Year 1 Mathematics

ACiQ v9.0

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 1. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9M1N01 indicates Number strand.

Key to content description codes: Mathematics	
e.g. AC9M1N01 Australian Curriculum (**AC**) Version 9 (**9**) Mathematics (**M**) Year (**1**) Strand (N, A, M, SP, ST, P) Content description number (**##**)	Strands: • N — Number • A — Algebra • M — Measurement • SP — Space • ST — Statistics • P — Probability

Year 1 Australian Curriculum: Mathematics achievement standard

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.

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 1	**Students learn to:**	
Students connect number names, numerals and quantities, and order numbers to at least 120.	• recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts	AC9M1N01
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.	• partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones	AC9M1N02
	• add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	AC9M1N04
They partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120.	• quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting	AC9M1N03
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.	• add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies	AC9M1N04
	• use mathematical modelling to solve practical problems involving additive situations including simple money transactions; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem	AC9M1N05
	• use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem	AC9M1N06
They use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.	• recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens	AC9M1A01
	• recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit	AC9M1A02
They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning.	• compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning	AC9M1M01
	• describe the duration and sequence of events using years, months, weeks, days and hours	AC9M1M03
They measure the length of shapes and objects using uniform informal units.	• measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end	AC9M1M02
They make, compare and classify shapes and objects using obvious features.	• make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them	AC9M1SP01
They give and follow directions to move people and objects within a space.	• give and follow directions to move people and objects to different locations within a space	AC9M1SP02

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.	• recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts	AC9M1N01
	• acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols	AC9M1ST01
	• represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings.	AC9M1ST02

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.