



## MATHEMATICS

### YEAR 1

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#### ACHIEVEMENT STANDARD

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.

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 and draw simple data displays.

#### WORK SAMPLE PORTFOLIOS

This portfolio is a resource to support teachers in planning an implementation of the Foundation to Year 10 Australian curriculum in the Mathematics learning area. It comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher. They have been annotated by classroom teachers as part of the Consistency of Teacher Judgement Process.

BELOW STANDARD

Below.

Year 1 Task Sheet:

**Task:** The students were provided with a task sheet that outlined explicit instructions to guide their investigations. Students proceeded independently to show their knowledge and understanding of number. They show their number's location on a number line. They carry out simple addition and subtraction using the turn around strategy. They partition number using place value. They continue a simple pattern involving numbers. They represent their number in written form.

**Moderations:** All students were allowed to ask for instructions to be read aloud if required. All students were provided with as much think time so as each individual required. All students were provided with tens and ones blocks to assist them with their thinking.

Teaching Resources: Origo Big Book 'Scaredy Cats'  
& "Guess What I Saw at 7 o'clock this morning"  
[www.britishcouncil.org/kids-story-numbers-popup.htm](http://www.britishcouncil.org/kids-story-numbers-popup.htm)

Knowledge & Understanding		A	B	C	D	E
Number & Algebra Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)	Creates a number line that locates a given number accurately on the number line. <ul style="list-style-type: none"> <li>Showing before and after</li> <li>Sequencing 11 numbers accurately</li> <li>Written representation of number</li> </ul>	Creates a number line that locates a given number accurately on the number line. <ul style="list-style-type: none"> <li>Showing before and after</li> <li>Sequencing 11 numbers accurately</li> <li>Written representation of number</li> </ul>	Creates a number line that locates a given number accurately on the number line. <ul style="list-style-type: none"> <li>Showing before and after</li> <li>Sequencing 11 numbers accurately</li> <li>Written representation of number</li> </ul>	Creates a number line that locates a given number accurately on the number line. <ul style="list-style-type: none"> <li>Showing before and after</li> <li>Sequencing most numbers accurately</li> </ul>	Creates a number line that locates a given number accurately on the number line. <ul style="list-style-type: none"> <li>Showing either before or after</li> <li>Sequencing some numbers accurately</li> </ul>	Creates a number line that locates a given number accurately on the number line. ✓
Count collections to 100 by partitioning numbers using <u>place value</u> (ACMNA014)	<b>No errors</b> Student correctly represented the number using tens and ones place value positioning.	<b>One error</b> Student correctly represented the number using tens and ones place value positioning.	<b>Two errors</b> Student correctly represented the number using tens and ones place value positioning.	<b>Three or more errors</b> Student incorrectly represented the number using tens and ones place value positioning.	<b>More than three errors</b> Student incorrectly represented the number using tens and ones place value positioning. ✓	
Represent and solve simple addition and subtraction problems using a range of strategies including <u>counting on</u> , <u>partitioning</u> and <u>rearranging parts</u> (ACMNA015)	<b>No error</b> Student correctly represented the number using an appropriate higher order thinking addition sentence accompanied by its matching turn around subtraction sentence.	<b>No error</b> Student correctly represented the number using a simple yet appropriate addition sentence accompanied by its matching turn around subtraction sentence.	<b>No errors</b> Student correctly represented the number using an appropriate addition sentence and subtraction sentence.	<b>One error</b> Student correctly represented the number using an appropriate addition sentence and subtraction sentence.	<b>Two errors</b> Student correctly represented the number using an appropriate addition sentence and subtraction sentence. ✓	
	<b>No error</b>	<b>No error</b>	<b>One error</b>	<b>Two errors</b>	<b>Three or more errors</b>	

Write the number in words

If no number line or number word

Make the number with 10s and 1s

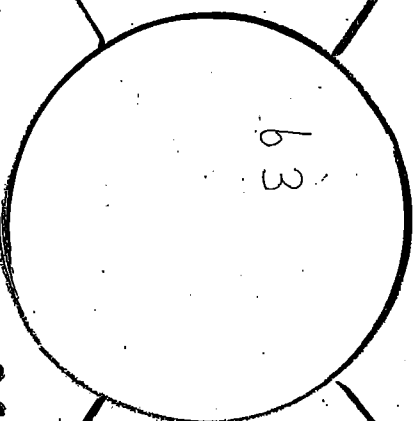
3 tens 3 tens 30 ones 3 ones

has numbers around the correct way

Before and After

write a take away number story (a turn around) to your addition story

Write a number up story that adds up to your number



$63 + 62 = 125$

$61 - 62 = 83$

Count on from this number

~~63~~ x

~~63~~ x

- 64 ✓
- 65 ✓
- 66 ✓
- 67 ✓
- 68 ✓
- 69 ✓
- 70 ✓
- 71 ✓
- 72 ✓
- 73 ✓