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# Year 1 SyllabusTest

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## Year 1 Syllabus

### 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. 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.

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## Number and Algebra

### NUMBER AND PLACE VALUE

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 [\(ACMNA012\)](#)

 Numeracy

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line [\(ACMNA013\)](#)

## Measurement and Geometry

### USING UNITS OF MEASUREMENT

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

 Numeracy

Tell time to the half-hour [\(ACMMG020\)](#)

 Literacy

 Numeracy

Describe duration using


## Statistics and Probability

### CHANCE

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

 Literacy

 Numeracy

 Critical and creative thinking

### DATA REPRESENTATION AND INTERPRETATION

 Literacy

 Numeracy

Count collections to 100 by partitioning numbers using place value

[\(ACMNA014\)](#)


 Numeracy

Represent and solve simple addition and subtraction problems using a range of strategies

including counting on, partitioning and rearranging parts

[\(ACMNA015\)](#)

 Numeracy

 Critical and creative thinking

## FRACTIONS AND DECIMALS

Recognise and describe one-half as one of two equal parts of a whole

[\(ACMNA016\)](#)

 Literacy

 Numeracy

months, weeks, days and hours [\(ACMMG021\)](#)

 Literacy


 Numeracy

## SHAPE

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

[\(ACMMG022\)](#)

 Numeracy

 Critical and creative thinking

## LOCATION AND TRANSFORMATION

Give and follow directions to familiar locations

[\(ACMMG023\)](#)

 Literacy

 Numeracy

Choose simple questions and gather responses and make simple inferences


[\(ACMSP262\)](#)

 Literacy

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

 Literacy

 Numeracy

 Critical and creative thinking

## MONEY AND FINANCIAL MATHEMATICS

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Recognise, describe and order Australian coins according to their value

[\(ACMNA017\)](#)

 Literacy

 Numeracy

## PATTERNS AND ALGEBRA

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Investigate and describe number patterns formed by skip-counting and patterns with objects

[\(ACMNA018\)](#)

 Literacy

 Numeracy

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# Year 1 Achievement Standard

## Number and Algebra

At Standard, students count to and from 100 and locate numbers on a number line. They partition numbers using place value. Students carry out simple additions and subtractions using counting strategies. They identify representations of one half. Students recognise Australian coins according to their value. They continue simple patterns involving numbers and objects. Students describe number sequences resulting from skip counting by 2s, 5s and 10s.

## Measurement and Geometry

Students order objects based on lengths and capacities using informal units. They tell time to the half hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of direction to move from place to place.

## Statistics and Probability

Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences. Students describe data displays.

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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.