

## The Victorian Curriculum Mathematics Level 1

Number & Algebra:	Measurement & Geometry:	Statistics & Probability:
<p><b>Number &amp; place value:</b> 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 (VCMNA086)</p> <ul style="list-style-type: none"> <li>using the traditional Korean counting game (sam yew gew) for skip counting</li> <li>developing fluency with forwards and backwards counting in meaningful contexts such as circle games</li> </ul> <p>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (VCMNA087)</p> <ul style="list-style-type: none"> <li>modelling numbers with a range of material and images</li> <li>identifying numbers that are represented on a number line and placing numbers on a prepared number line</li> </ul> <p>Count collections to 100 by partitioning numbers using place value (VCMNA088)</p> <ul style="list-style-type: none"> <li>understanding partitioning of numbers and the importance of grouping in tens</li> <li>understanding two digit numbers as being comprised of tens and ones/units</li> </ul> <p>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089)</p> <ul style="list-style-type: none"> <li>developing a range of mental strategies for addition and subtraction problems</li> </ul> <p>Represent practical situations that model sharing. (VCMNA090)</p> <ul style="list-style-type: none"> <li>sharing a set of objects such as a packet of lollies, equally between a small group of people using one-to-one correspondence</li> <li>recognising whether there is a remainder or not after sharing equally</li> </ul> <p><b>Fractions &amp; Decimals:</b> Recognise and describe one half as one of two equal parts of a whole. (VCMNA091)</p> <ul style="list-style-type: none"> <li>sharing a collection of readily available materials into two equal portions</li> <li>splitting an object into two equal pieces and describing how the pieces are equal</li> </ul> <p><b>Money &amp; Financial mathematics:</b> Recognise, describe and order Australian coins according to their value (VCMNA092)</p> <ul style="list-style-type: none"> <li>showing that coins are different in other countries by comparing Asian coins to Australian coins</li> <li>understanding that the value of Australian coins is not related to size</li> <li>describing the features of coins that make it possible to identify them</li> </ul>	<p><b>Using units of measurement:</b> Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (VCMMG095)</p> <ul style="list-style-type: none"> <li>understanding that in order to compare objects, the unit of measurement must be the same size</li> <li>lifting to compare the mass of objects using words; for example heavier, lighter, same</li> <li>measuring the capacity of containers using uniform material: for example cups or bucket</li> </ul> <p>Tell time to the half hour (VCMMG096)</p> <ul style="list-style-type: none"> <li>reading time on analogue and digital clocks and observing the characteristics of half hour times</li> </ul> <p>Describe duration using months, weeks, days and hours (VCMMG097)</p> <ul style="list-style-type: none"> <li>describing the duration of familiar situations such as 'how long is it until we next come to school?'</li> </ul> <p><b>Shape:</b> Recognise and classify familiar two dimensional shapes and three dimensional objects using obvious features (VCMMG098)</p> <ul style="list-style-type: none"> <li>focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'</li> </ul> <p><b>Location &amp; transformation:</b> Give and follow directions to familiar locations (VCMMG099)</p> <ul style="list-style-type: none"> <li>understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance</li> <li>understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions</li> <li>interpreting and following directions around familiar locations</li> </ul>	<p><b>Chance:</b> Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (VCMSP100)</p> <ul style="list-style-type: none"> <li>justifying that some events are certain or impossible</li> </ul> <p><b>Data representation &amp; interpretation:</b> Choose simple questions and gather responses (VCMSP101)</p> <ul style="list-style-type: none"> <li>determining which questions will gather appropriate responses for a simple investigation</li> </ul> <p>Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (VCMSP102)</p> <ul style="list-style-type: none"> <li>understanding one to one correspondence</li> <li>describing displays by identifying categories with the greatest or least number of objects</li> </ul>

## Patterns & algebra:

Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093)

- using place value patterns beyond the tens to generalise the number sequence and predict the next number
- investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100

Recognise the importance of repetition of a process in solving problems (VCMNA094)

- using one to one correspondence to determine which of two sets is larger, or if they are of equal size
- dividing a set of blocks in a simple ratio such as '2 for me' '1 for you'

## Level 1 achievement standard

### Number and Algebra

Students count to and from 100 and locate these numbers on a number line. They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. Students recognise Australian coins according to their value. They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology.

### Measurement and Geometry

Students use informal units of measurement to order objects based on length, mass and capacity. They tell time to the half hour and explain time durations. Students describe two dimensional shapes and three dimensional objects. They use the language of distance and direction to move from place to place.

### Statistics and Probability

Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.

The proficiencies of **Understanding**, **Fluency**, **Problem Solving** and **Reasoning** are fundamental to learning mathematics and working mathematically, and are applied across all three strands Number and Algebra, Measurement and Geometry and Statistics and Probability.

In Level 1, students use mathematical symbols and language as well as materials and drawings in their mathematical explorations of daily life.

Students **recognise, represent and order numbers to at least 100 using materials, diagrams, words, numerals and a number line**, and **apply this with respect to the value of Australian coins**. They group and **skip count by twos, fives and tens**, and count to 100 by **partitioning and using place value**. Students **solve simple addition problems, and share into two equal groups or parts to model one half**.

Students **use uniform informal units to measure and compare length and capacity**. They **tell time to the half hour and use time and calendar terms such as hours, days, weeks and months** to describe duration. Students **use terms such as corner, edge and face** to **classify familiar shapes and objects**, and **are able to give and follow directions to familiar locations**.

Students use one-to-one correspondences to **display categorical data obtained from a simple investigation**. They **identify chance events in familiar contexts and use everyday language such as 'will happen', 'won't happen' or 'might happen' in relation to these**.