Foundation Victorian Curriculum: name, represent and order numbers, including zero to at least 20, using physical and virtual materials and numerals (VC2MFN01)

COUNTING CHECKLIST Level O		Ideas	I can do this! 	I have shown my parents 
10	Orally count forwards to 10 by 1's	Oral counting practice.		
	Count a small collection of 10 objects	Count collection of items and tell how many are there.		
	Say the number '1 less' and '1 more' up to 10	Ask question: What is one less than 4?		
	Count backwards from 10 - 0	Oral counting practice Sing Songs. E.g. 10 in the bed.		
	Read numerals up to 10	Play snap or memory with number cards.		
	Order numbers 0 – 10 in sequence.	Play what is bigger 4 or 6? Moving onto 4, 6 and 10 Moving onto 0 - 10		
	Collect a quantity of objects up to 10.	Roll a dice, read a number or respond to a request . 'Get me 6 bananas' 'How many did you get?'		
	Can write numerals up 10	Writing a numeral on a container or card to show how many in the collection.		
	Understand and use the terms to indicate ordinal position in a sequence.	Oral counting in sequence. What comes next: First, second, third, ? fifth, sixth, ? Play games and use language in context.		
20	Orally count forwards to 20 by 1's	Oral counting practice.		
	Count a small collection of 20 objects	Count collection of items and tell how many are there.		
	Say the number '1 less' and '1 more' up to 20	Ask question: What is one less than 16?		
	Count backwards from 20 - 0	Oral counting practice Make a number track and count backwards.		
	Read numerals up to 20 Can read and say 'teen' numbers. 13 – Thirteen.	Play snap or memory with number cards.		
	Order numbers 0 – 20 in sequence.	Play what is bigger 14 or 6? Moving onto 14, 6 and 20 Moving onto 0 – 20		
	Collect a quantity of objects up to 20	Roll a dice, read a number or respond to a request . 'Get me 6 bananas' 'How many did you get?'		
	Can write numerals up 20	Writing a numeral on a container or card to show how many in the collection.		

Level 1 Victorian Curriculum:

- Recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts (VC2M1N01)

- Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including Australian coins, formed by skip counting, initially by twos, fives and tens (VC2M1A01)
- add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies

COUNTING CHECKLIST LEVEL 1		Ideas	I can do this! 	I have shown my parents 
1's	Orally count forwards by 1's to 120	Oral counting practice. Use a number chart		
	Orally count backwards from 120 to 0.			
	Orally count forwards by 1's from any starting number	Start at 54 what comes next, 54, 55, 56		
	Orally count backwards by 1's from any starting number	Start at 87, what comes before. 87, 86, 85		
	Read numerals up to 120 Can read numbers that look and sound similar	Can read numbers 16, 60, 61 and 66. Point to number thirty: 13, 30		
	Write numerals up to 120	Practice writing numerals, don't be tricked by fourteen and forty.		
	Say the number that is '1 less' or 1 more'	What number is 1 more than 43? Use a number chart to point to the number.		
Skip Counting	Skip count by 10's from 0 to 120	Use a number chart, songs, rhymes to practice skip counting in sequence. Use shapes, objects to represent the growing pattern formed by skip counting, e.g. using blocks, socks, shoes, fingers to show the growing pattern. Counting by twos, fives and tens to determine how much money is in a collection of coins or notes of the same value E.g. 2 cents, 10 cents, and $2 coins or $5 and $10 notes		
	Skip count by 5's from 0 – 120			
	Skip count by 2's from 0 - 120			
Number facts	Know addition combinations to 10. Make 10 facts.	Use a packet of playing cards. Lay them out face down in 9 piles. Turn over two cards? Can you make 10? If not turn over another 2 cards? Tell me 2 numbers that make 10. E.g. 7 + ? = 10		
	Know subtraction combinations to 10	10 – 9 = 1 10 – 8 = 2 10 – 7 = 3 10 - ? = 4		

Level 2 Victorian Curriculum:

- recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern (VC2M2A01)
- recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts (VC2M2A02)
- recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving (VC2M2A03)

COUNTING CHECKLIST LEVEL 2		Ideas	I can do this! 	I have shown my parents 
Growing patterns	Create a growing pattern with materials	Use toothpicks to create a growing pattern of triangles – using 2 for one triangle, 2 for two triangles, 7 for 3 triangles and describe the pattern. What did you add each time? 'How many windows in one train carriage, 2 train carriages, 3 train carriages …?' or 'How many wheels on one car, 2 cars, 3 cars …?') and recording the pattern.		
Addition & Subtraction facts	Know the addition and related subtraction facts to 10	If 7 + 3 = 10, then I know 3 + 7 = 10 and 10 – 3 = 7 and 10 = 7 = 3		
	I know my doubles addition facts	Practise using the language: double 4 is ? Double 2 is 4 Can say addition doubles facts 2 +2 = 4, 4 + 4 = 8, 5 + 5 = 10 6 + ? = 12, 7 + ? - 14		
	I know my doubles subtraction facts – halving.	Practise using the language: halve, half Half of 10 is 5 If I halve 6, I can 3 Can say subtraction double facts 4 – 2 = 2, 10 – 5 – 5, 8 – 4 = 4		
	I know my near doubles	Matching Games, or draw collections. If 7 + 7 = 14, then 7 + 8 = 15		
Multiplication facts	I know my 2's multiplication facts - doubling	Practice doubling collections. Adding 2 more cars each time Double 2 cars is 4 and another 2 is 6 and another 2 is 8 Practice saying facts 1 group of 2 is 2 (1 X 2 = 2) 2 groups of 2 is 4 (2 X 2 = 4) 3 groups 2 is 6 (3 X 2 – 6)		
	I know my 2's division facts - halving	Practice saying If I halve 2 the answer is 1 If I halve 4 the answer is 2 If I halve 6 the answer is 3 Practice saying facts 12 divided by 2 is 6 (12 ÷ 2 = 6) 10 divided by 2 is 5 (10 ÷ 2 = 5) 8 divided by 2 is 4 (8 ÷ 2 = 4)		

Level 3 Victorian Curriculum:

- extend and apply knowledge of addition and subtraction facts to 20 to develop efficient mental strategies for computation with larger numbers without a calculator (VC2M3A02)
- recall and demonstrate proficiency with multiplication facts for 3, 4, 5 and 10; extend and apply facts to develop the related division facts (VC2M3A03)

COUNTING CHECKLIST 3		Ideas	I can do this! 	I have shown my parents 
Addition & Subtraction Facts	Know how addition relates to subtract facts (turnaround facts)	Practice drawing and writing number setences to show relationship between addition and subtraction. If 16 + 8 = 24, then 24 – 8 = 16 and 8 = 24 - 6		
	Can show multiple ways to represent a number.	How many ways can 12 monkeys be spread among 2 trees? Explain 12 = 12 + 0 12 = 11 + 1 12 = 10 + 2 12 = 9 + 3		
	Can say how number facts relate to each other.	If 6 + 6 = 12 16 + 6 = 22 26 + 6 = 32 Or 6 + 7 = 13 16 + 7 = 23 And 60 + 60 = 120 600 + 600 = 1200		
Multiplication facts	Say multiplication facts for 10's	Practice facts (times tables) 1 X 10 = 10 2 X 10 = 20		
	Say division facts for 10's	10 ÷ 2 = 5 20 ÷ 2 = 10		
	Say multiplication facts for 5's	Practice facts (times tables) 1 X 5= 5 2 X 5 = 10		
	Say division facts for 5's	5 ÷ 5 = 1 10 ÷ 5 = 2		
	Say multiplication facts for 4's	Practice facts (times tables) 1 X 4= 4 2 X 4 = 8		
	Say division facts for 4's	4 ÷ 4 = 1 8 ÷ 4 = 2		
	Say multiplication facts for 3's	Practice facts (times tables) 1 X 3= 3 2 X 3 = 6		
	Say division facts for 3's	3 ÷ 3 = 1 6 ÷ 3 = 2		

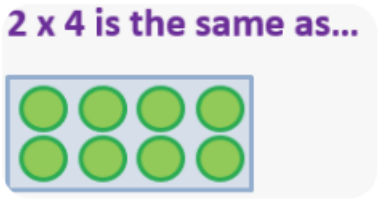
Level 4 Victorian Curriculum:

- investigate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 (VC2M4N02)
- count by multiples of quarters, halves and thirds, including mixed numerals; locate and represent these fractions as numbers on number lines (VC2M4N04)

COUNTING CHECKLIST 4		Ideas	I can do this! 	I have shown my parents 
Counting	Counting in fractional parts.	Cutting oranges or sandwiches into quarters and counting by quarters one quarter, two- quarters, three-quarters, four quarters or one whole, five quarters or one and one quarter, one and two quarters, one and three quarters, one and four quarters …..		
Multiplication and division facts	Say multiplication facts for 6's	Practice facts (times tables) 1 X 6= 6 2 X 6 = 12		
	Say division facts for 6's	6 ÷ 6 = 1 12 ÷ 6 = 2		
	Say multiplication facts for 7's	Practice facts (times tables) 1 X 7= 7 2 X 7 = 14		
	Say division facts for 7's	7 ÷ 7 = 1 14 ÷ 7 = 2		
	Say multiplication facts for 8's	Practice facts (times tables) 1 X 8= 8 2 X 8 = 16		
	Say division facts for 8's	8 ÷ 8 = 1 16 ÷ 8 = 2		
	Say multiplication facts for 9's	Practice facts (times tables) 1 X 9= 9 2 X 9 = 18		
	Say division facts for 9's	9 ÷ 9 = 1 18 ÷ 9 = 2		
	Say multiplication facts for 11's	Practice facts (times tables) 1 X 11= 11 2 X 11 = 22		
	Say division facts for 11's	11 ÷ 11 = 1 22 ÷ 11 = 2		
	Say multiplication facts for 12's	Practice facts (times tables) 1 X 12= 12 2 X 12 = 24		
	Say division facts for 12's	12 ÷ 12 = 1 24 ÷ 12 = 2		

Level 5 Victorian Curriculum:

- recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts (VC2M5A01)

COUNTING CHECKLIST 5		Ideas	I can do this! 	I have shown my parents 
Multiplication and division facts	Show - using diagram, array and number sentence 2 multiplication and 2 division facts for each grouping			
	2's	 4 X 2 = 8, 2 X 4 = 8 and 8 ÷2 = 4, 8 ÷ 4 = 2		
	3's			
	4's			
	5's			
	6's			
	7's			
	8's			
	9's			
	10's			
	11's			
	12's			