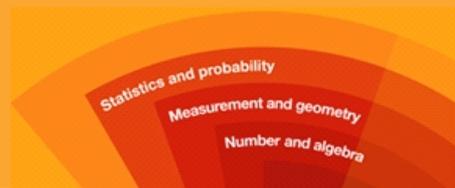


# The Australian Curriculum Mathematics

Statistics and probability

Measurement and geometry

Number and algebra



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## Year 1

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

### Number and Algebra

Number and place value	Elaborations
Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012) 	<ul style="list-style-type: none"> <li>using the popular Korean counting game (sam-yuk-gu) for skip counting</li> <li>developing fluency with forwards and backwards counting in meaningful contexts such as circle games</li> </ul>
Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013) 	<ul style="list-style-type: none"> <li>modelling numbers with a range of material and images</li> <li>identifying numbers that are represented on a number line and placing numbers on a prepared number line</li> </ul>
Count collections to 100 by partitioning numbers using place value (ACMNA014) 	<ul style="list-style-type: none"> <li>understanding partitioning of numbers and the importance of grouping in tens</li> <li>understanding two-digit numbers as comprised of tens and ones/units</li> </ul>
Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015) 	<ul style="list-style-type: none"> <li>developing a range of mental strategies for addition and subtraction problems</li> </ul>
Fractions and decimals	Elaborations

Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)



- sharing a collection of readily available materials into two equal portions
- splitting an object into two equal pieces and describing how the pieces are equal

### Money and financial mathematics

### Elaborations

Recognise, describe and order Australian coins according to their value (ACMNA017)



- showing that coins are different in other countries by comparing Asian coins to Australian coins
- understanding that the value of Australian coins is not related to size
- describing the features of coins that make it possible to identify them

### Patterns and algebra

### Elaborations

Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)



- using place-value patterns beyond the teens to generalise the number sequence and predict the next number
- investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100

## Measurement and Geometry

### Using units of measurement

### Elaborations

Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)



- understanding that in order to compare objects, the unit of measurement must be the same size

Tell time to the half-hour (ACMMG020)



- reading time on analogue and digital clocks and observing the characteristics of half-hour times

Describe duration using months, weeks, days and hours (ACMMG021)



- describing the duration of familiar situations such as 'how long is it until we next come to school?'

### Shape

### Elaborations

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)



- focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'

### Location and transformation

### Elaborations

Give and follow directions to familiar locations (ACMMG023)



- understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance
- understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions
- interpreting and following directions around familiar locations

## Statistics and Probability

### Chance

### Elaborations

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)



- justifying that some events are certain or impossible

### Data representation and interpretation

### Elaborations

Choose simple questions and gather responses (ACMSP262)



- determining which questions will gather appropriate responses for a simple investigation

Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)



- understanding one-to-one correspondence
- describing displays by identifying categories with the greatest or least number of objects