

#1 Foundation Year



The Australian National Curriculum Says:

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

What this means

- Count to 20; 0, 1, 2... 20
- Start at a different number: 7, 8, 9... 20
- Count back from any number: 11, 10, 9 ... 0

Activity Idea

Use a Number Board* and have your child write in the numbers 0 to 20, checking as they go.

*(paper version can be downloaded at drpaulswan.com.au)



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#2 Foundation Year



The Australian National Curriculum Says:

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.

What this means

Show that 'Seven' is the same as '7' and seven items



Activity Idea

"Show one, match two": e.g. Show the numeral **7**, match to **word** and **quantity** (of a physical item).

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#3 Foundation Year



The Australian National Curriculum Says:
Subitise small collections of objects

What this means

See dot patterns on things like dice and dominoes and **not have to count the dots**, just know how many there are. Examples:



Activity Idea

Play dominoes. Play a board game using a dot-dice instead of a numeral dice.

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#4 Foundation Year



The Australian National Curriculum Says:

Compare, order and make correspondences between collections, initially to 20, and explain reasoning

What this means

See that a set of 2 paperclips is less than a set of 5 paperclips.



Activity Idea

Play a game at home comparing collections of buttons, chocolate chips, etc.

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#5 Foundation Year



The Australian National Curriculum Says:

Represent practical situations to model addition and sharing

What this means

Use collections of objects (toy cars, buttons, toothpicks, pegs, etc.). Combine sets for addition (3 blue pegs and 4 yellow pegs give us 7 pegs altogether).

Activity Idea

Share out sets for early concept of division (6 buttons; that's 3 for me and 3 for you).

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#7 Foundation Year



Curriculum Says:

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain the reasoning in everyday language.

What this means

Decide whether items are longer, shorter, taller, holds more/less. No formal measuring tools like rulers, tapes or scales are needed. Comparison is 2 items only.

Direct: e.g. student height by measuring back-to-back.

Indirect: using a go-between (e.g. wall mark or string)

Activity Idea

Compare some household items, e.g. which jar holds more, which pencil is longer?

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#8 Foundation Year



Curriculum Says:

Compare and order duration of events using everyday language of time

What this means

It takes longer to walk to the fence than to run to the fence.

Activity Idea

Ask your child which takes longer between two different activities, one which takes a short time and one which takes a longer time, e.g. brushing teeth or watching their favorite show.

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#9 Foundation Year



Curriculum Says:

Connect days of the week to familiar events and actions

What this means

Informal discussions on days of the weeks; e.g. on Tuesday my favourite show is on TV, we get take-aways on Fridays, etc.

Children are not expected to know the order of days, (e.g. that Tuesday comes after Monday) at this stage.

Activity Idea

- Ask simple, informal questions and link the days of the week to events.

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#10 Foundation Year



Curriculum Says:

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment

What this means

Can identify circles, squares, rectangles and triangles (2D) and objects like balls (spheres) and boxes (3D Objects)



Activity Ideas

- Find two examples of these shapes/objects.
- Watch PV Storytime on Youtube on these books:
[TRIANGLE by Mac Barnett and Jon Klassen](#)
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#11 Foundation Year



The Australian National Curriculum Says:
Describe position and movement

What this means

Informal discussion using language such as 'next to', 'between', 'beside', 'forward', 'backwards', etc.

Activity Idea

Play a game using a doll (or teddy) and a chair, moving the doll around. Ask the child to describe the position of the doll in relationship to another object. "The doll is under(neath) the chair."



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#12 Foundation Year



The Australian National Curriculum Says:

Answer yes/no questions to collect information and make simple inferences

What this means

Inference: based on the data gathered making a reasonable conclusion.

Use familiar situations; e.g. collect information about family eye colours (do they have blue eyes?); preferences (do they like bananas?), etc.

Activity Ideas

The child can poll friends/family/classmates “do you like chocolate?” Make an inference on that group.

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Activity Ideas

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