Mapping the Mathematics Online Interview Foundation Detour to the Victorian Curriculum F-10: Mathematics Version 1.0 (Towards Foundation Levels A to D) and Version 2.0 (Level F)

Overview

This document is designed for schools opting to continue implementing the Victorian Curriculum F-10: Mathematics Version 1.0 for Towards Foundation Levels A to D in 2025.

The table below maps the tasks in the Foundation Detour section of the Mathematics Online Interview (MOI) to the level, strand, code, content description, and elaboration from both *Mathematics Version 1.0 (Towards Foundation Levels A to D) and Mathematics Version 2.0 (Level F),* where applicable.

Note:

* This document is designed for schools implementing the Mathematics Version 1.0 (Towards Foundation Levels A to D) in 2025.
* The table only outlines the Foundation Detour section of the MOI, as this is the only section that contains content mapped to Towards Foundation Levels A to D.
* From 2026, this document will be retired for Victorian government schools, as implementation of the Victorian Curriculum F-10: Mathematics Version 2.0 for all levels is required.

Interpreting the table:

* Blank cells indicate no clear match to the Victorian Curriculum F-10: Mathematics Version 1.0 (Levels A to D) or the Victorian Curriculum F-10: Mathematics Version 2.0 (Level F).
* The ‘Content Description’ and ‘Elaborations’ columns are quoted from the Victorian Curriculum F-10: Mathematics Version 1.0 (Levels A to D) and Victorian Curriculum F-10: Mathematics Version 2.0 (Level F).
* Bolded words indicate the parts of the content description and elaborations which are most relevant to the task.

Further details on the Victorian Curriculum F-10: Mathematics Version 1.0 can be accessed from the VCAA website at:

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/mathematics/curriculum/f-10#level=B>

Further details on the Victorian Curriculum F-10: Mathematics Version 2.0 can be accessed from the VCAA website at:

<https://f10.vcaa.vic.edu.au/learning-areas/mathematics/curriculum>

 FOUNDATION DETOUR

| **MATHEMATICS ONLINE INTERVIEW** |  | **VICTORIAN CURRICLUM F-10: MATHEMATICS** |
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| **Item No.**  | **Task Description** | **GP** | **Level**  | **Strand**  | **VC Version** | **VC Code**  | **Content Description**  | **Elaborations**  | **Extent of content match** |
| **F1** |  |  |  |
| F1a | Quantity task | NA | Level C | Number and Algebra | 1.0 | VCMNA042 | **Pair identical objects from a small collection**, and recognise simple repeated patterns | **Using a single given attribute** (for example, size, **colour**, texture, shape) **to group objects** | Good match |
| F1b | Quantity task | NA | Level D | Number and Algebra | 1.0 | VCMNA053 | **Recognise number name**, numerals **and** **quantities**, initially up to five and beyond | **Responding to key vocabulary and questions about ‘how many’** | Good match |
| F1c | More or less | NA | Level D | Number and Algebra | 1.0 | VCMNA055 | **Compare,** order and make comparisons between **two collections, according to their quantity**, using numbers initially to five | **Comparing and ordering collections using the appropriate language** and number name | Partial match – concept of more only |
| F1d | Quantity task | NA | Level D | Number and Algebra | 1.0 | VCMNA052 | **Use number names in sequence to count in everyday situations**, initially from one to ten | **Understanding one-to-one correspondence by knowing that each object is counted only once, by tracking an object while counting in shared and structured counting experiences, for example moving objects once counted,** counting objects left to right | Good match |
| F1e i | Quantity task/ Conservation | NA | Level D | Number and Algebra | 1.0 | VCMNA053 | **Recognise number name**, numerals **and quantities**, initially up to five and beyond | **Responding to key vocabulary and questions** about ‘how many’  | Partial match – main concept here is to quantity conservation when objects are moved |
| F1e ii | Quantity task/ Conservation | NA | Level D | Number and Algebra | 1.0 | VCMNA053 | **Recognise number name**, numerals and **quantities**, initially up to five and beyond | **Responding to key vocabulary and questions** about ‘how many’  | Partial match – main concept here is to quantity conservation when objects are hidden |
| F1f-h | Quantity task/ Conservation | NA | Level D | Number and Algebra | 1.0 | VCMNA056 | **Model practical situations****involving ‘adding** to’ or ‘taking away’ **with collections of up to five objects** | **Using** shared **experiences with concrete materials to combine two groups of objects, and** count to **find a total** | Good match |
| **F2** |  | **Location/pat tern/ordinal number** |  |
| F2a | Location | NA | Level F | Space | 2.0 | VC2MFSP02 | **Describe the position and location of themselves and objects in relation to other people and objects within a familiar space** | **Describing the position of an item in relation to other items in the space** using language like ‘inside’, ‘underneath’ and ‘on top of’; for example, when asked ‘Where are the scissors kept?’, responding with ‘They are in a box, on the bottom shelf at the back of the classroom’ | Good match |
| F2b-e | Pattern | NA | Level F | Algebra | 2.0 | VC2MFA01  | **Follow a short sequence of instructions; recognise, copy, continue and create repeating patterns represented in different ways**  | **Recognising and describing repeating patterns** that can be observed on Country/Place and in Aboriginal and Torres Strait Islander artwork, cultural performances and material cultures, for example, shell and seed necklaces, dances and songs | Good match |
| F2f-g | Ordinal number | NA | Level F | Number  | 2.0 | VC2MFN01 | **Name**, represent **and order numbers,** including zero to at least 20, **using physical** and virtual **materials** and numerals  | **Understanding and using terms to indicate ordinal position in a sequence;** for example, filling in the missing term in ‘first’, ‘second’, ‘third’, … ‘fifth’ …, or creating a number track using cards with the numerals zero to 20 and describing positions using terms such as ‘first’, ‘last’, ‘before’, ‘after’ and ‘between’ | Partial match – focus on naming and recognising ordinal numbers only |
| **F3** |  | **Subitising/Matching Numerals to Quantities/Ordering** |  |
| F3a | Subitising  | NA | Level F | Number  | 2.0 | VC2MFN02 | **Recognise and name the number of objects within a collection up to 5 using subitising**  | **Recognising how many objects are in a collection or in images on a card with a quick look and saying the associated number without counting** | Good match – but also includes conceptual subitising up to 9 |
| F3b | Matching Numerals to quantities | NA | Level D | Number and Algebra | 1.0 | VCMNA053 | **Recognise** number name, **numerals and quantities, initially up to five and beyond** | **Matching numerals to the correct number of items initially to five** using number games, Software, cards and everyday situations | Good match |
| F3b | Matching Numerals to quantities | NA | Level F | Number  | 2.0 | VC2MFN01  | **Name, represent** and order **numbers, including zero** to at least 20, **using** physical and **virtual materials and numerals**  | **Connecting quantities to** number names and **numerals** when reading and reciting stories and playing counting games or determining and reasoning about the size of sets of objects within Aboriginal and/or Torres Strait Islander Peoples’ instructive games, for example, Segur Etug from Mer Island in the Torres Strait region | Partial match – 1-digit numbers only |
| F3c-e | Ordering | NA | Level F | Number | 2.0 | VC2MFN01 | Name, represent and **order numbers, including zero** to at least 20, **using** physical and virtual materials and **numerals**  | **Connecting quantities to number names and numerals** when reading and reciting stories and playing counting games or determining and reasoning about the size of sets of objects within Aboriginal and/or Torres Strait Islander Peoples’ instructive games, for example, Segur Etug from Mer Island in the Torres Strait region | Partial match – ordering 1-digit numbers/numerals only |
| **F4** |  | **Part-part-whole / 1 more / 1 less / One to One Correspondence** |  |
| F4a | Part-part- whole | NA | Level F | Number | 2.0 | VC2MFN04 | **Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts** | **Partitioning collections of up to 10 objects in different ways and saying the part-part-whole relationship**; for example, partitioning a collection of 6 counters into 4 counters and 2 counters and saying, ‘6 is 4 and 2 more, it’s 2 and 4’, then partitioning the same collection into 5 and 1 or 3 and 3  | Good match |
| F4b | One to one correspondence | NA | Level C | Number and Algebra | 1.0 | VCMNA040 | **Sharing materials in practical situations** | Using one to one correspondence to distribute materials evenly | Partial match – prediction of quantity of materials required  |
| F4b | One to one correspondence | NA | Level D | Number and Algebra | 1.0 | VCMNA057 | **Sharing material in practical situations so everyone has the same amount** | **Using one to one correspondence to distribute materials evenly** | Good match |
| F4c | 1 more | NA | Level F  | Number  | 2.0 | VC2MFN04 | **Represent** practical **situations**, including simple financial situations, **involving addition**, subtraction **and quantification** with physical and virtual materials and use counting or subitising strategies | **Using role-play and materials to represent mathematical relationships** in stories; for example, role-playing ‘Eight kangaroos were drinking at the river and 3 hopped away’, drawing a picture and using materials to represent the situation, discussing, and recording the result of the action with a numeral | Partial match – understanding one more (+1) only |
| F4d | 1 less | NA | Level F  | Number  | 2.0 | VC2MFN04  | **Represent** practical **situations**, including simple financial situations, **involving** addition, **subtraction** **and quantification** with physical and virtual materials and use counting or subitising strategies | **Using role-play and materials to represent mathematical relationships** in stories; for example, role-playing ‘Eight kangaroos were drinking at the river and 3 hopped away’, drawing a picture and using materials to represent the situation, discussing, and recording the result of the action with a numeral | Partial match – understanding one less (-1) only |
| **F5** |  | **Comparing and Ordering** |  |
| F5a | Comparing size | NA | Level D | Measurement andGeometry | 1.0 | VCMMG061 | **Respond to contexts involving** ‘heavier/lighter’ than and ‘holds more/less’ than | **Using direct comparison to compare objects based on their length,** mass or volume  | Good match – context involving shorter/longer with three objects |
| F5b | Ordering size | NA | Level D | Measurement andGeometry | 1.0 | VCMMG061 | **Respond to contexts involving** ‘heavier/lighter’ than and ‘holds more/less’ than | **Using direct comparison to compare objects based on their length,** mass or volume | Good match – context involving shorter/longer with four objects |