



# Chapel Hill State School

## Maths Curriculum and Assessment Overview 2024

### YEAR 1



#### Curriculum Intent

#### *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 Standards

#### *Spiral Progression and Alignment*

Developing the same concepts from one grade level to the next in increasing complexity and application.

#### PREP

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

#### YEAR 1

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, draw simple data displays and make simple inferences.

#### YEAR 2

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

| Year 1   |  | Maths Curriculum and Assessment Overview  |  | Chapel Hill State School  |  |  |  |
|--|--|---|--|---|--|--|--|
| Term 1   |  | Term 2  |  | Term 3  |  |  |  |
| Unit 1   |  | Unit 2  |  | Unit 3  |  |  |  |
| <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity.</li> <li>Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</li> <li>Chance — describe the outcomes of familiar events.</li> <li>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.</li> </ul> |  | <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value —represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</li> <li>Fractions and decimals — investigate wholes and halves, partition to make equal parts</li> <li>Money and financial mathematics — explore features of Australian coins.</li> <li>Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns</li> <li>Using units of measurement — describe the duration of an hour, explore and tell time to the hour.</li> <li>Shape — Investigate the features of three-dimensional objects &amp; two-dimensional shapes, &amp; describe two-dimensional shapes &amp; three-dimensional objects.</li> <li>Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.</li> </ul> |  | <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems.</li> <li>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</li> <li>Patterns and algebra — recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</li> <li>Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analogue clocks.</li> <li>Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</li> <li>Location and transformation - give and follow directions; investigate position, direction and movement.</li> </ul> |  | <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.</li> <li>Fractions and decimals — identify one half.</li> <li>Patterns and algebra - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.</li> <li>Chance — identify the chance of events occurring, predict outcomes of familiar events.</li> <li>Data representation and interpretation — ask suitable questions to collect data, collect and represent data.</li> </ul> |  |
| Assessment   |  |   |  |   |  |  |  |
| <p><b>Classifying Outcomes</b><br/><i>Written/Interview</i><br/>Classify outcomes of simple familiar events.</p> <p><b>U1 Representing and Solving Addition</b><br/><i>Written</i><br/>Carry out simple addition problems using a range of strategies<br/><i>* Includes Diagnostic Pre-Test</i></p>  |  | <p><b>Using the Language of Direction</b><br/><i>Written</i><br/>Give and follow directions to familiar locations.</p> <p><b>Describing 2D Shapes and 3D Objects</b><br/><i>Written</i><br/>Describe 2D shapes and 3D objects.</p> <p><b>CHSS Number</b><br/><i>Written</i><br/>Continue number patterns and carry out simple number problems.</p>  |  | <p><b>Measuring Using Informal Units - Length</b><br/><i>Short answer questions and Practical</i><br/>Measure and order objects based on length using informal units.</p> <p><b>Measuring Using Informal Units - Capacity</b><br/><i>Short answer questions and Practical</i><br/>Measure and order objects based on capacity using informal units.</p> <p><b>Explaining Duration and Telling Time</b><br/><i>Short answer questions</i><br/>Explain time durations and tell time to the half hour.</p> <p><b>Understanding Number Sequences</b><br/><i>Short answer questions</i><br/>Describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line and recognise.</p> <p><b>Recognising Australian Coins</b><br/><i>Short answer questions</i><br/>Recognise Australian coins according to their value.<br/><i>* Includes Diagnostic Pre-Test</i></p>  |  | <p><b>Identifying One Half</b><br/><i>Short answer questions</i><br/>Identify representations of one half.</p> <p><b>Making Inferences from Collected Data</b><br/><i>Short answer questions</i><br/>Collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p><b>Adding and Subtracting Counting Strategies</b><br/><i>Short answer questions</i><br/>Carry out simple addition and subtraction.<br/><i>* Includes Diagnostic Pre-Test</i></p>   |  |
| Achievement Standard – Elements Assessed   |  |   |  |   |  |  |  |
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