The Numeracy Learning Progressions outline a sequence of observable indicators of increasingly sophisticated understanding and skills in 15 key numeracy concepts. They provide all teachers with a comprehensive view of numeracy learning within these key concepts. The Progressions can also be used as a tool to facilitate professional learning in numeracy development in Victorian schools. The Numeracy Learning Progressions are not a curriculum and teachers should refer to the [Victorian Curriculum: Mathematics](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/about-mathematics) for Content Descriptions and Achievement Standards.

Each Learning Progression has a series of developmental steps provided in a span and each step illustrates an observable progression of learning. For example, *Quantifying numbers* has 12 steps in a span from Foundation to Level 6, while *Operating with decimals* has four steps in a span from Level 4 to Level 7.

Please note:

* There is no set number of developmental steps within each span nor do they start and end at the same time. The number of steps was determined by the research underpinning the Learning Progressions.
* The steps do not describe equal intervals of time in students’ learning. As learning can be very rapid in the early years of school, the initial steps within a progression tend to be shorter and more detailed than the later steps.
* Each step within a Learning Progression has one or more indicators and is more sophisticated or complex than the preceding step.
* The indicators describe what a student says, does or produces.

To support teachers to understand and use the Numeracy Learning Progressions within Victorian schools, each Numeracy Learning Progression has been mapped to the Victorian Curriculum F–10: Mathematics continuum. Each row illustrates the number of steps in the Learning Progression and their approximate relation to each Level. For Numeracy, the subheading of each step has also been included to support teacher use.

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| Numeracy Learning Progression | Number of steps | Foundation | | | | | | | | Level 1 | | | | Level 2 | | Level 3 | | Level 4 | | | | Level 5 | | | Level 6 | Level 7 | | | Level 8 | | | Level 9 | | Level 10 |
| Number and Algebra | | | | | | | | | | |  | |  | | |  | | | |  | | | |  |  |  | | |  | | | |  |  |
| Quantifying numbers | Part A 7/12 | All steps: Number names / Counting items / Number recognition and identification |  |  |  | |  |  | Producing number names to at least 120 / Grouping and counting by tens / Numeral recognition and identification | | | |  | | |  | | |  | | | |  | |  | |  |  | | |  | | |  |
| Part B 5/12 |  | | | | | | |  | | | | Producing number names to at least 1000 / Numeral recognition and identification of place value | | | Producing number names of any size / Numeral recognition and identification of place value / Understanding place value / Understanding decimal place value | | | Numeral recognition and identification of place value / Understanding place value / Understanding decimal place value | | | | Understanding place value / Understanding decimal place value | | Understanding place value (directed numbers) / Representing place value | |  |  | | |  | | |  |
| Additive strategies | 8 | Emergent strategies | | | | Perceptual strategies | | | Figurative (Imagined units) | | | Counting on (by ones) | Counting back (by ones) | | Flexible strategies with combinations to 10 | Flexible strategies with two-digit numbers | | | Flexible strategies with three digit numbers and beyond | | | |  | |  | |  |  | | |  | | |  |
| Multiplicative strategies | 7 | Forming equal groups | | | | Perceptual multiples | | | Figurative (imagined units) | | | Repeated abstract composite units | Coordinating composite units | | | Flexible strategies for multiplication / Division | | | Flexible number properties | | | |  | |  | |  |  | | |  | | |  |
| Operating with decimals | 4 |  | | | | | | |  | | | |  | | |  | | | Understanding positional value of decimals | | | | Understanding and estimating relative size of decimals | | Understanding the effects of multiplication and division with decimals | | Flexible strategies for multiplication and division of decimals |  | | |  | | |  |
| Operating with percentages | 6 |  | | | | | | |  | | | |  | | |  | | |  | | | |  | | Understanding percentages and relative size | | Find percentage as part of a whole | Find part of a whole as a percentage | | Find the whole from a percentage and a part | Adding a percentage as multiplying | | | Repeatedly adding a percentage |
| Understanding money | 7 | Matching | | | | | | | Face value | | | | Sorts | | | Counting value of coins | Coins of one value to $5 | | Coins of mixed values | | Giving change | |  | |  | |  |  | | |  | | |  |

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| Numeracy Learning Progression | Number of steps | Foundation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | | Level 7 | | Level 8 | Level 9 | Level 10 |
| Number and Algebra (continued) | | | | | | | | | | | | | | |
| Number patterns and algebraic thinking | 9 | Identifying patterns | Identifying and creating patterns | Identifying repeating patterns | Continuing number patterns / Introducing number sentences | Generalising patterns / Number sentences | Generalising patterns / Number sentences | | Representing unknowns | | | Algebraic expression | Algebraic relationships |  |
| Comparing units | 3 |  |  |  |  |  |  | |  | | Building ratios | Ratios / Rates | Applying proportions |  |
| Interpreting fractions | 7 | Creating halves | Repeated halving | Repeating fractional parts | Reimagining the whole | Equivalence | Fractions as numbers | | Using fractions | |  |  |  |  |

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| Numeracy Learning Progression | Number of steps | Foundation | | Level 1 | Level 2 | | | | Level 3 | | Level 4 | | | Level 5 | | Level 6 | | | | Level 7 | | Level 8 | | Level 9 | | Level 10 | |
| Measurement and Geometry | | | | | |  | | | |  | | | | |  | |  |  | | |  | |  | |  | |  |
| Understanding geometric properties | 6 | Familiar shapes and objects | | Features of shapes and objects / Angles | | | | | Properties of shape and objects | | | | Symmetry | Angles and lines | | | | | | | Geometric properties | | | |  | |  |
| Positioning and locating | 5 | Position to self | | Position to other | Using an informal map | | | | Using formal maps and plans | | | Interpreting maps and plans | | | |  | | |  | | | |  | |  | |  |
| Measuring time | 5 | Sequencing time | | Telling time | | | | | Units of time | | | Relating units of time | | | | Time zones | | | | | | | | |  | |  |
| Understanding units of measurement | 9 | Describing length | Comparing and ordering objects | Using informal units | ## | | ^^ | \*\* | Using the structure of units / Using formal units | | | | | | | Converting units | | | | | | | Calculating measurements /  Circle measurements | |  | |  |

## Using equal units for indirect comparison ^^Repeating a single informal unit to measure \*\*Identifying the structure of units

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| Numeracy Learning Progression | Number of steps | Foundation | | | Level 1 | | Level 2 | Level 3 | | Level 4 | Level 5 | | Level 6 | | Level 7 | | | Level 8 | | Level 9 | Level 10 |
| Statistics and Probability | | | |  | |  | | |  |  | |  | |  | |  | | |  |  |  |
| Understanding chance | 5 | |  | Describing chance | | Comparing chance | | | | Fairness | | Probabilities | | Calculating probabilities | | | | | |  |  |
| Interpreting and representing data | 6 | |  | One-to-one data displays | | | | | | Collecting and displaying data | | | | Interpreting data scales | Shape of data displays | | Graphical representation of data | | | Recognising bias | |