Australian Curriculum Version 9: Mathematics
Prep Year level plan 2025

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit topics	**Number, Algebra, Space, Statistics**	**Number, Measurement**	**Number, Algebra, Space, Measurement**	**Number, Algebra**
Unit description	Students develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning • explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build on understanding to make connections between number names, numerals and quantities, and partition and combine collections • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 • name, create and compare shapes, using mathematical reasoning in active learning experiences • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.

Assessment		Semester 1		Semester 2	
		Assessment task 1.1 — *Statistics*	**Assessment task 2.1 —** *Number*	**Assessment task 3.1 —** *Number*	**Assessment task 4.1 —** *Number*
Assessable elements		Problem solving and Reasoning	Understanding and Fluency	Understanding and Fluency	Understanding and Fluency
Range and balance of assessment conventions[1]	**Technique**	Observed demonstration	Short response	Observed demonstration	Observed demonstration
	Mode	☒ Spoken/Signed ☒ Practical	☒ Spoken/Signed ☒ Practical	☒ Written ☒ Spoken/Signed ☒ Practical	☒ Written ☒ Spoken/Signed ☒ Practical
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students

Assessment		Semester 1		Semester 2	
				Assessment task 3.2 — *Measurement and Space*	
Assessable elements				Understanding and Fluency	
Range and balance of assessment conventions[1]	**Technique**			Observed demonstration	
	Mode			☒ Written ☒ Spoken/Signed ☒ Practical	
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***			☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Accessibility for all students	

[1] For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, https://det-school.eq.edu.au/teachingandlearning/assessment/quality-assessment/summative-assessment-tasks

Aspects of the achievement standard	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra☼				
make connections between number names, numerals and position in the sequence of numbers from zero to at least 20				Monitoring strategy
use subitising and counting strategies to quantify collections		Monitoring strategy		
compare the size of collections to at least 20				Assessment task 4.1
partition and combine collections up to 10 in different ways, representing these with numbers*		Assessment task 2.1		Assessment task 4.1
represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10*		Assessment task 2.1	Assessment task 3.1	
copy and continue repeating patterns				Monitoring strategy
Measurement and Space☼				
identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events			Assessment task 3.2	
sequence and connect familiar events to the time of day		Monitoring strategy		
name, create and sort familiar shapes and give their reasoning			Assessment task 3.2	
describe the position and the location of themselves and objects in relation to other objects and people within a familiar space	Monitoring strategy			
Statistics and Probability☼				
collect, sort and compare data in response to questions in familiar contexts	Assessment task 1.1			

*This aspect of the Achievement standard is assessed over two tasks.

C2C Resource libraries and resources in AC V8 C2C units may support teaching and learning of the updated curriculum.