



## AusVELS Mathematics Level 1

- **Understanding** includes connecting names, numerals and quantities, and partitioning numbers in various ways
- **Fluency** includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week
- **Problem Solving** includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- **Reasoning** includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS- it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. The 'AusVELS' is the official documentation for Victorian schools.

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 (ACMNA012)</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 (ACMNA013)</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 (ACMNA014)</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 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 (ACMNA015)</p> <ul style="list-style-type: none"> <li>• developing a range of mental strategies for addition and subtraction problems</li> </ul> <p><b>Fractions &amp; Decimals:</b> Recognise and describe one half as one of two equal parts of a whole. (ACMNA016)</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 (ACMNA017)</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>Patterns &amp; algebra:</b> Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)</p> <ul style="list-style-type: none"> <li>• using place value patterns beyond the teens to generalise the number sequence and predict the next number</li> <li>• investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100</li> </ul>	<p><b>Using units of measurement:</b> Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)</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> </ul> <p>Tell time to the half hour (ACMMG020)</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 (ACMMG021)</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 (ACMMG022)</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 (ACMMG023)</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' (ACMSP024)</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 (ACMSP262)</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 (ACMSP263)</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>

**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 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.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (👋); Asia and Australia's engagement with Australia (🌏); Sustainability (🌱)

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.