

Comparison of AC v8.4 to v9.0

Year 1: Mathematics

Key	same/refined	removed	new	moved
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Note:

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0	
Achievement standard		Achievement standard	
<p>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.</p> <p>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.</p>		<p>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.</p> <p>Students 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.</p> <p>Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.</p>	
Strands	Content descriptions	Content descriptions	Strands
Number	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 Moved to Algebra	recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts AC9M1N01	Number
	recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line ACMNA013		
		partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones AC9M1N02	
	count collections to 100 by partitioning numbers using place value ACMNA014	quantify sets of objects, to at least 120 , by partitioning collections into equal groups using number knowledge and skip counting AC9M1N03 Moved from Year 2	
	represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts ACMNA015	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	
	recognise and describe one-half as one of two equal parts of a whole ACMNA016 Moved to Year 2		
recognise, describe and order Australian coins according to their value ACMNA017			
Algebra	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 Moved from Number	recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects, formed by skip counting, initially by twos, fives and tens AC9M1A01 Moved from Year 2	Algebra
	investigate and describe number patterns formed by skip-counting and patterns with objects ACMNA018		
	investigate and describe number patterns formed by skip-counting and patterns with objects ACMNA018	recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit AC9M1A02	
Measurement	measure and compare the lengths and capacities of pairs of objects using uniform informal units ACMMG019	compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning AC9M1M01	Measurement
		measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end AC9M1M02	
	describe duration using months, weeks, days and hours ACMMG021	describe the duration and sequence of events using years, months, weeks, days and hours AC9M1M03	
	tell time to the half-hour ACMMG020 Moved to Year 2		

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Version 8.4		Version 9.0	
Geometry	recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features ACMMG022	make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them AC9M1SP01	Space
	give and follow directions to familiar locations ACMMG023	give and follow directions to move people and objects to different locations within a space AC9M1SP02	
Statistics	choose simple questions and gather responses and make simple inferences ACMSP262	acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols AC9M1ST01	Statistics
	represent data with objects and drawings where one object or drawing represents one data value. Describe the displays ACMSP263	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	
Probability	identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' ACMSP024		Probability

Considerations for planning for the first year of implementation

In the initial year of implementing the Australian Curriculum: Mathematics v9.0, teachers need to consider the implications of content changes as they transition from v8.4.

The table below:

- identifies changes between v8.4 and v9.0 that may influence the sequence of students' learning
- outlines considerations for planning teaching and learning programs for the first year of implementation.

Prep content in v8.4	Year 1 content in v9.0	Considerations
No content description.	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	The following v8.4 Year 1 content description has been removed in Year 1 v9.0. Recognise, describe and order Australian coins according to their value ACMNA017 Students need a basic conceptual understanding of money and money transactions prior to engaging with the v9.0 content. Recognising, describing and ordering Australian coins according to their value, and understanding the process and skills required in money transactions needs to be considered and planned for in teaching and learning programs. Simple transactions will have to be either whole dollar amounts or whole cent amounts to the value of 20 to align with the other Number content descriptions.

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