

Year 1 learning area standards descriptors

Australian Curriculum: Mathematics

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that children should typically demonstrate at the end of a teaching and learning year.

Year 1 Australian Curriculum achievement standard: Mathematics

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.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: Mathematics for Foundation–10, <www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10>.

Year 1 learning area standards descriptors: Mathematics

DRAFT FOR VALIDATION

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a child's work has the following characteristics:					
Understanding	Application of mathematical knowledge to explain and describe concepts in familiar and unfamiliar situations	Connection of mathematical knowledge to explain and describe concepts in familiar and some unfamiliar situations	Workable use of mathematical knowledge to describe and identify concepts in familiar situations	Exploratory use of simple mathematical knowledge to identify concepts in familiar situations	Beginning awareness of simple mathematical knowledge through statements about mathematical concepts
	Considered explanation of choices made, strategies used, conclusions reached and the reasonableness of answers in mathematical investigations	Explanation of choices made, strategies used, conclusions reached and the reasonableness of answers in mathematical investigations	Description of choices made, strategies used, conclusions reached and checks of the reasonableness of answers in mathematical investigations	Statements about choices made, strategies used and conclusions reached in mathematical investigations	Statements about given strategies in mathematical investigations
	Modelling and representation of familiar and unfamiliar situations	Modelling and representation of familiar and some unfamiliar situations	Modelling and representation of familiar situations	Simple modelling and representation to explore familiar situations	Statements about given models and representations
Skills	Use of problem-solving strategies ¹ to investigate familiar and unfamiliar situations	Use of problem-solving strategies to investigate familiar and some unfamiliar situations	Use of problem-solving strategies to investigate simple familiar situations	Use of rehearsed problem-solving strategies to investigate simple familiar situations	Beginning awareness of problem-solving strategies with statements about investigations of simple familiar situations
	Accurate and efficient recall and use of mathematical facts, concepts, calculations and procedures to find answers	Accurate recall and use of mathematical facts, concepts, calculations and procedures to find answers	Appropriate recall and use of mathematical facts, concepts, calculations and procedures to find answers	Recall and use of mathematical facts, concepts, calculations and procedures to find answers	Recall and rehearsed use of mathematical facts, concepts, calculations and procedures to find answers
	Communication of calculations, answers and explanations, using accurate mathematical language, conventions and symbols	Communication of calculations, answers and explanations, using appropriate mathematical language, conventions and	Communication of calculations, answers and explanations, using basic mathematical language, conventions and symbols	Communication of calculations, answers and explanations, using aspects of mathematical language, conventions and symbols	Communication of calculations, answers and explanations using everyday language

¹ For example: See–plan–do–check, act out, make a diagram, look for a pattern, guess and check, manipulate materials, make a table, explore possibilities and choices, write a number sentence, make a model, collecting data

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	The folio of a child's work has the following characteristics:				
		symbols			