



# Boroondara Park Primary School

## Year 1 Maths Curriculum Overview 2025

Year 1 - Semester 1 Overview							
Terms 1 & 2	<b>Start-Up Program</b>	<b>Efficient Counting</b> (countable unit)	<b>Additive Thinking</b> (addition, mental strategies, modelling)	<b>Place Value</b> (introduction)	<b>Additive Thinking</b> (subtraction, mental strategies, modelling)	<b>Place Value</b> (continued)	<b>Additive Thinking</b> (addition & subtraction contexts, mental strategies, modelling, money)
Duration	1 week	2 weeks	3 weeks	3 weeks	3 weeks	4 weeks	3 weeks
Focus Areas		<ul style="list-style-type: none"> <li>Efficient counting of collections</li> <li>Counting by 2s, 5s, 10s</li> <li>The countable unit (preparation for place value)</li> <li>Number pattern sequences</li> </ul> <a href="#">VC2M1N03</a> , <a href="#">VC2M1A01</a>	<ul style="list-style-type: none"> <li>Part-part-whole to 10, subitising</li> <li>Additive strategies to 20 (addition)</li> <li>Mathematical modelling (additive contexts)</li> <li>Introduce +, = signs (equals sign through balance)</li> </ul> <a href="#">VC2M1N02</a> , <a href="#">VC2M1N04</a> , <a href="#">VC2M1N05</a>	<ul style="list-style-type: none"> <li>Establish 2-digit place value</li> <li>Efficient counting of collections</li> <li>Counting by 2s, 5s, 10s</li> </ul> <a href="#">VC2M1N01</a> , <a href="#">VC2M1N02</a> , <a href="#">VC2M1N03</a>	<ul style="list-style-type: none"> <li>Part-part-whole to 10, subitising</li> <li>Additive strategies from 20 (subtraction)</li> <li>Mathematical modelling (subtraction contexts)</li> <li>Introduce -, = signs (equals sign through balance)</li> </ul> <a href="#">VC2M1N02</a> , <a href="#">VC2M1N04</a> , <a href="#">VC2M1N05</a>	<ul style="list-style-type: none"> <li>Establish and consolidate 2-digit place value</li> <li>Efficient counting of collections</li> <li>Counting by 2s, 5s, 10s</li> </ul> <a href="#">VC2M1N01</a> , <a href="#">VC2M1N02</a> , <a href="#">VC2M1N03</a>	<ul style="list-style-type: none"> <li>Part-part-whole to 10, subitising</li> <li>Additive strategies to 20</li> <li>Mathematical modelling (addition &amp; subtraction contexts)</li> <li>+, -, = signs</li> <li>Know coins and their values</li> <li>Money</li> </ul> <a href="#">VC2M1N02</a> , <a href="#">VC2M1N04</a> , <a href="#">VC2M1N05</a>
Non N/A Focus		Statistics - ( <a href="#">VC2M1ST01</a> ), ( <a href="#">VC2M1ST02</a> )	Measurement – Duration ( <a href="#">VC2M1M03</a> )	Measurement - ( <a href="#">VC2M1M02</a> )	Measurement - ( <a href="#">VC2M1M01</a> ), ( <a href="#">VC2M1M02</a> ) Measurement – Duration ( <a href="#">VC2M1M03</a> )		Space - ( <a href="#">VC2M1SP01</a> )

Year 1 - Semester 2 Overview						
Terms 3 & 4	<b>Multiplicative Thinking</b> (multiplication, modelling)	<b>Multiplicative Thinking</b> (division, modelling)	<b>Pattern Sequences</b> (including shape & money)	<b>Place Value</b> (continued)	<b>Additive Thinking</b> (continued)	<b>Mathematical Modelling</b>
Duration	3 weeks	3 weeks	3 weeks	<i>(Determine duration in response to assessment data.)</i>		3 weeks
Focus Areas	<ul style="list-style-type: none"> <li>Mathematical modelling (multiplicative contexts)</li> <li>Multiplication- equal groups, repeated addition, skip counting</li> <li>Subitising (in arrays)</li> <li>Groups of money (whole dollar amounts)</li> </ul> <a href="#">VC2M1N06</a>	<ul style="list-style-type: none"> <li>Mathematical modelling (division contexts)</li> <li>Division- sharing, equal groups</li> <li>Sharing money (whole dollar amounts)</li> </ul> <a href="#">VC2M1N06</a>	<ul style="list-style-type: none"> <li>Repeating patterns (symbols, shapes, objects, numbers)</li> </ul> <a href="#">VC2M1A01</a> , <a href="#">VC2M1A02</a>	<ul style="list-style-type: none"> <li>Consolidate 2-digit place value</li> <li>Efficient counting of collections</li> <li>Counting by 2s, 5s, 10s</li> </ul> <a href="#">VC2M1N01</a> , <a href="#">VC2M1N02</a> , <a href="#">VC2M1N03</a>	<ul style="list-style-type: none"> <li>Part-part-whole to 10, subitising</li> <li>Additive strategies to 20</li> <li>Mathematical modelling (addition &amp; subtraction contexts)</li> <li>+, -, = signs</li> <li>Know coins and their values</li> <li>Money</li> </ul> <a href="#">VC2M1N02</a> , <a href="#">VC2M1N04</a> , <a href="#">VC2M1N05</a>	<i>(all four operations, inc. situations where student identifies operation required given context)</i>
Non N/A Focus	Space - ( <a href="#">VC2M1SP02</a> )	Statistics - ( <a href="#">VC2M1ST01</a> ), ( <a href="#">VC2M1ST02</a> ) Space - ( <a href="#">VC2M1SP01</a> )		Measurement - ( <a href="#">VC2M1M01</a> )	Space - ( <a href="#">VC2M1SP02</a> )	