**POSITION 1 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-17MG - uses simple maps and grids to represent position and follow routes, including using compass directions

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| **CONTENT** | **plan** |
| **Create and interpret simple grid maps to show position and pathways (ACMMG065)** |  |
| describe the location of an object using more than one descriptor, eg 'The book is on the third shelf and second from the left' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| use given directions to follow routes on simple maps http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| use and follow positional and directional language (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| use grid references on maps to describe position, eg 'The lion cage is at B3' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| use grid references in games (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| identify and mark particular locations on maps and plans, given their grid references | 1 |
| draw and label a grid on a given map | 1 |
| discuss the use of grids in real-world contexts, eg zoo map, map of shopping centre (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| draw simple maps and plans from an aerial view, with and without labelling a grid, eg create a map of the classroom CT | 2 |
| create simple maps and plans using digital technologies (Communicating) CT | 2 |
| compare different methods of identifying locations in the environment, eg compare the reference system used in Aboriginal Country maps with standard grid-referenced maps (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngHC | 2 |
| draw and describe routes or paths on grid-referenced maps and plans http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |
| use digital technologies involving maps, position and paths (Communicating) CT | 2 |
| interpret and use simple maps found in factual texts and in the media http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |

**POSITION 2 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-17MG - uses simple maps and grids to represent position and follow routes, including using compass directions

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| **CONTENT** | **plan** |
| **Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)** |  |
| use a legend (or key) to locate specific objects on a map http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| use a compass to find north and then east, south and west | 3 |
| use N, E, S and W to indicate north, east, south and west, respectively, on a compass rose | 3 |
| use an arrow to represent north on a map | 3 |
| determine the directions north, east, south and west when given one of the directions | 3 |
| use north, east, south and west to describe the location of a particular object in relation to another object on a simple map, given an arrow that represents north, eg 'The treasure is east of the cave' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| use NE, SE, SW and NW to indicate north-east, south-east, south-west and north-west, respectively, on a compass rose, eg  http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| determine the directions NE, SE, SW and NW when given one of the directions | 3 |
| use north-east, south-east, south-west and north-west to describe the location of an object on simple maps, given a compass rose, eg 'The tree is south-west of the sign' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| calculate the distance between two [points](http://syllabus.bos.nsw.edu.au/glossary/mat/point/?ajax" \t "_blank" \o "Click for more information about 'points') on a map using a simple given scale | 4 |
| use scales involving [multiples](http://syllabus.bos.nsw.edu.au/glossary/mat/multiple/?ajax" \t "_blank" \o "Click for more information about 'multiples') of 10 to calculate the distance between two points on maps and plans | 4 |
| interpret simple scales on maps and plans, eg 'One centimetre on the map represents one metre in real life' (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |
| give reasons for using a particular scale on a map or plan (Communicating, Reasoning) CT | 4 |
| recognise that the same location can be represented by maps or plans using different scales CT | 4 |