

(no-code)

name, represent and order numbers including to at least 20, using physical and

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Elaborations

- responding to a request to collect a quantity of or reading a and selecting the associated quantity of items from a collection to match the number required; for example, collecting 9 paint brushes after hearing the word 'nine'
- recognising the order in the sequence of numbers to 20 20 2 0 and identifying the number that is "one less" than a given number and the number that is "one more"; for example, playing instructive card games that involve reading and ordering number cards; using songs, story books and rhymes to establish the forwards and backwards sequence of numbers in the of active activities
- understanding and using terms such as "first", "second", "third", ... "fifth"... to indicate ordinal position in a sequence; for example, creating a number track using cards with the to 20 20 2 0 and describing positions using terms such as first, last, before, after, between
- recognising, writing and reading written on familiar ; for example, in images, text or illustrations in story books; writing a on a container as a label to show how many it contains
- connecting quantities to number names and when reading and reciting stories and playing games or determining and reasoning about the size of of within First Nation Australians' instructive games; for example, Segur etug from Mer Island in the Torres Strait region

Students learn to:

name, represent and order numbers including zero to at least 20, using physical and materials and numerals

(AC9MFN01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Speaking

Number sense and algebra

- Number and place value

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Speaking and listening

- Interacting

Number sense and algebra

- Counting processes

Speaking and listening

- Speaking

Speaking and listening

- Interacting

Speaking and listening

- Speaking

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Resources

Work Samples

WS01 – Knowing numbers

WS03 - Numbers to 20

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFN01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Number and place value

Numeracy: Number sense and algebra: Number and place value

Content description

AC9MFN01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Numeral recognition and identification

- identifies and produces familiar number names and numerals such as those associated with age or home address, but may not distinguish whether they refer to a quantity, an ordinal position or a label (e.g. "I am 5 5 5 and my sister is 7 7 7 "; "I wear the number 7 7 7 jumper"; "I live at 4 4 4 Baker Street"; "this is the number 2 2 2 ")

Pre-place value

- compares 2 2 2 collections visually and states which group has more items and which group has less
- instantly recognises collections up to 3 3 3 without needing to count and recognises small quantities as being the same or different
- uses language to describe order and place (e.g. understands "who wants to go first?"; in the middle; "who was the last person to read this book?")

Numeral recognition and identification

- identifies and names numerals in the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked "which is 3 3 3 ?" points to the numeral 3 3 3 ; when shown the numeral 5 5 5 , says "that's 5 5 5 ")
- matches a quantity of items in a collection to the correct number name or numeral in the range of 1 – 10 1–10 1 – 1 0 (e.g. when shown the numeral 5 5 5 and asked to "go and collect this many items", gathers 5 5 5 items)
- identifies standard number configurations such as on standard dice or dominos and in other arrangements up to 6 6 6 , using subitising (e.g. moves a counter the correct number of places on a board game based on the roll of a dice; recognises a collection of 5 5 5 items by perceptually subitising 3 3 3 and 2 2 2)

Developing place value

- orders numbers represented by numerals to at least 10 10 1 0 (e.g. uses number cards, or a number track and places the numerals 1 – 10 1–10 1 – 1 0 in the correct order)
- indicates the greater or lesser of 2 2 2 numbers represented by numerals in the range from one to 10 10 1 0 (e.g. when shown the numerals 6 6 6 and 3 3 3 , identifies 3 3 3 as representing the lesser amount)
- identifies smaller collections within collections to 10 10 1 0 such as numbers represented in non-standard number configurations (e.g. recognises 7 7 7 dots represented in a non-standard configuration by perceptually subitising 4 4 4 and 3 3 3 ; represents numbers less than 10 10 1 0 using five- and ten-frames)
- demonstrates that one 10 10 1 0 is the same as 10 10 1 0 ones (e.g. uses physical and virtual materials such as ten-frames and bundles of 10 10 1 0)

Numeral recognition and identification

- identifies, names, writes and interprets numerals up to 20 20 2 0 (e.g. when shown the numerals 4 , 17 , 9 4, 17, 9 4 , 1 7 , 9 and 16 16 1 6 and asked, "which is 16 16 1 6 ?", points to the numeral 16 16 1 6 or when shown the numeral 17 17 1 7 says its correct name; when role-playing simple money transactions, counts out 9 9 9 one-dollar coins to pay for an item that costs \$ 9 \ \$9 \$ 9
- identifies and uses the 1 – 9 1–9 1 – 9 repeating sequence in the writing of teen numerals
- identifies a whole quantity as the result of recognising smaller quantities up to 20 20 2 0 (e.g. uses part-part-whole knowledge of numbers to solve problems)

Developing place value

- orders numbers from 1 – 20 1–20 1 – 2 0 (e.g. determines the largest number from a group of numbers in the range from one to 20 20 2 0 ; students are allocated a number between one and 20 20 2 0 and asked to arrange themselves in numerical order)
- represents and describes teen numbers as 10 10 1 0 and some more (e.g. 16 16 1 6 is 10 10 1 0 and 6 6 6 more; uses ten-frames to represent teen numbers)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9MFN01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9MFN01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Counting sequences

- counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

Perceptual counting

- matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)
- determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Counting sequences

- uses knowledge of the counting sequence to determine the next number or previous number from a number in the range 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes directly after 8 8 8 , immediately responds with " 9 9 9 " without needing to count from one)
- continues a count starting from a number other than one

Perceptual counting

- interprets the count independently of the type of objects being counted (e.g. a quantity of 5 5 5 counters is the same quantity as 5 5 5 basketball courts)
- counts a collection, keeping track of items that have been counted and those that haven't been counted yet to ensure they are only counted exactly once (e.g. when asked to count a pile of blocks, moves each block to the side as it is counted)

Counting sequences

- uses knowledge of the counting sequence to determine the next number or previous number from any starting point within the range 1 – 100 1–100 1 – 1 0 0

Perceptual counting

- matches known numerals to collections of up to 20 20 2 0 , counting items using a one-to-one correspondence
- uses zero to denote when no objects are present (e.g. when asked "how many cards have you got?" and has no cards left, says "zero")
- counts objects in a collection independent of the order, appearance or arrangement (e.g.

understands that counting 7 7 7 people in a row from left to right is the same as counting them from right to left)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFN01

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Crafting ideas

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- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
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- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
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Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

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Crafting ideas

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- makes simple requests
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Vocabulary

- uses a small range of familiar words
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- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
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- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
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- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)

- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
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- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Resource – WS01 – Knowing numbers

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections.■Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.■They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.■They sequence and connect familiar events to the time of day.■Students name, create and sort familiar shapes and give their reasoning.■They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

AC9MFN01

name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals

AC9MFN04

partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts

Resource – WS03 - Numbers to 20

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections.■Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.■They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.■They sequence and connect familiar events to the time of day.■Students name, create and sort familiar shapes and give their reasoning.■They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

AC9MFN01

name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals

AC9MFN02

recognise and name the number of objects within a collection up to 5 using subitising

AC9MFN04

partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts

AC9MFA01

recognise, copy and continue represented in different ways

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Elaborations

- recognising, copying and describing different using materials, , sounds and movements during activities and play; for example, making a bead necklace and describing the pattern they have created, such as, “red, blue, green, red, blue, green, red, blue, green”; copying of drumbeats or dance moves during music activities
- recognising used at home and in daily activities to help make tasks easier or to solve problems; for example, setting the table to eat
- recognising and discussing in images created using or a generative artificial intelligence tool, describing what has been repeated in the pattern
- recognising and describing that can be observed on and in First Nation Australians artwork, cultural performances and material cultures; for example, shell and seed necklaces, dances and songs

Students learn to:

recognise, copy and continue repeating patterns represented in different ways

(AC9MFA01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Number sense and algebra

- Number patterns and algebraic thinking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Generating

- Consider alternatives

Speaking and listening

- Speaking

Analysing

- Evaluate actions and outcomes

Analysing

- Interpret concepts and problems

Number sense and algebra

- Number patterns and algebraic thinking

Speaking and listening

- Speaking

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Resources

Work Samples

WS04 - Let's pack a picnic

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9MFA01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

- identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
- identifies "same" and "different" in comparisons
- copies simple patterns using shapes and objects
- identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

- identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
- continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1, 2, 3, 1, 2, 3, 1, 2, 3 1,2,3, 1,2,3, 1,2,3 1, 2, 3, 1, 2, 3, 1, 2, 3)
- identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
- determines a missing element within a pattern involving shapes, physical or virtual materials
- conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

- represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4, 7, 10, 13 4, 7, 10, 13 4, 7, 10, 13 ...)
- describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3, 6, 9, 12 3, 6, 9, 12 3, 6, 9, 12 ... you add 3 3 3 ; for 20, 15, 10 20, 15, 10 20, 15, 10 ... the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

- uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to $5 + 3$ $5 + 3$ $5 + 3$, responds $6 + 2$ $6 + 2$ $6 + 2$ and then writes $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$ $5 + 3 = 6 + 2$)
- solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + \text{ } = 5$ $3 + \text{ } = 5$ and knowing $5 - 3 = 2$ $5 - 3 = 2$ $5 - 3 = 2$ then ? must be 2 2 2)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
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- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9MFA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFA01

Continuum extract

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- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9MFA01

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- identifies "same" and "different" in comparisons
- copies simple patterns using shapes and objects
- identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

- identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
- continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1, 2, 3, 1, 2, 3, 1, 2, 3 1,2,3, 1,2,3, 1,2,3 1, 2, 3, 1, 2, 3, 1, 2, 3)
- identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
- determines a missing element within a pattern involving shapes, physical or virtual materials
- conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Continuing and generalising patterns

- represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern using physical materials such as toothpicks, then summarises the number of toothpicks used as 4, 7, 10, 13 4, 7, 10, 13 4, 7, 10, 13 ...)
- describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3, 6, 9, 12 3, 6, 9, 12 3, 6, 9, 12 ... you add 3 3 3; for 20, 15, 10 20, 15, 10 20, 15, 10 ... the rule is described as each term is generated by subtracting 5 5 5 from the previous term)

Relational thinking

- uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to $5 + 3$, responds $6 + 2$ and then writes $5 + 3 = 6 + 2$)
- solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g. $3 + ? = 5$ and knowing $5 - 3 = 2$ then $?$ must be 2)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFA01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Resource – WS04 - Let's pack a picnic

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections.■Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.■They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.■They sequence and connect familiar events to the time of day.■Students name, create and sort familiar shapes and give their reasoning.■They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

AC9MFN02

recognise and name the number of objects within a collection up to 5 using subitising

AC9MFN03

quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning

AC9MFN06

represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies

AC9MFA01

recognise, copy and continue repeating patterns represented in different ways

AC9MFM01

identify and compare of and , including length, , and , using and communicating reasoning

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-

Elaborations

- using language to describe the measurement of length, , and , and connecting the words with the appropriate attribute; for example, using words like “tall”, “short”, “wide”, “long”, “high” to describe the attribute of length
- directly comparing pairs of to say which is longer/shorter, and explaining or demonstrating how they know; for example, standing back-to-back to determine who is taller; choosing to up the bases of a spoon and fork to decide which is longer and explaining why
- starting 2 2 2 at the same time to decide which takes longer; for example, putting on a pair of sandals with buckles or Velcro, describing the using familiar terms and reasoning, “I took a longer time because I’m still learning to do up my buckles”
- directly comparing pairs of everyday from the kitchen pantry to say which is heavier/lighter; for example, hefting a tin of baked beans and a packet of marshmallows; comparing the same pair of to say which is longer/shorter and discussing comparisons

Students learn to:

identify and compare attributes of objects and events, including length, capacity, mass, duration, using direct comparisons and communicating reasoning

(AC9MFM01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Measurement and geometry

- Understanding units of measurement

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Speaking and listening

- Speaking

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Measurement and geometry

- Measuring time

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9SFU02

AC9SFU03

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9MFM01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Describing the size of objects

- uses gestures and informal language to identify the size of objects (e.g. holds hands apart and says "it's this big")
- uses everyday language to describe attributes in absolute terms that can be measured (e.g. "my tower is tall", "this box is heavy", "it is warm today")

Comparing and ordering objects

- uses direct comparison to compare 2 2 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity (e.g. compares the length of 2 2 2 objects by aligning the ends; pours sand or water from one container to another to decide which holds more; hefts to decide which is heavier)
- uses comparative language to compare 2 2 2 objects (e.g. states which is shorter or longer, lighter or heavier)
- orders 3 3 3 or more objects by comparing pairs of objects (e.g. decides where to stand in a line ordered by height by comparing their height to others directly)

Using informal units of measurement

- measures an attribute by choosing and using multiple identical, informal units (e.g. measures the distance from one goal post to the other by counting out footsteps; chooses to count out loud to 30 30 30 to give enough time for people to hide in a game of hide and seek)
- selects the appropriate size and dimensions of an informal unit to measure and compare attributes (e.g. chooses a linear unit such as a pencil to measure length, or a bucket to measure the capacity of a large container)
- chooses and uses appropriate uniform informal units to measure length and area without gaps or overlaps (e.g. uses the same sized paper clips to measure the length of a line; uses tiles, rather than counters, to measure the area of a sheet of paper because the tiles fit together without gaps)
- uses multiple uniform informal units to measure and make direct comparisons between the mass or capacity of objects (e.g. uses a balance scale and a number of same-sized marbles to compare mass; uses a number of cups of water or buckets of sand to measure capacity)
- counts the individual uniform units used by ones to compare measurements (e.g. counts the number of matchsticks and says, "I used 4 4 4 matchsticks to measure the width of my book and the shelf is 5 5 5 matchsticks wide, so I know my book will fit")

Estimating measurements

- estimates a measurement based on a number of uniform informal units (e.g. estimates the measurement as "about 4 4 4 handspans" or it takes about 2 2 2 buckets of water)
- checks an estimate using informal units to compare to predicted measurement

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFM01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9MFM01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time

- uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
- applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
- uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
- measures time duration by counting and using informal units (e.g. counts to 30 30 3 0 while children hide when playing hide and seek)

Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-

distance car trip)

- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

AC9MFM02

sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar and actions

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Elaborations

- ordering images of daily on a string across the room, and justifying the placement by referring to morning, lunchtime, afternoon, and night time
- distinguishing between the days of the school week and weekends, and recognising that the days of the week form a sequence that repeats, with Monday always following on from Sunday
- sequencing the from a story in the order in which they occurred using language like, “This happened first” then “This happened next”
- creating, interpreting and discussing classroom rosters; for example, a roster for watering the classroom garden and asking, “Who watered the garden yesterday?” or “Whose turn is it today?”
- creating a pictorial diary to show the important that happen on the various days of the week

Students learn to:

sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions

(AC9MFM02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Measurement and geometry

- Measuring time

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Draw conclusions and provide reasons

Analysing

- Interpret concepts and problems

Number sense and algebra

- Number patterns and algebraic thinking

Inquiring

- Identify, process and evaluate information

Speaking and listening

- Speaking

Inquiring

- Identify, process and evaluate information

Speaking and listening

- Interacting

Generating

- Create possibilities

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HSFS02

Snapshot – Measuring time

Numeracy: Measurement and geometry: Measuring time

Content description

AC9MFM02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Sequencing time

- uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...")
- applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow")
- uses direct comparison to compare time duration of 2 2 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time)
- measures time duration by counting and using informal units (e.g. counts to 30 30 30 while children hide when playing hide and seek)

Units of time

- uses and justifies the appropriate unit of time to describe the duration of events (e.g. uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
- identifies that the clockface is a circle subdivided into 12 12 1 2 parts and uses these to allocate hour markers
- identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock

- identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
- reads time on analog clocks to the hour, half-hour and quarter-hour
- names and orders days of the week and months of the year
- uses a calendar to identify the date and determine the number of days in each month

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFM02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFM02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Number patterns and algebraic thinking

Numeracy: Number sense and algebra: Number patterns and algebraic thinking

Content description

AC9MFM02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Recognises patterns

- identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
- identifies "same" and "different" in comparisons
- copies simple patterns using shapes and objects
- identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

Identifying and creating patterns

- identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
- continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1, 2, 3, 1, 2, 3, 1, 2, 3 1,2,3, 1,2,3, 1,2,3 1, 2, 3, 1, 2, 3, 1, 2, 3)
- identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
- determines a missing element within a pattern involving shapes, physical or virtual materials
- conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFM02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFM02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9MFM02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9MFM02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them

AC9MFSP01

sort, name and create familiar ; recognise and describe familiar within in the environment, giving reasons

-
-

Elaborations

- sorting a collection of into groups based on different features such as the number of sides, colour or size, and describing how they have been sorted
- creating a picture using a variety of and a of materials, including to trace around, describing the they have created or used and sharing why they chose each in their picture
- creating familiar using groups of people; for example, holding hands and creating a
- recognising and naming that are (close to) , squares, triangles and in component parts of everyday

items; for example, on bicycles, toy vehicles or kitchen pantry items

- describing and naming within that can be observed on , recreating and sorting into groups based on their

Students learn to:

sort, name and create familiar shapes; recognise and describe familiar shapes within environment, giving reasons

(AC9MFSP01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Measurement and geometry

- Understanding geometric properties

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Speaking and listening

- Speaking

Speaking and listening

- Speaking

Social management

- Collaboration

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Speaking and listening

- Speaking

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9SFU01

AC9SFU02

AC9SFU03

AC9TDEFP01

Resources

Work Samples

WS02 - Sorting shapes and objects

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFSP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFSP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9MFSP01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Familiar shapes and objects

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

Angles

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

Features of shapes and objects

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

Transformations

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

Angles

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 angles in a square)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFSP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFSP01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities

- participate cooperatively in groups on common tasks and activities

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFSP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFSP01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFSP01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)

- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Resource – WS02 - Sorting shapes and objects

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.■They use subitising and counting strategies to quantify collections.■Students compare the size of collections to at least 20.■They partition and combine collections up to 10 in different ways, representing these with numbers.■Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.■They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.■They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

AC9MFSP01

sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons

AC9MFST01

collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations

AC9MFSP02

describe the position and location of themselves and in to other people and within a familiar space

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Elaborations

- describing the position of an item in to other items in the space using language like "inside", "underneath" and "on top of"; for example, when asked "Where are the scissors kept?", responding with "They are in a box, on the bottom shelf at the back of the classroom"
- describing where they have moved themselves and items in to other items within a space, using familiar terms; for example, playing a hiding game and when asked "Where did you hide the ball?", responding, "I hid it behind the garbage bin over there near the bench"
- describing the position of a robotic toy in to other as it moves around a familiar space; for example, describing the position of a robotic car as being under the desk or next to the chair
- exploring First Nations Australians' instructive games; for example, Thapumpun from the Wik-Mungkan Peoples of Cape Bedford in north Queensland, describing position and movement of self in to

other participants, or locations

Students learn to:

describe the position and location of themselves and objects in relation to other people within a familiar space

(AC9MFSP02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Speaking and listening

- Speaking

Measurement and geometry

- Positioning and locating
- Understanding geometric properties

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Speaking and listening

- Speaking

Speaking and listening

- Speaking

Inquiring

- Identify, process and evaluate information

Measurement and geometry

- Positioning and locating

Inquiring

- Identify, process and evaluate information

Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HPFM01

AC9HPFM02

AC9HSFS02

AC9TDEFP01

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFSP02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9MFSP02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Familiar shapes and objects

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

Angles

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

Features of shapes and objects

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 sides; a sphere is round like a ball)

Transformations

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

Angles

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFSP02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9MFSP02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Identify, process and evaluate information**Critical and Creative Thinking: Inquiring: Identify, process and evaluate information****Content description****Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9MFSP02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to self

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

Position to other

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFSP02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

AC9MFST01

collect, sort and compare represented by and images in response to given investigative questions that relate to familiar situations

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-

Elaborations

- collecting, and sorting collected through everyday activities or ; for example, sorting toys into categories, such as "toys that move" and "toys that don't move"
- collecting and deciding how to organise to answer "Yes/No" questions; for example, "Do more people in our class today have shoes with laces than without?"; explaining that lining up, and matching shoes with and without laces one-to-one will answer the question
- creating classroom charts and rosters using stickers to represent ; comparing and interpreting representations
- role-playing being a robot that sorts into groups based on a of instructions; for example, imitating a robot designed to pack things away in the classroom or an industrial robot programmed to sort on an assembly by colour or
- role-playing, as a class, at training an artificial intelligence system to recognise , asking yes/no questions to gather to make the best guess about the identification of a mystery

- investigating statistical after reading a story, such as "The Waterhole" by Graeme Base; asking and responding to questions like "What different animals did you see?", "How many different types of animals were there?" or "Were there more tigers or kangaroos?"
- exploring what and how information from the environment is collected and used by First Nations Australians to predict weather

Students learn to:

collect, sort and compare data represented by objects and images in response to given questions that relate to familiar situations

(AC9MFST01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Statistics and probability

- Interpreting and representing data

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Number sense and algebra

- Counting processes

Inquiring

- Identify, process and evaluate information

Creating and exchanging

- Respect intellectual property

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Statistics and probability

- Interpreting and representing data

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Statistics and probability

- Interpreting and representing data

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Number sense and algebra

- Counting processes

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HSFS02

AC9SFH01

AC9SFI01

AC9SFI03

AC9SFU02

AC9TDIFK02

AC9TDIFP01

Resources

Work Samples

WS02 - Sorting shapes and objects

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9MFST01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

- poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
- displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
- sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour)
- identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Basic one-to-one data displays

- poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
- displays and describes one variable data in lists or tables
- communicates information through text, picture graphs and tables using numbers and symbols (e.g. creates picture graphs to display one-variable data)
- responds to questions and interprets general observations made about data represented in simple one-to-one data displays (e.g. responds to questions about the information represented in a simple picture graph that uses a one-to-one representation)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9MFST01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Counting sequences

- counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children's literature)

Perceptual counting

- conceptually subitises a collection up to 5 5 5 (e.g. recognises a collection of 5 5 5 items as a result of perceptually subitising smaller parts such as 3 3 3 and 2 2 2)
- counts a small number of items typically less than 4 4 4
- engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3 3 3 bananas in a shopping basket one at a time and says " 1 , 2 , 3 1, 2, 3 1 , 2 , 3 ")

Counting sequences

- counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

Perceptual counting

- matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)
- determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Counting sequences

- uses knowledge of the counting sequence to determine the next number or previous number from a number in the range 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes directly after 8 8 8 , immediately responds with " 9 9 9 " without needing to count from one)
- continues a count starting from a number other than one

Perceptual counting

- interprets the count independently of the type of objects being counted (e.g. a quantity of 5 5 5 counters is the same quantity as 5 5 5 basketball courts)
- counts a collection, keeping track of items that have been counted and those that haven't been counted yet to ensure they are only counted exactly once (e.g. when asked to count a pile of blocks, moves each block to the side as it is counted)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFST01

Continuum extract

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Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify who owns class data
- recognise ownership of products that others produce or that are produced collaboratively

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9MFST01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

AC9MFST01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Emergent data collection and representation

- poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer)
- displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size)
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Basic one-to-one data displays

- poses questions that could be investigated from a simple numerical or categorical data set (e.g. number of family members, types of pets, where people live)
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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- identify the main parts of a concept or problem and describe how these relate to each other

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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Snapshot – Interpreting and representing data

Numeracy: Statistics and probability: Interpreting and representing data

Content description

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Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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- identify and explain similarities and differences in selected information

Snapshot – Counting processes

Numeracy: Number sense and algebra: Counting processes

Content description

AC9MFST01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Counting sequences

- identifies number words when reciting counting rhymes or when asked to count (e.g. holds up 3 3 3 fingers to represent 3 3 3 little ducks)

Pre-counting

- subitises small collections of objects, typically up to 3 3 3 items (e.g. recognises and names the number of dots on a card or how many fingers are held up out of one, 2 2 2 or 3 3 3)

Counting sequences

- counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children's literature)

Perceptual counting

- conceptually subitises a collection up to 5 5 5 (e.g. recognises a collection of 5 5 5 items as a result of perceptually subitising smaller parts such as 3 3 3 and 2 2 2)
- counts a small number of items typically less than 4 4 4
- engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3

3 3 bananas in a shopping basket one at a time and says " 1 , 2 , 3 1, 2, 3 1 , 2 , 3 ")

Counting sequences

- counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1 – 10 1–10 1 – 1 0 (e.g. when asked what number comes after 6 6 6 , counts from one in sequence up to 7 7 7 then says "it's 7 7 7 "; when asked what number comes before 6 6 6 , counts from one, 1 , 2 , 3 , 4 , 5 , 6 1, 2, 3, 4, 5, 6 1 , 2 , 3 , 4 , 5 , 6 and responds "its 5 5 5 ")

Perceptual counting

- matches the count to objects, using one-to-one correspondence (e.g. counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 2 2 sirens means it is lunchtime)
- determines that the last number said in a count names the quantity or total of that collection (e.g. when asked "how many" after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Resource – WS02 - Sorting shapes and objects

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.■They use subitising and counting strategies to quantify collections.■Students compare the size of collections to at least 20.■They partition and combine collections up to 10 in different ways, representing these with numbers.■Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.■They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.■They sequence and connect familiar events to the time of day. Students name , create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.

Students collect, sort and compare data in response to questions in familiar contexts.

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sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons

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collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations