

## Years 1 to 10 Mathematics: Foundation Level — Example Learning Outcomes

Number	Patterns and Algebra	Measurement	Chance and Data	Space
<b>Level statements</b>				
<i>Students are developing a notion of counting and an awareness of number and money. Number names are becoming more meaningful.</i>	<i>Students investigate patterns in their environments and are developing an awareness of 'same' when matching.</i>	<i>Students are responding to and developing some everyday language associated with time, length, mass, area and volume.</i>	<i>Students are developing an awareness of the occurrence of routines and events and participate in the collection of data to support class decisions.</i>	<i>Students are developing notions of shape, location, direction and movement.</i>
<b>Example learning outcomes</b>				
<p><b>Number concepts</b></p> <ul style="list-style-type: none"> <li>Students rote count to a specified number (e.g. 3, 5).</li> <li>Students recognise numerals in their lives and environments.</li> <li>Students recognise money in various forms.</li> </ul>	<p><b>Patterns and functions</b></p> <ul style="list-style-type: none"> <li>Students copy a given pattern by choosing items from a limited selection.</li> <li>Students backtrack actions in familiar routines.</li> </ul>	<p><b>Length, mass, area and volume</b></p> <ul style="list-style-type: none"> <li>Students show an awareness of everyday language related to measurement of length, mass, area and volume.</li> </ul>	<p><b>Chance</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an awareness of the occurrence of familiar events.</li> </ul>	<p><b>Shape and line</b></p> <ul style="list-style-type: none"> <li>Students recognise familiar objects from different viewpoints.</li> <li>Students recognise common objects in a range of settings.</li> <li>Students identify common signs in familiar contexts.</li> </ul>
<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Students show an awareness of 'more', 'less' and 'same' in life situations.</li> </ul>	<p><b>Equivalence and equations</b></p> <ul style="list-style-type: none"> <li>Students show an awareness of 'same' in relation to people, objects, places or small collections.</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>Students associate everyday language related to time, familiar events, and times of the day or week.</li> </ul>	<p><b>Data</b></p> <ul style="list-style-type: none"> <li>Students gather or provide a small amount of information to support decisions about a class event or activity.</li> </ul>	<p><b>Location, direction and movement</b></p> <ul style="list-style-type: none"> <li>Students position or locate objects in response to directions.</li> <li>Students use an awareness of locations to follow the directions for daily routines.</li> <li>Students recognise familiar places when approaching from different directions.</li> </ul>
<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Students share a quantity of everyday objects with their peers.</li> </ul>				