



WHAT DOES MATHS LOOK LIKE IN YEAR 1?

MEANINGFUL MATHS



Mathematics
Hub

www.mathematicshub.edu.au

YEAR 1 MATHEMATICS AT SCHOOL: WHAT TO EXPECT

By the end of the year, your child will be meeting the Year 1 mathematics standard if ...

... they are solving realistic maths problems using their growing understanding of number, algebra, space, measurement and statistics. They are counting and using objects to solve problems. They may be recognising patterns and beginning to connect arithmetic (e.g. $4 + 3 = 7$) to mathematical situations.

FOCUS ON NUMBER

During Year 1 at school, a large part of mathematics teaching time is focused on number learning.

To meet the standard, your child will be learning to:

- solve problems that use number skills up to 10, then up to 20
- count forwards and backwards with numbers up to 20, then up to 100, and know the number before and the number after any given number up to 100 or in this range
- explore patterns, shapes and measurement
- organise and count collections of objects in different ways, and share objects into equal groups
- talk about where they are, how they got there and where they are going - 'I am in front of the tree', 'I am behind you'
- connect events and days of the week
- pose questions that involve number (e.g. 'How many do we have? How many chairs do we need?').

These are just some of the skills and knowledge that will help your child reach the standard. Talk to the teacher for more information about your child's learning.

Mathematics is an important part of everyday life and there are many ways you can make it fun for your child.

Use lots of mathematics words while your child is playing ('over', 'under', 'first, second, third', 'round', 'through', 'before', 'after'). This will develop their understanding of early mathematics. Use the language that works best for you and your child.



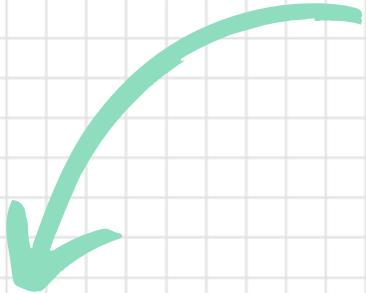
SUPPORT YOUR CHILD

Parents, family and carers like you play a big part in your child's learning every day - you can support and build on what they learn at school.

WHAT DOES MATHS LOOK LIKE IN YEAR 1?

MEANINGFUL MATHS

Students model using materials, basic counting strategies



Stage 3
Counting All
by Imaging

I can count forwards to 20
8, 9, 10, 11, 12...

I can say the number after
11, 12,

I can solve problems by counting all the objects in my head.

I know groupings within 10

I can read numbers to 20

I can order numbers to 20

I can say the number before
 17, 18, 19



I know patterns to 10
(doubles and 5 and...)



I can count backwards from 20
20, 19, 18, 17, 16...

Reference: Ministry of Education (2008). The Number Framework—Book 1.

Level 1—Stage 4 Advanced Counting

Addition & Subtraction

I can solve subtraction problems by counting back from the largest number.

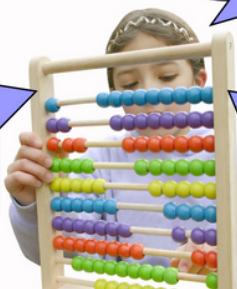
$$32 - 3 = \square$$

32, 31, 30, 29.

I can solve addition problems by counting on from the largest number.

$$16 + 5 = \square$$

16, 17, 18, 19, 20, 21



I can solve addition and subtraction problems by counting on or back in ones and tens

$$35 + 30 = \square$$

35, 45, 55, 65

Developing more efficient addition and subtraction strategies

Knowledge of skip counting, doubling

Level 1—Stage 4 Advanced Counting

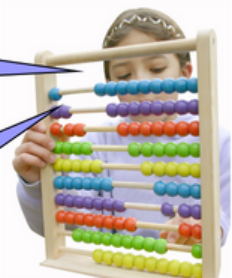
Multiplication & Division

I can skip count forwards and backwards to 100 in twos, fives and tens.

I know doubles and matching halves to 20.

I can solve multiplication problems using skip counting.
e.g. 4×2 as 2, 4, 6, 8

I can solve division problems using: skip counting, fair sharing, using my doubles or halves to 20.



Reference: Ministry of Education (2008). The Number Framework—Book 1.

Level 1—Stage 4
Advanced Counting

Proportions & Ratios

I can find a fraction of a set by equal sharing. I can use skip counting, known doubles or halves to help solve problems.

I can read $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$

I can share a shape into equal parts for halves, quarters, thirds and fifths.



I can find fraction of a shape or object using symmetry to create halves, quarters and eighths.

Reference: Ministry of Education (2008). The Number Framework—Book 1.

Reading basic fractions, equal sharing using known doubles and halves, dividing shapes using symmetry

WHAT DOES MATHS LOOK LIKE IN YEAR 1?

MEANINGFUL MATHS

Achievement Standard v9

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.

They 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.

They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.



Mathematics, like reading, is a skill that is learnt through practice

Talk together and have fun with numbers and patterns. Help your child to:

- find numbers around your home and local area – clocks, letterbox numbers, speed signs
- count forwards and backwards together when occasions arise (e.g. microwave count-down, letterbox numbers, counting fingers and toes)
- make clapping patterns when counting
- explore different ways to make numbers to 10 using fingers on both hands (e.g. 4 can be shown as 2 and 2, 3 and 1, 4 and 0)
- connect number to real-life and imaginary stories (e.g. 'You have 2 cats and 2 dogs. I wonder how many animals altogether.')
- look at and make use of a calendar (e.g. notice features and number patterns, use and refer to it often).

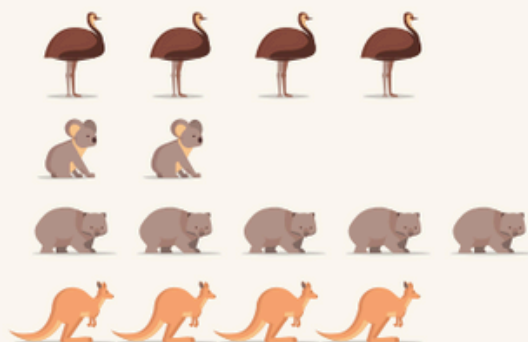


BEING POSITIVE

about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

MATHEMATICS PROBLEMS AT THIS LEVEL MIGHT LOOK LIKE THIS:

Here are some animal cards. Please arrange them so someone else can see how many of each animal there are. How many kangaroos are there? Which animal is there the most of?



Ask the teacher what your child is doing in mathematics. Talk about how you can work together to support your child's learning.



I sorted the animals into rows. There are 4 kangaroos. When I look at each row and count the animals, I see that there are more wombats than any other animal.