**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 1. Seven progressions are provided in this span. Please see Quantifying Numbers (Part B) for five additional progressions.**

*Description:* This Learning Progression describes how a student becomes increasingly able to count, recognise, read and interpret numbers expressed in different ways. Although number is an abstract concept which can be represented by a word, a symbol (numeral) or an image, it is central to quantitative thinking. This Learning Progression outlines key understandings needed to process, communicate and interpret numerical information in a variety of contexts.

Within this Learning Progression, place value is taken to mean more than being able to read, write and state the positional value of a digit. Place value relies on understanding the relationship between digits in a numeral, which then enables the numeral to be renamed in multiple ways. In addition to the base-ten positional value property, the place value system has both additive and multiplicative properties. That is, the quantity represented by a numeral is the sum of the values represented by its individual digits (326 = 300 + 20 + 6) and the value of a digit is determined by multiplying its face value by the value assigned to its position in the numeral (326 = 3 x 100 + 2 x 10 + 6 x 1).

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

| **Victorian Curriculum Foundation Level** | | | | | | **Victorian Curriculum Level 1** | |
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| **Producing number names**  The student:   * produces number words that relate to students’ lives, which could involve the use of augmentative and alternative communication (AAC). | **Producing number names**  The student:   * produces a rote count to at least 12\* * produces a rote count down from 10.   *\*Reference to rote count to at least 12 rather than 10 is because approximately 87% of children start school being able to produce an oral count to at least 10. For most children the first major hurdle in learning to count occurs at 12, with the start of the ‘teen’ sequence*. | **Producing number names**  The student:   * produces the number word just after a given number word in the range 1–10 (but drops back to 1 when doing so) * produces the number word just before a given number word in the range 1–10 (but drops back to 1 when doing so). | **Producing number names**  The student:   * produces the number word just after a given number word in the range 1–10 (without dropping back to count from 1) * produces the number word just before a given number word in the range 1–10 (without dropping back). | **Producing number names**  The student:   * counts to at least 20 * continues to count from a number other than 1 * counts forwards by tens to 100. | **Producing number names**  The student:   * counts to at least 30 * produces the number word just after a given number in the range 1–30 (without dropping back) * produces the number word just before a given number word in the range 1–30 (without dropping back) * counts forwards and backwards by tens to and from 100. | | **Producing number names to at least 120 \*\***  The student:   * counts forwards and backwards to and from 120 and beyond * continues counting from any number up to 120 and beyond * counts forwards and backwards by fives.   *\*\* Reference to saying numbers to at least 120 rather than 100 is because of the higher proportion of students in the early years who encounter a hurdle at 109 compared to 100.* |
| **Counting items**  The student:   * responds to a request for a different amount by increasing or decreasing a quantity * recognises the effects of adding to and taking away from a collection of objects. | **Counting items**  The student:   * counts a small number of items (typically less than 4). | **Counting items**  The student:   * recognises that the last number word said in a count answers ‘How many?’ * matches the count (up to 10) to objects, using the one-to-one principle. | **Counting items**  The student:   * matches number words within the current known counting range to quantities of items * correctly indicates the larger or smaller of two numerals in the range from 1 to 10. | **Counting items**  The student:   * counts groups of up to 20 items. | **Counting items**  The student:   * matches known numerals (to 20) to quantities. | | **Grouping and counting items by tens**  The student:   * counts items in groups of twos, fives and tens * recognises that a count of one ten is the same as ten counts of one. |

| **Victorian Curriculum Foundation Level** | | | | | | **Victorian Curriculum Level 1** | |
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| **Number recognition and identification**  The student:   * recognises small quantities (<4) as being the same or different without counting (subitises) * compares two quantities and states which group has more and which less * matches one numeral with another (matches to a sample) * recognises some numerals, such as those associated with age or home address. | **Numeral recognition and identification**  The student:   * indicates the correct numeral from a range of different symbols for most numerals up to 10 (‘which is 3?’) * produces the matching number word for most numerals up to 10. | **Numeral recognition and identification**  The student:   * recognises and identifies all numerals in the range 1–10 * selects the largest numeral from an unordered group of 3 or more, in the range 1–10. | **Numeral recognition and identification**  The student:   * recognises and identifies all numerals in the range 1–10 as well as 20, 30, 40, 50, 60, 70, 80, 90 and 100 * orders numerals to at least 10. | **Numeral recognition and identification**  The student:   * points to the correct numeral in response to a verbal request, for numerals up to 20 as well as 30, 40, 50, 60, 70, 80, 90 and 100. | **Numeral recognition and identification**  The student:   * identifies all numerals up to 30 as well as 40, 50, 60, 70, 80, 90 and 100 (is shown the numeral 17 and produces its name) * orders numbers to at least 20 (determines the largest number in a group of numbers selected from 1 to 20). | | **Numeral recognition and identification**  The student:   * identifies numerals from 0 to at least 100 (is shown the numeral 45 and produces its name) * recognises a numeral from a given range up to 100 (is shown the numerals 70, 38, 56 and 26 and when asked which is 38, indicates the numeral). |

Student learning in numeracy has links beyond Mathematics in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.