**MATHEMATICS SCOPE AND SEQUENCE AUDIT: Year Foundation**

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| **School:** |  | **Date:** |  |

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| **NUMBER AND ALGEBRA**  | **TIMES** | **SAM** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Number & Place Value | [Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from  any starting point(ACMNA001)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) | [***TIMESNA1***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |[ ] [ ] [ ] [ ]
|  | [Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |[ ] [ ] [ ] [ ]
|  | [Subitise small collections of objects (ACMNA003)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |[ ] [ ] [ ] [ ]
|  | [Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) | [***TIMESNA01***](http://www.amsi.org.au/teacher_modules/Counting_and_place_valueK-4.html) |  |[ ] [ ] [ ] [ ]
|  | [Represent practical situations to model addition and sharing (ACMNA004)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) | [***TIMESNAO2***](http://www.amsi.org.au/teacher_modules/Addition_and_Subtraction.html) |  |[ ] [ ] [ ] [ ]
| Patterns & Algebra | [Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=NA&layout=1) |  |  |[ ] [ ] [ ] [ ]
| **MEASUREMENT AND GEOMETRY** |  |  |  |  |  |  |
| Measurement & Geometry | [Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=MG&layout=1) |  |  |[ ] [ ] [ ] [ ]
|  | [Compare and order the duration of events using the everyday language of time(ACMMG007)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=MG&layout=1) | [***TIMESMG03***](http://www.amsi.org.au/teacher_modules/time.html) |  |[ ] [ ] [ ]  [ ]  |
|  | [Connect days of the week to familiar events and actions (ACMMG008)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=MG&layout=1) |  |  |[ ] [ ] [ ] [ ]
| Shape | [Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=MG&layout=1) |  |  |[ ] [ ] [ ] [ ]
| Location & Transformation | [Describe position and movement (ACMMG010)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=MG&layout=1) |  |  |[ ] [ ] [ ] [ ]
| **STATISTICS AND PROBABILITY**  |  |  |  |  |  |  |
|  | [Answer yes/no questions to collect information (ACMSP011)](http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?y=F&s=SP&layout=1) | [***TIMESSP17***](http://www.amsi.org.au/teacher_modules/Data_Investigation_and_interpretationF-3.html) |  |[ ] [ ] [ ]  [ ]  |
| **PROFICIENCIES (Embedded Throughout)** | **Keywords** |
| [**Understanding**](file:///D%3A%5CUsers%5Cmconnor%5CDocuments%5CResources%5CAMSI%20School%20Program%20Implementation%5CAMSI%20Teacher%20Journal%20Master%5C2015%20Audit%20Docs%5CProficiency%20Summaries%5CUnderstanding%20Statements%20and%20Keywords.docx) | includes connecting names, numerals and quantities | Making connections |
| [**Fluency**](file:///D%3A%5CUsers%5Cmconnor%5CDocuments%5CResources%5CAMSI%20School%20Program%20Implementation%5CAMSI%20Teacher%20Journal%20Master%5C2015%20Audit%20Docs%5CProficiency%20Summaries%5CFluency%20Statements%20and%20Keywords.docx) | includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects  | Counting readily, continuing patterns, comparing |
| [**Problem Solving**](file:///D%3A%5CUsers%5Cmconnor%5CDocuments%5CResources%5CAMSI%20School%20Program%20Implementation%5CAMSI%20Teacher%20Journal%20Master%5C2015%20Audit%20Docs%5CProficiency%20Summaries%5CProblem%20Solving%20Statements%20and%20Keywords.docx) | includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer | Model, solve, discuss reasonableness |
| [**Reasoning**](file:///D%3A%5CUsers%5Cmconnor%5CDocuments%5CResources%5CAMSI%20School%20Program%20Implementation%5CAMSI%20Teacher%20Journal%20Master%5C2015%20Audit%20Docs%5CProficiency%20Summaries%5CReasoning%20Statements%20and%20Keywords.docx) | includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length | Explaining, creating |