# Adult curriculum mapping · complete national scope, finite fortnight

The retained29September2026 national selection is complete:104 records (1 level description,5 strands,18 content descriptions,79 elaborations,1 achievement standard). Raw104 rows preserve521 present cells,519 nonempty and2 present-empty C225/D225. HTML/Unicode/type/value-presence/raw shared-string values remain exact. AC9M2A03 trailing U+202F is retained in attributes/raw; plain text normalises it. The unusual official N01_E1 line is retained unchanged and is not used as an original exercise. Actual protected workbook/canonical reconciliation was rerun8October2026; no new full official download is claimed.

## Full achievement standard · all three paragraphs

By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.

They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.

They use a range of methods to collect, record, represent and interpret categorical data in response to questions.

This fortnight offers selected categorical-data, number/order/partition and additive components. Fractions, multiplicative/money modelling, patterns, fullfactfluency, uniform measures/calendar/clock, shape/position/pathways and broaderdata acquisition/representation/interpretation remain open when not actually taught/evidenced. A theme/worksheet title or source answer does not establish the whole standard, a year or state implementation.

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# All18 descriptors · explicit component status

## AC9M2N01

recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines

This fortnight: Day46 three-digit magnitude/representations/labelled lines; optional990→1000. A smaller adapted range is named, not whole at-least1000 evidence.

## AC9M2N02

partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation

This fortnight: Day47 standard/nonstandard two/three-digit value-preserving partitions and zero role.

## AC9M2N03

recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2N04

add and subtract one- and two-digit numbers, representing problems using number sentences, and solve using part-part-whole reasoning and a variety of calculation strategies

This fortnight: Days48–49 one/two-digit number sentences, part-whole relationships and varied valid strategies.

## AC9M2N05

multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays, and partitioning to support a variety of calculation strategies

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2N06

use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the situation

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This fortnight: Day49 formulates/represents/solves/interprets an additive model; multiplicative situations and actualmoney modelling remain open.

## AC9M2A01

recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2A02

recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts

This fortnight: Day48 optional related addition/subtraction fact reasoning within20; one short attempt is not whole fluency.

## AC9M2A03

recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2M01

measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2M02

identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2M03

identify the date and determine the number of days between events using calendars

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This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2M04

recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2M05

identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2SP01

recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2SP02

locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways

This fortnight: Open: no complete teaching/evidence claim for this descriptor in this finite fortnight.

## AC9M2ST01

acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables

This fortnight: Days41–45 question/available source sorting/list/table/bounded statement; actual acquisition requires an actual willing survey or observation. Supplied-source sorting is only that component.

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# AC9M2ST02

create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions

This fortnight: Day43/X04 optional table-versus-equal-symbol display comparison; not a complete graphical/software sequence.

## All40 year-plan rows are preserved

The retained annual plan is an organiser, not an authority or compliance certificate. Week9 asks “How can we show our survey fairly?” with categorical lists/tables; Week10 asks “What changed in our thinking?” with place value/operations and child-selected evidence/next teaching. This new fortnight follows those actual focuses. Week8's preceding source proposes calendar-usability instead of the organiser's uniform-length brief; that difference stays explicit. Nothing here rewrites a plan row or certifies any preceding skill. Planning Days41–50 do not imply actual dates or attendance.

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# Current QCAA reading and conditions

- Year2 mathematics alignment: https://www.qcaa.qld.edu.au/downloads/aciqv9/mathematics/curriculum/ac9_maths_yr2_as_cd_alignment.pdf · indexed primary full151 lines/two pages read8October2026; footer November2025, reference230379, ©2023. Full three AS paragraphs and18 descriptors were considered. QCAA N01 says “number line” while retained national wording says “number lines”; retain each authority's actual wording rather than silently harmonise it.

- Years1–2 mathematics assessment techniques/conditions: https://www.qcaa.qld.edu.au/downloads/aciqv9/mathematics/assessment/ac9_maths_technique_cond_yr1-2.pdf · indexed primary full152 lines/three pages read8October2026; October2023, reference230151-02. Practical/observed, written, spoken/signed and multimodal routes can provide suitable evidence across components/lessons. Use a realistic context, appropriate extent and recorded supports; longer is not automatically better. Scribing/reading/access can preserve a judgment when the mathematical demand is preserved; supplying an answer is separately identified help.

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