**[](http://www.calculate.org.au/)[](http://www.amsi.org.au)MATHEMATICS SCOPE AND SEQUENCE AUDIT: Year 1**

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| **NUMBER AND ALGEBRA** | | **TIMES** | **SAM** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Number & Place Value | [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)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Count collections to 100 by partitioning numbers using place value (ACMNA014)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |  |  |  |  |
|  | [Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) | ***[TIMESNAO2](http://amsi.org.au/teacher_modules/Addition_and_subtraction.html)*** |  |  |  |  |  |
| Fractions & Decimals | [Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) |  |  |  |  |  |  |
| Money & Financial Maths | [Recognise, describe and order Australian coins according to their value (ACMNA017)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) |  |  |  |  |  |  |
| Patterns & Algebra | [Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)](http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10?y=1&s=NA&layout=1) |  |  |  |  |  |  |
| **MEASUREMENT AND GEOMETRY** | |  |  |  |  |  |  |
| Using Units of Measurement | [Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=MG&layout=1) |  |  |  |  |  |  |
|  | [Tell time to the half-hour (ACMMG020)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
|  | [Describe duration using months, weeks, days and hours (ACMMG021)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |  |  |  |  |
| Shape | [Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=MG&layout=1) |  |  |  |  |  |  |
| Location & Transformation | [Give and follow directions to familiar locations (ACMMG023)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=MG&layout=1) |  |  |  |  |  |  |
| **STATISTICS AND PROBABILITY** | |  |  |  |  |  |  |
| Chance | [Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’(ACMSP024)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=SP&layout=1) | [***TIMESSP16***](http://www.amsi.org.au/teacher_modules/Chance_years_1-3.html) |  |  |  |  |  |
| Data Representation & Interpretation | [Choose simple questions and gather responses (ACMSP262)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
|  | [Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=1&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |  |  |  |  |
| **PROFICIENCIES (Embedded Throughout)** | | **Keywords** | | | | | |
| [**Understanding**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Understanding%20Statements%20and%20Keywords.docx) | includes connecting names, numerals and quantities, and partitioning numbers in various ways | Making connections, noticing properties, manipulating according to properties | | | | | |
| [**Fluency**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Fluency%20Statements%20and%20Keywords.docx) | includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week | Counting, locating, naming | | | | | |
| [**Problem Solving**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Problem%20Solving%20Statements%20and%20Keywords.docx) | 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 | Model, communicate directions, solve, discuss reasonableness | | | | | |
| [**Reasoning**](file:///D:\Users\mconnor\Documents\Resources\AMSI%20School%20Program%20Implementation\AMSI%20Teacher%20Journal%20Master\2015%20Audit%20Docs\Proficiency%20Summaries\Reasoning%20Statements%20and%20Keywords.docx) | includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created | Explaining, justifying | | | | | |