Year 1 Level Description

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting names, numerals and quantities, and partitioning numbers in various ways

- **fluency** includes readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week

- **problem-solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

- **reasoning** includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit description	Students develop understandings of: • Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units • Chance — describe the outcomes of familiar events • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.	Students develop understandings of: • Number and place value —represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore and tell time to the hour • Shape — investigate the features of three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects • Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.	Students develop understandings of: • Number and place value — recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems • Money and financial mathematics - recognise, describe and order Australian coins according to their value • Patterns and algebra — recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence • Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour, represent times on digital and analogue clocks • Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects • Location and transformation — give and follow directions; investigate position, direction and movement.	Students develop understandings of: • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts • Fractions and decimals — identify one half • Patterns and algebra — describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns • Chance — identify the chance of events occurring, predict outcomes of familiar events • Data representation and interpretation — ask suitable questions to collect data, collect and represent data.

ASSESSMENT		SEMESTER 1					SEMESTER 2					
		Term 1		**Term 2**			**Term 3**			**Term 4**		
		Understand teen numbers AT1	Inferring collected data AT2	Using language of direction AT3	Describe 2D shapes & 3D objects AT4	Australian Coins AT5	Measure using informal units AT6	Number sequences AT7	Explain durations & tell time AT8	Identifying one half AT9	Classifying outcomes AT10	Add Subtract Counting strategies AT11
Range and balance of summative assessment conventions	Technique	Test	Test	Test	Test	Investigation MGI	Test	Test	Test	Test	Test	Test
	Type of text	Short answer	Short answer	Short answer	Short answer	Project	Short answer	Short answer	Short answer	Short answer	Short answer	Short answer
	Mode	Spoken	Written and spoken	Practical demonstration	Spoken	Practical demonstration	Spoken and practical	Spoken and practical	Spoken and written	Spoken and written	Written	Written
	Conditions	Open Individual, pair, small group	Open Individual, pair, small group	Open Individual, pair, small group	Individual	Open Individual, pair, small group	Individual with teacher	Individual with teacher	Individual with teacher	Individual	Individual	Individual
Aspects of the achievement standard												
describe number sequences resulting from skip counting by 2s, 5s and 10s								✓				
identify representations of one half										✓		
recognise Australian coins according to their value						✓						
explain time durations									✓			
describe two-dimensional shapes and three-dimensional objects					✓							
describe data displays			✓									
count to and from 100 and locate numbers on a number line		✓						✓				
carry out simple additions and subtractions using counting strategies												✓
partition numbers using place value		✓										
continue simple patterns involving numbers and objects			✓									
order objects based on lengths and capacities using informal units							✓					
tell time to the half-hour									✓			
use the language of direction to move from place to place				✓								
classify outcomes of simple familiar events											✓	
collect data by asking questions, draw simple data displays and make simple inferences			✓									

Term 1   Term 2   Term 3   Term 4   ✓ Indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard