Chapel Hill State School

Maths Curriculum and Assessment Year Level Plan 2025

Year 1

AC V9

Curriculum Intent

Year Level Description

In Year 1, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use their curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing their thinking when communicating with others
- demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems through active learning experiences, recognise existing patterns, employ different strategies and discuss the reasonableness of answers
- explain ways of making direct and indirect comparisons and begin to use uniform, informal units to measure some attributes
- reason spatially and use spatial features to classify shapes and objects; they recognise these shapes and objects in their environment and use simple transformations, directions and pathways to move the positions of shapes and objects within a space
- use simple surveys to collect and sort data, based on a question of interest, recognise that data can be represented in different ways, and explain patterns that they see in the results
- develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities

Achievement Standard

Spiral Progression and Alignment

YEAR PREP	**YEAR 1**	**YEAR 2**
Number, Algebra By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns. Measurement, Space Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Statistics, Probability Students collect, sort and compare data in response to questions in familiar contexts	**Number, Algebra** By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. **Statistics, Probability** They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	**Number, Algebra** By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. **Measurement, Space** They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. **Statistics, Probability** They use a range of methods to collect, record, represent and interpret categorical data in response to questions.

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit Topics	**Number, Space, Statistics**	**Number, Algebra, Measurement**	**Number, Space, Measurement**	**Number, Algebra**
Unit description	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities • use physical and virtual materials • to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond two digits • use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others • use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations • use simple surveys to collect and sort data, based on a question of interest, such as colour of eyes; recognise that data can be represented in different ways such as objects, images, drawings, lists and symbols; compare and discuss data by identifying patterns.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to demonstrate that one- and two-digit numbers can be represented, partitioned and composed in various ways, and that two-digit numbers can be partitioned into tens and ones • use skip counting to quantify physical collections • recognise patterns in numbers and extend knowledge of numbers beyond two digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use spatial features to classify shapes and objects and recognise shapes and objects in the environment and communicate reasoning (for example: explaining choices when ordering objects) • explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning • measure the length of shapes and objects using uniform informal units in an everyday situation.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways • use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers • use skip counting to quantify physical collections initially by 2s, 5s, 10s • recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.
Curriculum links				

Assessment		Semester 1		Semester 2	
		Monitoring Strategy U1.1- Number *Exploring numbers to at least 120 and creating repeating patterns☼*	**Assessment task 2.1 —** *Number* **Understanding and Fluency**	**Assessment task U3.1—** *Number and Mathematical modelling* **Problem solving**	**Assessment task U4.1—** *Number and Algebra* **Understanding and Fluency**
Range and balance of assessment conventions	**Technique**		Observed demonstration Choose an item.	Project	Observed demonstration Choose an item.
	Mode		Written Spoken/ Signed Practical	Written Spoken/ Signed Practical	Written Spoken/ Signed Practical
	Conditions		☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students
	Diagnostic		Includes Unit Diagnostic Number	Includes Unit Diagnostic Number	Includes Unit Diagnostic Number
Assessment		**Monitoring Strategy U1.2** *Identifying symmetry and using grid references*		**Assessment task U3.2—** *Measurement and Space* **Understanding and Fluency**	**Monitoring Strategy U4.1**
Range and balance of assessment conventions	**Technique**			Observed demonstration Choose an item.	
	Mode			Written Spoken/ Signed Practical	
	Conditions			☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	
	Diagnostic				
Assessment		**Assessment task U1.1 —** *Statistics* Problem solving and Reasoning			
Range and balance of assessment conventions	**Technique**	Investigation Choose an item.			
	Mode	Written Spoken/ Signed Practical			
	Conditions	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students			
	Diagnostic				

Achievement Standard Elements Assessed / Elements Monitored				
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Number, Algebra By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. **They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.**	**Number, Algebra** By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They **demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones**. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They **solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.** Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. **Statistics, Probability** They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	**Number, Algebra** By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They **solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.** Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students **measure the length of shapes and objects using uniform informal units**. They **make, compare and classify shapes and objects using obvious features**. Students give and follow directions to move people and objects within a space. **Statistics, Probability** They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	**Number, Algebra** By the end of Year 1, students **connect number names, numerals and quantities, and order numbers to at least 120**. They **demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones**. Students **partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120.** They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students **use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.** **Measurement, Space** They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. **Statistics, Probability** They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.

Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.