te reo Māori number words correctly.	Matches numerals to te reo Māori number words and reads numbers confidently.
Place value	Students understand numbers are made from tens and ones.	Correctly identifies and represents tens and ones using materials or drawings.
Number representation	Students represent numbers using place value materials and numerals.	Builds and records numbers accurately to 100.

Assessment Opportunities

Type	Suggested Activity	What to Observe
Observation	Watch students build and represent numbers using place value materials.	Are students correctly identifying tens and ones?
Oral Check	Ask students to read and explain te reo Māori numbers aloud.	Listen for correct pronunciation and place value understanding.
Written Work	Review Student Book pp. 42–46.	Check numeral matching, place value tasks, measurement and subtraction accuracy.
Practical Task	Build numbers using place value blocks or bundled sticks.	Can students explain how the number is made using tens and ones?
Exit Ticket	Quick question involving te reo Māori numbers, subtraction or measurement.	Identify students needing support with place value or number language.

Quick Quiz / Exit Ticket (5 Questions)

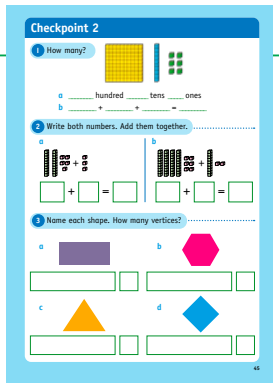
1. What does ‘tekau’ mean?
2. What number is ‘waru tekau mā rima’?
3. How many tens are in 70?
4. What number is ‘whā tekau mā toru’?
5. What number is ‘whitu tekau’?

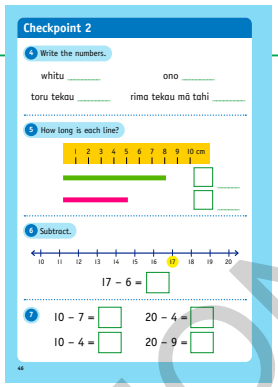
Teaching as Inquiry: Reflection Notes

Reflection Prompts	Notes/Next Steps
Which students confidently use te reo Māori number words?	
Which students understand and apply place value using tens and ones?	
Are students accurately representing numbers to 100?	
Which students can confidently measure and compare lengths?	
What misconceptions or gaps need revisiting next week?	
Which students need extension or extra support?	

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CHECKPOINT 2 Number and Geometry





Purpose

This Checkpoint assesses students' understanding of the key mathematical concepts taught across Weeks 1–9 of Year 2. It is designed to provide teachers with a snapshot of students' understanding of place value, te reo Māori number names, measurement using centimetres and metres, subtraction and 2D shape properties.

The Checkpoint should take approximately **25–35 minutes** and can be completed in **two sittings**.

Assessment Overview

Area	Focus	Curriculum Links	Key Skills Assessed
Place value	Hundreds, tens and ones	Number structures	Representing numbers using place value materials
Addition	Adding tens and ones	Operations	Combining numbers and writing equations
Te reo Māori numbers	Reading and writing numbers	Number structures	Matching numerals and te reo Māori number words
Measurement	Measuring length in centimetres and metres	Measuring	Measuring and comparing lengths
Geometry	Shape identification and properties	Shapes	Naming shapes and identifying vertices/sides
Subtraction	Subtracting using number lines and facts	Operations	Solving subtraction problems

Checkpoint 2 Structure

Part	Focus	Questions	Skills Tested
1	Hundreds, tens and ones	Identify hundreds, tens and ones; write the matching number	Understanding place value and number representation
2	Addition with tens and ones	Add numbers represented with place value blocks	Combining tens and ones accurately
3	Shape identification	Name shapes and identify vertices	Recognising and describing 2D shapes
4	Te reo Māori numbers	Write numerals from te reo Māori number words	Connecting number words and numerals
5	Measurement	Measure line lengths using centimetres	Measuring accurately using standard units
6	Subtraction on a number line	Solve subtraction using a number line	Understanding subtraction as counting back
7	Basic subtraction facts	Solve subtraction equations	Recall subtraction facts and number relationships

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CHECKPOINT 2 Student Recording Sheet & Achievement Rubric

Unit: Number: Operations, Number structure, Geometry: Shapes
Weeks: 1–9 / Year 2 Mathematics **Total Marks:** 24

Student Name: **Date:**

Marking Sheet

Part	Task	Max Marks	Student Score	Notes / Observations
1. Hundreds, tens and ones	Identify place value and write matching number	4	/ 4	
2. Addition with place value	Add tens and ones representations	4	/ 4	
3. Shape identification	Name shapes and identify vertices	4	/ 4	
4. Te reo Māori numbers	Write numerals from number words	4	/ 4	
5. Measurement	Measure line lengths in centimetres	2	/ 2	
6. Subtraction on a number line	Solve 17 – 12	2	/ 2	
7. Basic subtraction facts	Solve subtraction equations	4	/ 4	
	TOTAL:	24	/ 24	

Achievement Rubric

Score Range	Progress Descriptor	Interpretation	Suggested Follow-Up
22–24	Exceeding	Strong understanding of place value, addition and subtraction, measurement, te reo Māori numbers and shape concepts.	Ready to extend into larger numbers and multi-step problems
18–21	Proficient	Secure knowledge of place value, operations, measurement and shape concepts.	Reinforce learning with mixed practice and problem solving.
14–17	Consolidating	Good understanding of most concepts, with some gaps in place value, subtraction, measurement or shape knowledge.	Practise place value, subtraction, measurement and shape vocabulary
8–13	Developing	Inconsistent use of place value, operations and geometry strategies.	Focus on tens and ones, subtraction, measurement and 2D shapes.
0–7	Emerging	Beginning to use place value, operations, measurement and shape concepts.	Revisit counting, place value, subtraction and shape recognition using concrete materials.

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