The Australian
Curriculum

Subjects	Mathematics
Year levels	Foundation Year

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Foundation Year Content Descriptions

Number and Algebra

Number and 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 (ACMNA001 - Scootle ↗)

📄 ➕➖✖➗

Elaborations

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

➕➖✖➗

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002 - Scootle ↗)

📄 ➕➖✖➗

Elaborations

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 the Wotjoballum number systems

➕➖✖➗ ⊷ ⊚ ✋

Subitise small collections of objects (ACMNA003 - Scootle ↗)

Elaborations

using subitising as the basis for ordering and comparing collections of numbers

Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289 - Scootle ↗)

Elaborations

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

Represent practical situations to model addition and sharing (ACMNA004 - Scootle ↗)

Elaborations

using a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials

using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning

Patterns and algebra

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005 - Scootle ↗)

ACARA | The Australian Curriculum
The Australian Curriculum is licensed under Creative Commons.

Page 3 of 6

Elaborations

observing natural patterns in the world around us

creating and describing patterns using materials, sounds, movements or drawings

⊙   ▤   創

Measurement and Geometry

Using units of measurement

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006 - Scootle ↗)

▤   ⊙   創

Elaborations

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'

▤   創

Compare and order duration of events using everyday language of time (ACMMG007 - Scootle ↗)

▤   創

Elaborations

knowing and identifying the days of the week and linking specific days to familiar events

⊙   創

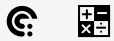sequencing familiar events in time order

⊙   ▤   創

Connect days of the week to familiar events and actions (ACMMG008 - Scootle ↗)

創   ⊙

Elaborations

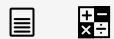choosing events and actions that make connections with students' everyday family routines

Shape

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009 - Scootle ↗)

Elaborations

sorting and describing squares, circles, triangles, rectangles, spheres and cubes

Location and transformation

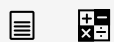Describe position and movement (ACMMG010 - Scootle ↗)

Elaborations

interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forward', 'toward'

following and giving simple directions to guide a friend around an obstacle path and vice versa
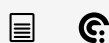
Statistics and Probability

Data representation and interpretation

Answer yes/no questions to collect information and make simple inferences (ACMSP011 - Scootle ↗)
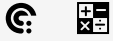
Elaborations

posing questions about themselves and familiar objects and events

representing responses to questions using simple displays, including grouping students according to their answers

using data displays to answer simple questions such as 'how many students answered "yes" to having brown hair?'