National Curriculum

Statistics and Probability Foundation & Year 1

Teacher: Date:

A Local Public School

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and culture
- Asia and Australia's engagement with Asia
- Sustainability

General Capabilities

- Literacy
- Numeracy
- ICT Competence
- Critical and Creative Thinking
- Intercultural Understanding
- Personal and Social Competence
- Ethical Behaviour

First Steps Links

Understand Chance

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.
- ☐ KU6 Pg.
- ☐ KU 7 Pg.

Collect and Process Data Part A

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.

Collect and Process Data Part B

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.
- ☐ KU 4 Pg.
- ☐ KU 5 Pg.
- ☐ KU 6 Pg.

Interpret Data

- ☐ KU 1 Pg.
- ☐ KU 2 Pg.
- ☐ KU 3 Pg.

Year 1	Year 2	Year 3
CHANCE	**CHANCE**	**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]* - justifying that some events are certain or impossible	Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' *[ACMSP047]* - classifying a list of everyday events according to how likely they are to happen, using the language of chance, and explaining reasoning	Conduct chance experiments, identify and describe possible outcomes and recognise variation in results *[ACMSP067]* - conducting repeated trials of chance experiments such as tossing a coin or drawing a ball from a bag and identifying the variations between trials
DATA REPRESENTATION & INTERPRETATION	**DATA REPRESENTATION & INTERPRETATION**	**DATA REPRESENTATION & INTERPRETATION**
Choose simple questions and gather responses *[ACMSP262]*	Identify a question of interest based on one categorical variable. Gather data relevant to the question *[ACMSP048]* Collect, check and classify data *[ACMSP049]* Create displays of data using lists, table and picture graphs and interpret them *[ACMSP050]*	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording *[ACMSP068]* Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies *[ACMSP069]* Interpret and compare data displays *[ACMSP070]*

Year One 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.

PROFICIENCY STRANDS	
Understanding Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information. ☐	**Problem Solving** Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable. ☐
Fluency Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions. ☐	**Reasoning** Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices. ☐

ACTIVITIES