



Boroondara Park Primary School

Foundation Maths Curriculum Overview 2025

Foundation - Term 1 Overview

Term 1	Start-Up Week	Comparative Language and Concepts	Number Sequence, Counting Collections	Patterns	Comparing and Ordering Collections Make, Name, Record Numbers	Subitising to 5
10 weeks	1 week	1 week	2 weeks	1 week	2 weeks	1 week
Focus Areas		<ul style="list-style-type: none"> Comparative language (comparative measurement language) Comparing Collections Comparison Language (more, less, same) Order collections from smallest to largest VC2MFM01 , VC2MFN03	<ul style="list-style-type: none"> Number names, 0-10, 0-20 Counting sequence, 0-10, 0-20, forwards, backwards One before, one after numbers Accurate counting of collections 0-10, 0-20 1:1 correspondence Organising the count Matching numerals to collections Last number tells us 'How many' (cardinality) Order irrelevance VC2MFN01 <ul style="list-style-type: none"> Model and solve equal sharing problems through stories and scenarios (materials, diagrams) 'Equal sharing' VC2MFN06	<ul style="list-style-type: none"> Follow instructions Patterns <ul style="list-style-type: none"> Repeating patterns songs, rhymes, stories, shapes, blocks, beads, clapping, skipping games VC2MFA01	<ul style="list-style-type: none"> Make, Name, Record numbers 0-5 Match number names, numerals, collections Show zero VC2MFN01 <ul style="list-style-type: none"> Comparing Numbers (to 5, then 10, then 20) Comparison Language (more, less, same) Order numbers and collections Put collections in a sequence VC2MFN03	<ul style="list-style-type: none"> Perceptual subitising (instantly recognise collections/dots to 5) Conceptual subitising (recognise 'how many' by combining smaller numbers) Compare collections through subitising VC2MFN02 <ul style="list-style-type: none"> 'Equal sharing' and 'grouping' VC2MFN06
Non N/A Focus			Space - (VC2MFSP01)		Measurement - (VC2MFM01) (Type of measurement?)	

Foundation - Term 2 Overview

Term 2	Mental Models of Numbers to 5	Additive Thinking (Addition to 5)	Patterns	Number Sequence, Counting Collections	Make Name Records Numbers to 10
10 weeks	3 weeks	2 weeks	1 week	2 weeks	1 week
Focus Areas	<ul style="list-style-type: none"> Partition collections in different ways Describe numbers by their parts Subitise dots to 5 Extending- to 10 VC2MFN04	Model Additive Contexts (addition) <ul style="list-style-type: none"> Model and solve addition stories and scenarios Apply addition strategies with materials (make and count all, counting on, counting on from larger number, part-part-whole knowledge) Addition vocabulary (e.g. and, join, add, how many altogether) VC2MFN05	<ul style="list-style-type: none"> Follow instructions Patterns <ul style="list-style-type: none"> Repeating patterns songs, rhymes, stories, shapes, blocks, beads, clapping, skipping games VC2MFA01	<ul style="list-style-type: none"> Number names, 0-10, 0-20 Counting sequence, 0-10, 0-20, forwards, backwards One before, one after numbers Accurate counting of collections 0-10, 0-20 1:1 correspondence Organising the count Matching numerals to collections Last number tells us 'How many' (cardinality) Order irrelevance Abstraction principle (can count things you can't touch, e.g. claps, sounds) VC2MFN01 <ul style="list-style-type: none"> Model and solve equal sharing problems through stories and scenarios (materials, diagrams) 'Equal sharing' VC2MFN06	<ul style="list-style-type: none"> Make, Name, Record numbers 0-10 Ten-frames Match number names, numerals, collections Show zero Extending- Make, Name, Record to 20 VC2MFN01
Non N/A Focus	Space - (VC2MFSP02)	Measurement - Time (VC2MFM02)		Statistics - (VC2MFST01)	

Foundation - Term 3 Overview

Term 3	Mental Models of Numbers to 10 Conceptual Subitising	Additive Thinking (Addition to 10)	Additive Thinking (Subtraction from 5, then 10)	Mental Models of Numbers to 10 Conceptual Subitising	Number Sequence, Counting Collections	Equal Sharing
10 weeks	3 weeks	1 week	2 weeks	2 weeks	1 week	1 week
Focus Areas	<ul style="list-style-type: none"> Partition collections in different ways Describe numbers by their parts Doubles to 10 Subitise dots to 10 Ten-frames 5 as an anchor <p>Extending- to 20 VC2MFN04</p>	<p>Model Additive Contexts (addition)</p> <ul style="list-style-type: none"> Model and solve addition stories and scenarios Apply addition strategies with materials (make and count all, counting on, counting on from larger number, part-part-whole knowledge) Addition vocabulary (e.g. and, join, add, how many altogether) <p>VC2MFN05</p>	<p>Model Additive Contexts (subtraction)</p> <ul style="list-style-type: none"> Model and solve subtraction stories and scenarios (materials, diagrams) Apply subtraction strategies with materials (make all- take away-recount, counting back, part-part-whole knowledge) Subtraction vocabulary (e.g. subtract, take away, what is left?) <p>VC2MFN05</p>	<ul style="list-style-type: none"> Partition collections in different ways Describe numbers by their parts Doubles to 10 Subitise dots to 10 Ten-frames 5 as an anchor <p>Extending- to 20 VC2MFN04</p>	<ul style="list-style-type: none"> Number names, 0-10, 0-20 Counting sequence, 0-10, 0-20, forwards, backwards One before, one after numbers Accurate counting of collections 0-10, 0-20 1:1 correspondence Organising the count Matching numerals to collections Last number tells us 'How many' (cardinality) Order irrelevance Abstraction principle (can count things you can't touch, e.g. claps, sounds) <p>VC2MFN01</p> <ul style="list-style-type: none"> Model and solve equal sharing problems through stories and scenarios (materials, diagrams) 'Equal sharing' <p>VC2MFN06</p>	<p>Model Equal Sharing</p> <ul style="list-style-type: none"> Model and solve equal sharing problems through stories and scenarios (materials, diagrams) 'Equal sharing' <p>VC2MFN06</p>
Non N/A Focus	Statistics - VC2MFST01			Space - VC2MFSP01		

Foundation - Term 4 Overview

Term 4	Equal grouping (countable unit)	Make Name Record Teen Numbers	Review of 'Trusting the Count' Concepts
10 weeks	1 week	2 weeks	
Focus Areas	<p>Model Equal Grouping</p> <ul style="list-style-type: none"> Model and solve equal grouping problems through stories and scenarios (materials, diagrams) 'Equal groups' <p>VC2MFN06</p>	<ul style="list-style-type: none"> Make, Name, Record numbers 11-20 Ten-frames Match number names, numerals, collections Ten-frames (2-DIGIT NUMBERS- MEANING OF THE 1_) <p>VC2MFN01</p>	<p><i>Determine focus in response to assessment data and review of units.</i></p>
Non N/A Focus	Measurement - Time VC2MFM02		