West Torrens Partnership *(Draft 15/09/14)*	Australian Curriculum Mathematics V7.0	Year 1

Year 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.

At this year level:

- *Understanding* includes connecting names, numerals and quantities, and partitioning numbers in various ways
- *Fluency* includes counting number in sequences readily forward 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, and 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

Achievement Standard

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

Content Descriptors

Number and Algebra	Measurement and Geometry	Statistics and Probability
• Develop Confidence with number sequences to and from 100 by ones from any starting point. Skip count by 2's, 5's, 10's starting from 0 • Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. • Count collections to 100 by partitioning numbers using place value • Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. • Recognise and describe one half as one of two equal parts of a whole • Recognise, describe and order Australian coins according to their value • Investigate and describe number patterns formed by skip counting and patterns with objects.	• Measure and compare the lengths and capacities of pairs of objects using uniform informal units • Tell time to the half-hour • Describe duration using months, weeks, days and hours • Recognise and classify familiar two- dimensional shapes and three- dimensional objects using obvious features • Give and follow directions to familiar locations	• Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' • Choose simple questions and gather responses • Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays.