**COUNTING SCOPE & SEQUENCE FOR AUSVELS/ STEPPING STONES**

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **Linked to AusVels content descriptions** | **Mathedology** | **Big Books** | **Slate resources** |
| Foundation  level  Growth Point 1  Growth Point 2 | **Establish Understanding of the language and processes of counting by naming numbers in sequence initially to and from 20, moving from any starting point**  **(*Stepping Stones goes beyond and includes work with $1 coins)***  Whole class  1.3, 1.4, 2.1, 2.2, 3.3, 3.4,4.1, 4.2, 4.4  Small group  3.4.1, 4.1.1, 4.1.2, 4.4.1, 4.4.2  Whole class  5.1, 5.2, 6.1, 6.2, 5.4, 8.3, 8.4  Small group  5.4.1, 5.4.2, 6.1.2, 6.2.1, 6.2.2, 8.3.2, 8.4.1, 8.4.2.  12.2.1  Whole class  13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 15.1, 15.2, 16.1  Small group  13.3.1, 13.3.2, 13.4.1, 13.4.2, 14.1.1, 14.1.2, 14.2.1, 14.2.2, 15.1.1, 15.1.2  **Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond**  **(*Stepping Stones goes beyond and includes work with $1 coins)***  Whole class  1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2  Small group  1.3.1, 1.3.2, 1.4.2, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 4.4.2, 3.4.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2  Whole class  6.3, 6.4, 8.1, 8.2, 8.3, 8.4  Small group  6.3.1, 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.2, 8.4.1, 8.4.2  Whole class  12.1, 12.2  Small group  9.1.1, 9.2.1, 9.2.2, 12.1.1, 12.1.2, 12.2.2  Whole class  13.3, 13.4, 14.1, 14.2,  Small group  13.2.2, 13.3.1, 13.3.2, 13.4,1, 13.4.2, 14.1.1, 14.1.2, 14.2.1, 14.2.2  **Subitise small collections of objects**  Whole class  3.4  Small group  1.3.2, 2.2.2, 3.2.1, 3.3.1, 3.4.2, 4.2.1, 4.2.2  Whole class  6.3, 8.2  Small group  6.3.1  Whole class  9.1  Small group  9.1.1, 9.1.2, 10.4.1  Whole class  16.2, 16.3, 16.4  Small group  13.3.2, 16.3.1, 16.3.2, 16.4.2  **Copy, continue and create patterns with objects and drawings**  Whole class  1.1, 1.2, 2.4  7.3, 7.4  Small group  7.3.1, 7.3.2, 7.4.1, 7.4.2  Whole class  12.3, 12.4  Small group  12.3.1, 12.3,2, 12.4.1, 12.4.2  Whole class  13.1, 13.2  Small group  13.1.1, 13.1.2, 13.2.1, 13.2.2 | Teaching Number Counting | The Bug Day Out  I See, You See  Shoes In Twos  Paint a Rainbow | Fundamentals  Along The Track Again (Relative position of 1 to 15)  Flare  Number board  Number track |

**COUNTING SCOPE & SEQUENCE FOR AUSVELS CURRICULUM/ STEPPING STONES**

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **Linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 1  Growth Point 3  Growth Point 4 | **Develop confidence with number sequences to and from 100 by ones from any starting point, Skip count by twos, fives and tens starting from zero.**  Learning Experience  Lessons  1.2, 2.1, 2.2, 2.3, 2.4, 3.1  8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8  Problem Solving  8.1  Lessons  9.1, 9.2, 9.3, 9.4, 9.5  11.1, 11.2, 11.3, 11.4, 11.5  13.1, 13.2, 13.3, 13.4  15.1  **Investigate and describe number patterns formed by skip counting and patterns with objects**  Lessons  1.4, 1.5, 4.1, 4.2  7.1, 7.2  Problem solving  16.2 | Teaching Number Counting |  | **Flare**  Number board  Number track |

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| **AUSVELS Level related Growth Point** | **Stepping Stones Modules linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 2  Growth Point 5  Growth Point 6 | **Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences**  Lessons  1.1, 1.2, 1.3, 1.4, 1.5  2.1, 2.2, 2.3, 2.4  3.1, 3.2, 3.3, 3.4, 3.5  4.3, 4.4, 4.5, 4.6  5.1, 5.2, 5.3  6.1, 6.2  9.2, 9.3, 9.4, 9.5  10.6, 10.7, 10.8  12.2, 12.2  13.1, 13.2, 13.3, 13.4, 13.5, 13.6  14.1, 14.2, 14.3, 14.6, 14.7, 14.8 |  |  | **Flare**  Number board  Number track |

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 3 | **Investigate the conditions required for a number to be odd or even and identify odd and even numbers**  Lesson  1.1 |  |  | **Flare**  Number board  Number |

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 4  GP. 6  GP. 7 | **Investigate and use the properties of odd and even numbers**  Lesson  11.8  **Investigate number sequences involving multiples of 3,4, 6,7,8 & 9**  Lessons  7.3, 7.4  14.1, 14.2  **Count by quarters, halves and thirds including mixed numerals. Locate and represent these fractions on a numberline**  Lessons  4.1, 4.2  12.1, 12.5 |  |  |  |

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 5 |  |  |  |  |

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| **AusVELS Level and related Growth Point** | **Stepping Stones Modules**  **linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 6 |  |  |  |  |

RICH TASKS FOR COUNTING SCOPE & SEQUENCE

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| Level F | |  |  | | --- | --- | | **Sine tasks GP 1** | **Sine tasks GP 2** | | Numbers or Nonsense  Number Match  Birthdates  Counting Frame  Caterpillar Walk  Flash  Stick Up | Snap Cards  Wool Tie  Freckleface  Count Your Own Bingo  Dog Wash  Schools of Fish |  |  |  |  | | --- | --- | --- | | Hands-on | ICT | Teaching | | [***Mathematics Task Centre***](http://www.blackdouglas.com.au/taskcentre/iceberg.htm) Cookie count, Matching cards, Farmyard, Button sort, Squound, Animal farm, Flowers in the field, Pack up your bears  ***Guidelines in Number*** [***Numbers in sequence p19***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/157/1513/0.html#page=12)  ***Cornerstones in Number - Counting Ages 5-9*** Up to 10 (p48-63) - 7 activities  ***Cornerstones in Number: Place Value Ages 6-9*** Tens Frames (p10)  ***Hands-on Maths: Developing mathematics with UNIFIX*** Pattern (p10-35) - 8 activities Counting, place value and operations (p36-47) - 5 activities Three blocks on your fingers (p38-39)  ***Working Mathematically: Investigations*** Unit 1: Early exploration of number, estimation and graphing  ***Practical teaching strategies for children with learning difficulties*** Book 1 Prenumber | ***Learning Objects* (**[**FUSE**](https://fuse.education.vic.gov.au/pages/Teacher.aspx)**or** [**Scootle**](http://www.scootle.edu.au/ec/curriculum?learningarea=%22Mathematics%22&menu=3)**)** Counting beetles, Count and compare, Number trains, Count Us In, Wishball  ***Interactive Learning*** [***Subitising***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2601/0.html), [***Twenty frame***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2614/0.html), [***Whole number operations***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2587/0.html)  [**Let's count to 5**](http://tm4u.mav.vic.edu.au/illuminations.nctm.org/LessonDetail.aspx?ID=U57)  [**Digits 1 to 5**](http://www.literacycenter.net/numbers_en/numbers_en.php)  [**Let's count to 10**](http://tm4u.mav.vic.edu.au/illuminations.nctm.org/LessonDetail.aspx?ID=U147)  [**Ordinal Number**](http://www.abc.net.au/countusin/games/game4.htm)  [**Teen numbers**](http://www.nzmaths.co.nz/resource/teen-numbers?parent_node=)  [**Tens frames for teen numbers**](http://nzmaths.co.nz/resource/using-tens-frames-teen-numbers)  [**Teens and fingers**](http://nzmaths.co.nz/resource/teens-and-fingers)  [**Games for basic number concepts**](http://www.abc.net.au/countusin/default.htm)  [**The next highest number**](http://www.abc.net.au/countusin/games/game11.htm)  [**Hang out the shirts on the washing line**](http://www.crickweb.co.uk/ks1numeracy.html#washindex) | ***Teach whole numbers for understanding*** [**1 Beginning counting**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=3) [**2 Rote count to 20, but not a collection**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=4) [**3 Count collections to 20**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=5) [**4 Count by 1s from any starting number**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=6) [**8 Reading, writing, interpreting and ordering single digits only**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=10) [**13 Count all to add two collections**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=16)  ***Developmental Continuum***  [**0.5 One-to-one correspondence**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/N05001P.htm)  Activity 1 Counting the digits 1-10Activity 2 Counting objectsActivity 3 Matching written numbers with the collectionActivity 4 Variations on counting  [**0.5 Ordinal number**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/n05ordinal.htm)  Activity 1 Incidental Classroom Activities  Activity 2 Toy Line Up Activity 3 Races Activity 4 Visualising order  [**1.0 Counting groups of up to 20 objects**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/N10002P.htm) Activity 1 Verbal counting sequence Activity 2 Efficient counting strategies Activity 3 Hidden collections  [**1.0 Making better estimates**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/wmathly/W10004P.htm)  Activity 1 How many marbles? Activity 2 Sharing strategies for checking estimates Activity 3 Estimating calculations  ***Assessment for common misunderstanding****s*  [**Level 1: Trusting the count**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/common/commisslvl1.htm)[**Subitising tool - with cards sets 1 to 5**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/common/11subitisingtool.htm)[**Mental objects tool - with mental objects card**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/common/12mentalobjecttool.htm)  ***People count*** [***2 Counting***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/275/3838/0.html#page=9) |  Whole-class investigations ***Learning Objects (***[***FUSE***](https://fuse.education.vic.gov.au/pages/Teacher.aspx)***or*** [***Scootle***](http://www.scootle.edu.au/ec/curriculum?learningarea=%22Mathematics%22&menu=3)***)*** Counting on, counting back,  Tens and ones  ***Mathematics Assessment for Learning: Rich tasks and work samples*** 1 Ten new Preps, 2 Count for ten, 3 Peeking dots, 4 Newspaper numbers, 6 Family ages  **Curriculum at Work Tasks**  [COUNTING: Maths in Show and Tell](file:///D:\\maths\\mama011101.htm)  COUNTING: Exploring number  COUNTING: Number rhymes and stories  COUNTING: Feel, eat, make and act (including a learning technology variation)  [COUNTING: Number party](file:///D:\\maths\\mama011107.htm)  COUNTING: Numbers in order  [COUNTING: Number games](file:///D:\\maths\\mama011123.htm)  COUNTING: Tens Frames  COUNTING: Let’s talk about nothing  COUNTING: Goldilocks and the three bears  COUNTING: Bring and brag  COUNTING: Daily tallies  COUNTING: Tall towers  COUNTING: Dominoes  COUNTING: More/less/same (including a learning technology variation)  COUNTING: Loop the group  COUNTING: What is my number?  [COUNTING: Higher/lower](file:///D:\\maths\\mama011121.htm)  [COUNTING: Ordering money](file:///D:\\maths\\mama011122.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179), [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271)  [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Playing with Patterns](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=225), [Spiders and Ants](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=170), [Tackling Times Tables](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=229), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228), [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 1 | |  |  |  |  | | --- | --- | --- | --- | | **Sine tasks GP 3** | | **Sine tasks GP 4** | | | Dot to Dots  Who am I?  Up and Down Ladder  Marble Count  Missing Numbers  Footy Finals | | Ducks Legs  5s Walk  Ice Cream Bundles  Caterpillar Crawl  Frog Hop | | | Hands-on | Teaching | | Whole-class investigations | | | ***Guidelines in Number*** [***Patterns p9***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/157/1513/0.html#page=9) [***Skip counting p15***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/157/1513/0.html#page=15) [***More skipping p31***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/157/1511/0.html#page=17)  [**Paper abacus**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/313/4392/0.html)  [**Snake lines and sewing tapes**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/313/4394/0.html)  [**MAV-money**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/313/4391/0.html)  ***Cornerstones in Number: Counting Ages 5-9*** Hundred by ones (p84-92) - 8 activities, Twos, fives and tens (p93-102) - 9 activities  ***Practical teaching strategies for children with learning difficulties*** Book 5 (numbers to 100)  ***Tuning in with task cards (Lower)*** Counting to 100 p43, Tens p69, The five bike family p50, Counting patterns p59 What if? p16, Guess what pattern p66, Skip count pattern p65, Odds p67, How many p69,  Twenty-nine p68, Twenty-three p70 | ***Teach whole numbers for understanding*** [**4 Count by 1s from any starting number**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=6) [**5 Count by 2s, 5, and 10s from 0**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=7)  ***Developmental Continuum***  [**1.25 Counting with Two Digit Numbers**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/N12501P.htm)  Activity 1 Bridging the decades Activity 2 Counting from any number Activity 3 Efficient strategies for counting Activity 4 Number Rolls  [**1.5 Using a 100s chart for mental calculation**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/N15001P.htm)  Activity 1 Guess my number Activity 2 Number neighbours Activity 3 Missing numbers Activity 4 Challenges  ***People count*** [***2 Counting***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/275/3838/0.html#page=9) | | ***Learning Objects (***[***FUSE***](https://fuse.education.vic.gov.au/pages/Teacher.aspx)***or*** [***Scootle***](http://www.scootle.edu.au/ec/curriculum?learningarea=%22Mathematics%22&menu=3)***)*** Counting on, counting back, Tens and ones  ***Mathematics Assessment for Learning: Rich tasks and work samples***  1 Ten new Preps, 2 Count for ten, 3 Peeking dots, 4 Newspaper numbers, 5 Animal legs, 6 Family ages | |   **Curriculum at Work Tasks**  COUNTING: Sequencing number names  COUNTING: Number paths  COUNTING: Pathway board games  COUNTING: Use a calculator to count to...  COUNTING: Fives, tens and twenties  COUNTING: Hundreds chart  COUNTING: Patterns on the calculator  COUNTING: Predict-a-count  COUNTING: Order the groups  COUNTING: What is 100 (1000)?  [COUNTING: Easter eggs](file:///D:\\maths\\manu020114.htm)  [COUNTING: Groups of ten](file:///D:\\maths\\manu020115.htm)  COUNTING: Tens and twenties frames  [COUNTING: Ordering money](file:///D:\\maths\\manu020117.htm)  COUNTING: Sharing packets  [COUNTING: Take away handfuls](file:///D:\\maths\\manu020119.htm)  **Maths 300 lessons**  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Making 1000](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=181) , [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Playing with Patterns](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=225), [Spiders and Ants](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=170), [Tackling Times Tables](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=229), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228),  [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 2 | |  |  | | --- | --- | | **Sine tasks GP 5** | **Sine tasks GP 6** | | Make Your Counters Count  Dice Count  Stand Up Sit Down  How Does Your Garden Grow?  Choose Your Own Bingo | Counting Patterns  Times Ten You Win |  |  |  |  | | --- | --- | --- | | Hands-on | **ICT** | Teaching | | ***Guidelines in Number*** [***Skip counting p15-31***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/157/1511/0.html#page=1)  [***Mathematics Task Centre***](http://www.blackdouglas.com.au/taskcentre/iceberg.htm) Cookie count, Matching cards, Farmyard, Button sort, Squound, Animal farm,  Flowers in the field, Pack up your bears  [**Paper abacus**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/313/4392/0.html)  [**Snake lines and sewing tapes**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/313/4394/0.html)  ***Cornerstones in Number: Counting Ages 5-9*** Twos, fives and tens (p93-102), Threes and fours (p113-118),  Nines (p119-122), Odd and even (p123-125)  ***Practical teaching strategies for children with learning difficulties*** Book 5 (numbers to 100) | ***Learning Objects (***[***FUSE***](https://fuse.education.vic.gov.au/pages/Teacher.aspx)***or*** [***Scootle***](http://www.scootle.edu.au/ec/curriculum?learningarea=%22Mathematics%22&menu=3)***)*** Wishball  ***Interactive Learning*** [***Ten frame counting***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/205/2815/0.html) [***Skip count to 9999***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2602/0.html),  [***Skip count back from 9999***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2573/0.html),  [***Odometer***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/187/2448/0.html),  [***Whole number operations***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/304/4312/0.html) | ***Teach whole numbers for understanding*** [**6 Count by 1, 2, 5, or 10 up or down from any start**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=9)[**7 Skip counting**](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/306/4497/0.html#page=9)  ***Developmental Continuum***  [**2.0 Skip counting**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/N20001P.htm)  Activity 1 Counting gamesActivity 2 Whisper countActivity 3 How far can you go?  [**2.5 Advanced skip counting**](http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/number/n25skipcount.htm)  Activity 1 Using the hundreds grid for counting Activity 2 Advanced whisper count Activity 3 How far can you go? Activity 4 Using counting grids Activity 5 Counting games  ***People count*** [***2 Counting***](http://tm4u.mav.vic.edu.au/component/jdownloads/finish/275/3838/0.html#page=9) |  Whole-class investigations ***Learning Objects (***[***FUSE***](https://fuse.education.vic.gov.au/pages/Teacher.aspx)***or*** [***Scootle***](http://www.scootle.edu.au/ec/curriculum?learningarea=%22Mathematics%22&menu=3)***)*** Counting on, counting back, Patterns and sequences, Adding and subtracting,  Exploring addition and subtraction  ***Mathematics Assessment for Learning: Rich tasks and work samples*** 1 Ten new Preps,  2 Count for ten,  3 Peeking dots,  4 Newspaper numbers,  5 Animal legs,  6 Family ages  **Curriculum at Work Tasks**  COUNTING: Sequencing number names  COUNTING: Number paths  COUNTING: Pathway board games  COUNTING: Use a calculator to count to...  COUNTING: Fives, tens and twenties  COUNTING: Hundreds chart  COUNTING: Patterns on the calculator  COUNTING: Predict-a-count  COUNTING: Order the groups  COUNTING: What is 100 (1000)?  [COUNTING: Easter eggs](file:///D:\\maths\\manu020114.htm)  [COUNTING: Groups of ten](file:///D:\\maths\\manu020115.htm)  COUNTING: Tens and twenties frames  [COUNTING: Ordering money](file:///D:\\maths\\manu020117.htm)  COUNTING: Sharing packets  [COUNTING: Take away handfuls](file:///D:\\maths\\manu020119.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Making 1000](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=181) , [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Playing with Patterns](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=225), [Spiders and Ants](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=170), [Tackling Times Tables](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=229), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228),  [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 3 | **Curriculum at Work Tasks**  COUNTING: Number paths  COUNTING: Using a calculator  COUNTING: Making patterns  COUNTING: Number sequences  [COUNTING: Select a number](file:///D:\\maths\\manu030105.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Making 1000](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=181) , [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Spiders and Ants](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=170), [Tackling Times Tables](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=229), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228),  [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 4 | **Sine tasks GP 6**  Jigsaw Numbers  Counting Patterns  Times Ten You Win  Whose Legs?  **Curriculum at Work Tasks**  COUNTING: Number paths  COUNTING: Using a calculator  COUNTING: Making patterns  COUNTING: Number sequences  [COUNTING: Select a number](file:///D:\\maths\\manu030105.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Tackling Times Tables](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=229), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228),  [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 5 | **Curriculum at Work Tasks**  COUNTING: Counting, estimating and calculating  [COUNTING: Numbers around us](file:///D:\\maths\\manu040102.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228), [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |
| Level 6 | **Curriculum at Work Tasks**  COUNTING: Counting, estimating and calculating  [COUNTING: Numbers around us](file:///D:\\maths\\manu040102.htm)  Maths 300 lessons  [Around Our Neighbourhood](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=223), [Cars in a Garage](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=259), [Chart Strategies](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=286), [Cookie Count](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=303), [Counting Machines](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=304), [Domino Trails](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=227), [Farmyard Friends](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=179)  [Jumping Joey](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=271), [Nine and Over](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=168), [Take Away of the Day](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=228), [Where Do We Sit?](http://www.maths300.esa.edu.au/index.php?option=com_content&view=article&id=144) |