

The Victorian Curriculum Mathematics Foundation Level

Number & Algebra:	Measurement & Geometry:	Statistics & Probability:
<p>Number & place value: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069)</p> <ul style="list-style-type: none"> reading stories from other cultures featuring counting in sequence to assist students to recognise ways of counting in local languages and across cultures identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built developing fluency with forwards and backwards counting in meaningful contexts, including stories and rhymes understanding that numbers are said in a particular order and there are patterns in the way we say them <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070)</p> <ul style="list-style-type: none"> understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' question using scenarios to help students recognise that other cultures count in a variety of ways, such as by placing one pebble in a bag to represent one object (for example to count the number of cattle). <p>Subitise small collections of objects (VCMNA071)</p> <ul style="list-style-type: none"> using subitising as the basis for ordering and comparing collections of numbers <p>Compare, order and make correspondences between collections, initially to 20, and explain reasoning (VCMNA072)</p> <ul style="list-style-type: none"> comparing and ordering items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence. using objects which are personally and culturally relevant to students <p>Represent practical situations to model addition and subtraction (VCMNA073)</p> <ul style="list-style-type: none"> using a range of practical strategies for adding and subtracting small groups of numbers, such as visual displays or concrete materials using Aboriginal and Torres Strait Islander methods of adding and subtracting including spatial patterns and reasoning <p>Represent practical situations to model sharing (VCMNA074)</p> <ul style="list-style-type: none"> using a range of practical strategies for sharing small groups of numbers, such as visual displays or concrete materials using verbal action stories to model situations that involve sharing 	<p>Using units of measurement: Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (VCMMG078)</p> <ul style="list-style-type: none"> comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less' <p>Compare and order the duration of events using the everyday language of time (VCMMG079)</p> <ul style="list-style-type: none"> knowing and identifying the days of the week and linking specific days to familiar events sequencing familiar events in time order' <p>Connect days of the week to familiar events and actions (VCMMG080)</p> <ul style="list-style-type: none"> choosing events and actions that make connections with students' everyday family routines <p>Shape: Sort, describe and name familiar two dimensional shapes and three dimensional objects in the environment (VCMMG081)</p> <ul style="list-style-type: none"> sorting and describing squares, circles, triangles, rectangles, spheres and cubes <p>Location & transformation: Describe position and movement (VCMMG082)</p> <ul style="list-style-type: none"> interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards' following and giving simple directions to guide a friend around an obstacle path and vice versa 	<p>Data representation & interpretation: Answer yes/no questions to collect information (VCMSPO83)</p> <ul style="list-style-type: none"> posing questions about themselves and familiar objects and events for eg. Do you have any pets? answering questions that have exactly two mutually exclusive possible responses <p>Organise answers to yes/no questions into simple data displays using objects and drawings (VCMSPO84)</p> <ul style="list-style-type: none"> Representing responses to questions using simple displays, including grouping students according to their answers <p>Interpret simple data displays about yes/no questions (VCMSPO85)</p> <ul style="list-style-type: none"> Using data displays to answer simple questions such as "how many students answered "yes" to having pets?"

<p>Money and financial mathematics: Represent simple, everyday financial situations involving money (VCMNA075)</p> <ul style="list-style-type: none"> • using toy money to pay for goods in play situations. <p>Patterns & algebra: Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (VCMNA076)</p> <ul style="list-style-type: none"> • observing natural patterns in the world around us • creating and describing patterns using materials, sounds, movements or drawings • extending patterns using materials and drawings to the right and to the left • identifying which part of the pattern is being repeated (happening over and over again) <p>Follow a simple sequence of instructions. (VCMNA077)</p> <ul style="list-style-type: none"> • Carrying out a specified sequence of actions to move an object from one location to another. • Playing a simple rule – based game moving a specified number of places according to the result on a die in a chance – based game. 		
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Foundation Level achievement standard

Number and Algebra
Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set. They represent, continue and create simple patterns.

Measurement and Geometry
Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location.

Statistics and Probability
Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.

The proficiencies of **Understanding, Fluency, Problem Solving** and **Reasoning** are fundamental to learning mathematics and working mathematically, and are applied across all three strands Number and Algebra, Measurement and Geometry and Statistics and Probability.

In Foundation level, students play with objects and draw pictures to develop links between their immediate environment, everyday language and mathematical activity. **Students classify and sort objects into sets and form simple correspondences between them. They decide when two sets are of equal size, or one is smaller or bigger than another. They develop an understanding of the concepts of number and numeral, count, order, add and share using small sets of objects. They create and continue simple patterns.**

Students compare common objects with respect to length, mass and capacity, and order events and compare their duration. They make rough estimates and simple measurements with respect to informal units. **Students name, sort and describe familiar everyday shapes and objects**, and describe position and movement in their immediate environment.

Students investigate situations requiring data collection and presentation in simple displays, and recognise unpredictability and uncertainty in some events.