

Australian Curriculum Mathematics Alignment document_V8.1

Foundation

Content Descriptor	Elaboration	Math-U-See Location
Number and Algebra		
<i>Number and place value</i>		
Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)	<ul style="list-style-type: none"> identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built developing fluency with forwards and backwards counting in meaningful contexts, including stories and rhymes understanding that numbers are said in a particular order and there are patterns in the way we say them 	Primer lesson 1, 2, 3, 5, 7, 14, 18, Activity 4x, 12x -16x, 27x - 28x Alpha lesson 2, 3 Activity 2x, 19x
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)	<ul style="list-style-type: none"> understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' question using scenarios to help students recognise that other cultures count in a variety of ways, such as by placing one pebble in a bag to represent one object (for example to count the number of cattle). 	Primer lesson 1, 2, 3, 5, 7, 14, 18, Activity 1x – 5x, 7x, 16x Alpha lesson 2, 3 Activity 3x
Subitise small collections of objects (ACMNA003)	<ul style="list-style-type: none"> using subitising as the basis for ordering and comparing collections of numbers 	Primer lesson 23 Alpha lesson 3 Activity 3x
Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)	<ul style="list-style-type: none"> comparing and ordering items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence using objects which are personally and culturally relevant to students 	Primer lesson 2, 3, 5, 7, 8, 11, 13, 14, 15, 16 Activity 11x – 12x Alpha lesson 3
Represent practical situations to model addition and sharing (ACMNA004)	<ul style="list-style-type: none"> using a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning 	Primer lesson 12, 13, 15, 16, 18 Alpha lesson 4,5, 7, 9, 10 Activity 4x – 5x, 7x – 8x, 10x – 11x, 14x, 17x
<i>Patterns and algebra</i>		
Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	<ul style="list-style-type: none"> observing natural patterns in the world around us creating and describing patterns using materials, sounds, movements or drawings 	Primer Activity 4x, 6x, 8x, 16x, 22x, 29x

Measurement and Geometry		
<i>Using units of measurement</i>		
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	<ul style="list-style-type: none"> • comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more • using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less' 	Activity 6x
Compare and order the duration of events using the everyday language of time (ACMMG007)	<ul style="list-style-type: none"> • knowing and identifying the days of the week and linking specific days to familiar events • sequencing familiar events in time order 	
Connect days of the week to familiar events and actions (ACMMG008)	<ul style="list-style-type: none"> • choosing events and actions that make connections with students' everyday family routines 	
<i>Shape</i>		
Sort, describe and name familiar two dimensional shapes and three dimensional objects in the environment (ACMMG009)	<ul style="list-style-type: none"> • sorting and describing squares, circles, triangles, rectangles, spheres and cubes 	Primer lesson 4, 6, 16 Activity 4x, 8x Alpha lesson 11
<i>Location and transformation</i>		
Describe position and movement (ACMMG010)	<ul style="list-style-type: none"> • interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards' • following and giving simple directions to guide a friend around an obstacle path and vice versa 	
Statistics and Probability		
<i>Data representation and interpretation</i>		
Answer yes/no questions to collect information (ACMSP011)	<ul style="list-style-type: none"> • posing questions about themselves and familiar objects and events representing responses to questions using simple displays, including grouping students according to their answers • using data displays to answer simple questions such as 'how many students answered "yes" to having brown hair?' 	

Curriculum gaps:

- days of the week
- ordering events
- language associated with direction
- collecting very basic information (yes/no) and displaying this data