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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AusVELS Level and related Growth Point** | **Stepping Stones Modules****Linked to AusVels content descriptions** | **Mathedology** | **Big Books** | **Slate resources** |
| Foundation levelGrowth Point 1Growth 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 class1.3, 1.4, 2.1, 2.2, 3.3, 3.4,4.1, 4.2, 4.4Small group3.4.1, 4.1.1, 4.1.2, 4.4.1, 4.4.2Whole class5.1, 5.2, 6.1, 6.2, 5.4, 8.3, 8.4Small group5.4.1, 5.4.2, 6.1.2, 6.2.1, 6.2.2, 8.3.2, 8.4.1, 8.4.2. 12.2.1Whole class13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 15.1, 15.2, 16.1Small group13.3.1, 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 class1.3, 1.4, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2Small group1.3.1, 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, 4.2.2Whole class6.3, 6.4, 8.1, 8.2, 8.3, 8.4Small group6.3.1, 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.2, 8.4.1, 8.4.2Whole class12.1, 12.2Small group9.1.1, 9.2.1, 9.2.2, 12.1.1, 12.1.2, 12.2.2Whole class13.3, 13.4, 14.1, 14.2,Small group13.2.2, 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 class3.4Small group1.3.2, 2.2.2, 3.2.1, 3.3.1, 3.4.2, 4.2.1, 4.2.2Whole class6.3, 8.2Small group6.3.1Whole class9.1Small group9.1.1, 9.1.2, 10.4.1Whole class16.2, 16.3, 16.4Small group13.3.2, 16.3.1, 16.3.2, 16.4.2**Copy, continue and create patterns with objects and drawings**Whole class1.1, 1.2, 2.47.3, 7.4Small group7.3.1, 7.3.2, 7.4.1, 7.4.2Whole class12.3, 12.4Small group12.3.1, 12.3,2, 12.4.1, 12.4.2Whole class13.1, 13.2Small group13.1.1, 13.1.2, 13.2.1, 13.2.2 | Teaching Number Counting | The Bug Day OutI See, You SeeShoes In TwosPaint a Rainbow | FundamentalsAlong The Track Again (Relative position of 1 to 15)FlareNumber boardNumber track |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AusVELS Level and related Growth Point** | **Stepping Stones Modules****Linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 1Growth Point 3Growth 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 ExperienceLessons1.2, 2.1, 2.2, 2.3, 2.4, 3.18.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8Problem Solving8.1Lessons9.1, 9.2, 9.3, 9.4, 9.511.1, 11.2, 11.3, 11.4, 11.513.1, 13.2, 13.3, 13.415.1**Investigate and describe number patterns formed by skip counting and patterns with objects**Lessons1.4, 1.5, 4.1, 4.27.1, 7.2Problem solving16.2 | Teaching Number Counting |  | **Flare**Number boardNumber track |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AUSVELS Level related Growth Point** | **Stepping Stones Modules linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 2Growth Point 5Growth 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**Lessons1.1, 1.2, 1.3, 1.4, 1.52.1, 2.2, 2.3, 2.43.1, 3.2, 3.3, 3.4, 3.54.3, 4.4, 4.5, 4.65.1, 5.2, 5.36.1, 6.29.2, 9.3, 9.4, 9.510.6, 10.7, 10.812.2, 12.213.1, 13.2, 13.3, 13.4, 13.5, 13.614.1, 14.2, 14.3, 14.6, 14.7, 14.8 |  |  | **Flare**Number boardNumber track |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**Lesson1.1 |  |  | **Flare**Number boardNumber |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AusVELS Level and related Growth Point** | **Stepping Stones Modules****linked to AusVELS content descriptions** | **Mathedology** | **Big Books** | **Slate Resources** |
| Level 4GP. 6GP. 7 | **Investigate and use the properties of odd and even numbers**Lesson11.8**Investigate number sequences involving multiples of 3,4, 6,7,8 & 9**Lessons7.3, 7.414.1, 14.2**Count by quarters, halves and thirds including mixed numerals. Locate and represent these fractions on a numberline**Lessons4.1, 4.212.1, 12.5 |  |  |  |

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level F |

|  |  |
| --- | --- |
| **Sine tasks GP 1** | **Sine tasks GP 2** |
| Numbers or NonsenseNumber MatchBirthdatesCounting FrameCaterpillar WalkFlashStick Up | Snap CardsWool TieFrecklefaceCount Your Own BingoDog WashSchools 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 activitiesCounting, place value and operations (p36-47) - 5 activitiesThree 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 UpActivity 3 RacesActivity 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 sequenceActivity 2 Efficient counting strategiesActivity 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 estimatesActivity 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%3A%5C%5Cmaths%5C%5Cmama011101.htm)COUNTING: Exploring numberCOUNTING: Number rhymes and storiesCOUNTING: Feel, eat, make and act (including a learning technology variation)[COUNTING: Number party](file:///D%3A%5C%5Cmaths%5C%5Cmama011107.htm)COUNTING: Numbers in order[COUNTING: Number games](file:///D%3A%5C%5Cmaths%5C%5Cmama011123.htm) COUNTING: Tens FramesCOUNTING: Let’s talk about nothingCOUNTING: Goldilocks and the three bearsCOUNTING: Bring and bragCOUNTING: Daily talliesCOUNTING: Tall towersCOUNTING: DominoesCOUNTING: More/less/same (including a learning technology variation)COUNTING: Loop the groupCOUNTING: What is my number?[COUNTING: Higher/lower](file:///D%3A%5C%5Cmaths%5C%5Cmama011121.htm)[COUNTING: Ordering money](file:///D%3A%5C%5Cmaths%5C%5Cmama011122.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 DotsWho am I?Up and Down LadderMarble CountMissing NumbersFooty Finals | Ducks Legs5s WalkIce Cream BundlesCaterpillar CrawlFrog 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 p59What 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 decadesActivity 2 Counting from any numberActivity 3 Efficient strategies for countingActivity 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 numberActivity 2 Number neighboursActivity 3 Missing numbersActivity 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 namesCOUNTING: Number pathsCOUNTING: Pathway board gamesCOUNTING: Use a calculator to count to...COUNTING: Fives, tens and twentiesCOUNTING: Hundreds chartCOUNTING: Patterns on the calculatorCOUNTING: Predict-a-countCOUNTING: Order the groupsCOUNTING: What is 100 (1000)?[COUNTING: Easter eggs](file:///D%3A%5C%5Cmaths%5C%5Cmanu020114.htm)[COUNTING: Groups of ten](file:///D%3A%5C%5Cmaths%5C%5Cmanu020115.htm)COUNTING: Tens and twenties frames[COUNTING: Ordering money](file:///D%3A%5C%5Cmaths%5C%5Cmanu020117.htm)COUNTING: Sharing packets[COUNTING: Take away handfuls](file:///D%3A%5C%5Cmaths%5C%5Cmanu020119.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 CountDice CountStand Up Sit DownHow Does Your Garden Grow?Choose Your Own Bingo | Counting PatternsTimes 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 countingActivity 2 Advanced whisper countActivity 3 How far can you go?Activity 4 Using counting gridsActivity 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 namesCOUNTING: Number pathsCOUNTING: Pathway board gamesCOUNTING: Use a calculator to count to...COUNTING: Fives, tens and twentiesCOUNTING: Hundreds chartCOUNTING: Patterns on the calculatorCOUNTING: Predict-a-countCOUNTING: Order the groupsCOUNTING: What is 100 (1000)?[COUNTING: Easter eggs](file:///D%3A%5C%5Cmaths%5C%5Cmanu020114.htm)[COUNTING: Groups of ten](file:///D%3A%5C%5Cmaths%5C%5Cmanu020115.htm)COUNTING: Tens and twenties frames[COUNTING: Ordering money](file:///D%3A%5C%5Cmaths%5C%5Cmanu020117.htm)COUNTING: Sharing packets[COUNTING: Take away handfuls](file:///D%3A%5C%5Cmaths%5C%5Cmanu020119.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 pathsCOUNTING: Using a calculatorCOUNTING: Making patternsCOUNTING: Number sequences[COUNTING: Select a number](file:///D%3A%5C%5Cmaths%5C%5Cmanu030105.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 NumbersCounting PatternsTimes Ten You WinWhose Legs?**Curriculum at Work Tasks**COUNTING: Number pathsCOUNTING: Using a calculatorCOUNTING: Making patternsCOUNTING: Number sequences[COUNTING: Select a number](file:///D%3A%5C%5Cmaths%5C%5Cmanu030105.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%3A%5C%5Cmaths%5C%5Cmanu040102.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%3A%5C%5Cmaths%5C%5Cmanu040102.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) |