

# Australian Curriculum Version 9: Mathematics

## Year 1 Year level plan 2025






Sequence of units	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit topics</b>	<b>Number, Space, Statistics</b>	<b>Number, Algebra, Measurement</b>	<b>Number, Space, Measurement</b>	<b>Number, Algebra</b>
<b>Unit description</b>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities</li> <li>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</li> <li>use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others</li> <li>use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations</li> <li>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.</li> </ul>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>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</li> <li>use skip counting to quantify physical collections</li> <li>recognise patterns in numbers and extend knowledge of numbers beyond two digits</li> <li>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</li> <li>explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events.</li> </ul>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> <li>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</li> <li>measure the length of shapes and objects using uniform informal units in an everyday situation.</li> </ul>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>connect understanding of numbers to at least 120 by representing, partitioning and composing in various ways</li> <li>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</li> <li>use skip counting to quantify physical collections initially by 2s, 5s, 10s</li> <li>recognise repeated patterns in numbers, symbols and objects using physical and virtual materials.</li> </ul>

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Assessment task 1.1 — Statistics</b>	<b>Assessment task 2.1 — Number</b>	<b>Assessment task 3.1 — Number and Mathematical modelling</b>	<b>Assessment task 4.1 — Number and Algebra</b>
<b>Assessable elements</b>	Problem solving and Reasoning	Understanding and Fluency	Problem solving	Understanding and Fluency
<b>Range and balance of assessment conventions<sup>1</sup></b>	<b>Technique</b>	Investigation	Observed demonstration	Project
	<b>Mode</b>	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical
	<b>Conditions</b>	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task  <b>Have you considered:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task  <b>Have you considered:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task  <b>Have you considered:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
	<b>Assessment task 3.2 — Measurement and Space</b>			
<b>Assessable elements</b>			Understanding and Fluency	
<b>Range and balance of assessment conventions<sup>1</sup></b>	<b>Technique</b>		Observed demonstration	
	<b>Mode</b>		<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Practical	
	<b>Conditions</b>		<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task  <b>Have you considered:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	

<sup>1</sup> 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
<b>Number and Algebra</b> 				
connect number names, numerals and quantities, and order numbers to at least 120				Monitoring strategy
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		Assessment task 2.1		
partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120				Assessment task 4.1
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*		Assessment task 2.1	Assessment task 3.1	
use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit				Assessment task 4.1
<b>Measurement and Space</b> 				
compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning			Assessment task 3.2	
measure the length of shapes and objects using uniform informal units			Assessment task 3.2	
make, compare and classify shapes and objects using obvious features			Assessment task 3.2	
give and follow directions to move people and objects within a space	Monitoring strategy			
<b>Statistics and Probability</b> 				
collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies	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.