

Mapping the Mathematics Online Interview to the Victorian Curriculum F-10: Mathematics

This table links tasks of each section from Mathematics Online Interview to the Victorian Curriculum F-10: Mathematics.

Overview

The following table links tasks from the Mathematics Online Interview (MOI) to the Early Numeracy Research Project (ENRP) Growth Points (GPs), to the level, strand, code, content description, and elaboration of the *Victorian Curriculum F-10: Mathematics* where applicable.

The table is divided into the 8 sections of the MOI:

- [Section A: Counting](#)
- [Section B: Place Value](#)
- [Section C: Addition and Subtraction](#)
- [Section D: Multiplication and Division](#)
- [Section E: Time](#)
- [Section F: Length Measurement](#)
- [Section G: Mass Measurement](#)
- [Section H: Properties of Shape](#)
- [Section I: Visualisation](#)
- [Foundation Detour](#)

Interpreting the table:

- Blank cells indicate no obvious match from the task to the *Victorian Curriculum F-10: Mathematics*
- Tasks in the Foundation Detour to the *Victorian Curriculum F-10: Mathematics* but do not link to Growth Points.

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

<http://victoriancurriculum.vcaa.vic.edu.au/mathematics/>

SECTION A: COUNTING

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
1	Teddy Task	GP 2					
1a	Teddy Task - Estimate a quantity						
1b	Teddy task - Counting task 1:1 correspondence		Level D	Number and Algebra	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
1c	Teddy task - counting task (total)		Level F	Number and Algebra	VCMNA070	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.	Understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' questions
			Level D	Number and Algebra	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

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
1d	Teddy task - 1 less		Level D	Number and Algebra	VCMNA056	Model practical situations involving 'adding to' or 'taking away' with collections of up to five objects.	Counting on or back from a group using concrete materials, for example adding/ subtracting balls in a basket, pens in a container, tools in a toolbox
2	Counting Forwards, Backwards and Breaking the Sequence						
2a	Counting Forwards	GP 1	Level F	Number and Algebra	VCMNA069	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.	Identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built
2b	Counting Forwards, Breaking the Sequence	GP 3	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games
2c	Counting Forwards, Breaking the Sequence	GP 3					
2d	Counting Backwards	GP 3	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
2e	Counting Backwards	GP 3	Level F	Number and Algebra	VCMNA069	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.	Identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built
3	More or Less Tasks						
3a	More	GP 3	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games
3b	Less	GP 3	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games
4	Counting from 0 by 10's, 5s and 2s						
4a	Counting by 10s	GP 4	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games
4b	Counting by 5s	GP 4	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games
4c	Counting by 2s	GP 4	Level 1	Number and Algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	Developing fluency with forwards and backwards counting in meaningful contexts such as circle games

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Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
4d	5 more	GP 4	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences	<p>Recognising patterns in number sequences, such as adding 10 always results in the same final digit</p> <p>Developing fluency and confidence with numbers and calculations by saying number sequences</p>
4e	10 less	GP 4	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences	<p>Recognising patterns in number sequences, such as adding 10 always results in the same final digit.</p> <p>Developing fluency and confidence with numbers and calculations by saying number sequences</p>
5	Counting from x by 10s and 5's						
5a	Counting by 10s	GP 5	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point,	<p>Recognising patterns in number sequences, such as adding 10 always results in the same final digit.</p> <p>Developing fluency and confidence with numbers and calculations by saying number sequences</p>
5b	Counting by 5s	GP 5	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and	<p>Developing fluency and confidence with numbers and calculations by saying number sequences</p>

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Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
						ten from any starting point, then moving to other sequences	Recognising patterns in number sequences, such as adding 10 always results in the same final digit.
6	Counting from x by a single digit number						
6a	Counting by 3s	GP 6	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences	Developing fluency and confidence with numbers and calculations by saying number sequences
6b	Counting by 7s	GP 6	Level 2	Number and Algebra	VCMNA103	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences	Developing fluency and confidence with numbers and calculations by saying number sequences
7	Counting money						
7a	Counting money	GP 6	Level 2	Number and Algebra	VCMNA111	Count and order small collections of Australian coins and notes according to their value	
7b	Counting money	GP 6	Level 2	Number and Algebra	VCMNA111	Count and order small collections of Australian coins and notes according to their value	

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Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
7c	Count up to \$5 /change from \$5	GP 6	Level 2	Number and Algebra	VCMNA137	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents	

SECTION B: PLACE VALUE

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
8	Reading Numerals						
8a	Reading numerals - 1 digit	GP 1	Level 1	Number and Algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number line	
8b	Reading numerals - 2 digit	GP 2	Level 1	Number and Algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number line	
8c	Reading numerals - 3 digit	GP 3	Level 3	Number and Algebra			Reproducing numbers in words using their numerical representations and vice versa (VCMNA130)
8d	Reading numerals - 4 digit	GP 4	Level 3	Number and Algebra			Reproducing numbers in words using their numerical representations and vice versa (VCMNA130)
9	Reading numerals						
9a	Reading numerals - 1 digit		Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number line	
9b	Interpret 1-digit quantities	GP 1	Level F	Number and algebra	VCMNA070	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
9c	Interpret 1-digit quantities/1 less	GP 1	Level C	Number and algebra	VCMNA039	Demonstrate in practical situations, 'adding one more to' and 'taking one away from' in everyday situations	Using shared experiences with concrete materials to add one more to or take away one from a group of objects, and count to find a total
			Level D				Exploring the concept of adding one and taking away one (VCMNA056)
9d	Subitising	GP 1	Level F	Number and algebra	VCMNA071	Subitise small collections of objects	
10	Calculator tasks						
10a - A	Writing numerals - calculator - 1 digit	GP 1	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
10a- B	Writing numerals - calculator - 2 digit	GP 2	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
10a- C	Writing numerals - calculator - 3 digit	GP 3	Level 2	Number and algebra	VCMNA104		Developing fluency withwriting numbers in meaningful contexts

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
10a-D	Writing numerals - calculator - 4 digit	GP 4	Level 3	Number and algebra	VCMNA130	Recognise, model, represent and order numbers to at least 10 000	Reproducing numbers in words using their numerical representations and vice versa
10b	Reading Numerals - Calculator						
10b - Step 1	Reading numerals - calculator - 1 digit	GP 1	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
10b- Step 2	Reading numerals - calculator - 2 digit	GP 2	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
10b- Step 3	Reading numerals - calculator - 3 digit	GP 3	Level 2	Number and algebra	VCMNA104		Developing fluency with writing numbers in meaningful contexts
10b- Step 4	Reading numerals - calculator - 4 digit	GP 4	Level 3	Number and algebra	VCMNA130	Recognise, model, represent and order numbers to at least 10 000	Reproducing numbers in words using their numerical representations and vice versa

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
10b-Step 5	Reading numerals - calculator - 5 digit	GP 4	Level 4	Number and algebra	VCMNA152	Recognise, represent and order numbers to at least tens of thousands	Reproducing five-digit numbers in words using their numerical representations, and vice versa
11	Ordering Task						
11-A	Ordering - 1-digit set	GP 1	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
11-B	Ordering - 2-digit set	GP 2	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number	
11-C	Ordering - 3-digit set	GP 3	Level 2	Number and algebra	VCMNA104	Recognise, model, represent and order numbers to at least 1000	
11-D	Ordering - 4-digit set	GP 4	Level 3	Number and algebra	VCMNA130	Recognise, model, represent and order numbers to at least 10 000	
12	Bundling Tasks - Interpreting 2-digit numbers						
12a	Interpreting 2-digit numbers	GP 2	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number line	Modelling numbers with a range of material and images

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
					VCMNA088	Count collections to 100 by partitioning numbers using place value	Understanding partitioning of numbers and the importance of grouping in tens
12b	10 less	GP 2	Level 1	Number and algebra	VCMNA089	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	Developing a range of mental strategies for addition and subtraction problems
13	0	GP 2	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line	Identifying numbers that are represented on a number line and placing numbers on a prepared number line
14	3-digit number line- Interpreting 3-digit numbers	GP 3		Number and algebra			
15	10 more- Interpreting 3-digit numbers	GP 3		Number and algebra			
16	10 less- Interpreting 3-digit numbers	GP 3		Number and algebra			
17	10 more- Interpreting 4-digit numbers	GP 4	Level 3	Number and algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
18	10 more- Interpreting 4-digit numbers	GP 4	Level 3	Number and algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
19	Sorting Capital Cities						
19a	Read 6-digit numbers	GP5	Level 5	Number and algebra	VCMNA186	Recognise, represent and order numbers to at least hundreds of thousands	Reproducing six-digit numbers in words using their numerical representations, and vice versa
19b	Read 6-digit numbers	GP5	Level 5	Number and algebra	VCMNA186	Recognise, represent and order numbers to at least hundreds of thousands	Reproducing six-digit numbers in words using their numerical representations, and vice versa
19c	Read 7-digit numbers	GP5		Number and algebra			
19d	Ordering 6-7 digit numbers	GP5		Number and algebra			
19e	Place value explanation	GP5		Number and algebra			
20	Interpreting the Number Line						

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
20a	0-100	GP5	Level 1	Number and algebra	VCMNA087	Recognise, model, read, write and order numbers to at least 100. Locatethese numbers on a number line	Identifying numbers that are represented on a number line and placing numbers on a prepared number line
20b	0-2000	GP5		Number and algebra			
20c	39-172	GP5		Number and algebra			
20d	0-1 000 000	GP5		Number and algebra			

SECTION C: ADDITION AND SUBTRACTION

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
21	Counting On						
21a	Screened collection	GP 1	Level 1	Number and Algebra	VCMNA089	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	Developing a range of mental strategies for addition and subtraction problems
21b	Unscreened collections	GP 1	Level F	Number and Algebra	VCMNA073	Represent practical situations to model addition and subtraction	Using a range of practical strategies for adding and subtracting small groups of numbers, such as visual displays or concrete materials
22	Counting back						
22a	Mentally solves the subtraction problem	GP 3	Level 1	Number and Algebra	VCMNA089	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	Developing a range of mental strategies for addition and subtraction problems
22b	Needs fingers to solve the subtraction problem		Level F	Number and Algebra	VCMNA073	Represent practical situations to model addition and subtraction	Using a range of practical strategies for adding and subtracting small groups of numbers, such as visual displays or concrete materials
23	Counting down to/Counting up from	GP 3.	Level 1	Number and Algebra	VCMNA089	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	Developing a range of mental strategies for addition and subtraction problems

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
24	Basic Strategies						
24a	Doubles/known fact	GP4	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
24b	Commutativity and count on 2	GP4	Level 1	Number and Algebra	VCMNA089	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	Developing a range of mental strategies for addition and subtraction problems
			Level 2		VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
24c	Tens facts/known fact	GP 4	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
24d	Add 10, Build to next 10	GP 4	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
24e	Known fact/fact family	GP 4	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
25	Derived Strategies						
25a	Doubles/known fact	GP5	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
25b	Near Doubles/known fact	GP5	Level 2	Number and Algebra	VCMNA107	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	Becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
25c	Known fact/fact family	GP5	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers
25d	Build to next 10/Known fact	GP5	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers
25e	Add 10 take 1/ Build to next 10/ Known fact	GP5	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers
26	Multi-digit Strategies						
26a	Addition	GP6	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	<p>Recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers</p> <p>Extending strategies for addition and subtraction such as $14 + 8 + 6 = 14 + 6 + 8 = 28$ and $54 - 28 = 2 + 20 + 4$</p>

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
26b	Addition	GP6	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Combining knowledge of addition and subtraction facts and partitioning to aid computation. For example, $57 + 19 = 57 + 20 - 1$
26c	Subtraction	GP6	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Combining knowledge of addition and subtraction facts and partitioning to aid computation. For example, $57 + 19 = 57 + 20 - 1$
26d	Half	GP6					
26e	Double	GP6	Level 3	Number and Algebra	VCMNA133	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	Extending strategies for addition and subtraction such as $14 + 8 + 6 = 14 + 6 + 8 = 28$ and $54 - 28 = 2 + 20 + 4$
27	How many Digits?						
27a	Addition-More/Less than 1000	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
			Level 5		VCMNA182	Use estimation and rounding to check the reasonableness of answers to calculations	Applying mental strategies to estimate the result of calculations, such as estimating the cost of a supermarket trolley load

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
27b	Subtraction-More/Less than 1000	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
			Level 5		VCMNA182	Use estimation and rounding to check the reasonableness of answers to calculations	Applying mental strategies to estimate the result of calculations, such as estimating the cost of a supermarket trolley load
28	Estimating and Calculating Addition						
28a	Estimate	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
28b	Mental calculation	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
28c	Written methods	GP6	Level 5	Number and Algebra	VCMNA185	Use efficient mental and written strategies and apply appropriate digital technologies to solve problems	Choosing between mental, written and a technology-based computation depending on the nature of the problems and the purpose for computation
29	Estimating and Calculating Subtraction						
29a	Estimate	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
29b	Mental calculation	GP6	Level 3	Number and Algebra	VCMNA131	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems	Justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
29c	Written methods	GP6	Level 5	Number and Algebra	VCMNA185	Use efficient mental and written strategies and apply appropriate digital technologies to solve problems	Choosing between mental, written and a technology-based computation depending on the nature of the problems and the purpose for computation

SECTION D: MULTIPLICATION AND DIVISION

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
30	Teddy Cars						
30a	Modelling Multiplication	GP1	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
30b	Modelling Multiplication		Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
31	Teddies on the Mat						
31a	Modelling Division	GP1	Level 1	Number and Algebra	VCMNA090	Represent practical situations that model sharing	Sharing a set of objects, such as a packet of sweets, equally between a small group of people using one-to-one correspondence
31b	Modelling Division		Level 2	Number and Algebra	VCMNA109	Recognise and represent division as grouping into equal sets and solve simple problems using these representations	Dividing the class or a collection of objects into equal-sized groups
32	Unifix Train						
32a	Partial modelling/Times as many	GP3	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups

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Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
32b	Partial modelling/Times as many		Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
33	Tennis Balls Task						
33a	Partial modelling/groups of multiplication	GP3	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
33b	Partial modelling/groups of multiplication		Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
34	Dots Array Task						
34a	Partial modelling/Arrays	GP3	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
34b	Partial modelling/Arrays		Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
35	Biscuits on a Tray (Abstracting Division - Quotition)	GP4	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Representing array problems with available materials and explaining reasoning
36	Number of Legs						
36a	Abstracting Multiplicationn	GP4	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
36b	Abstracting Multiplicationn		Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups
37	At the Movies - Abstracting Division - Partition)	GP4	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Representing array problems with available materials and explaining reasoning
38	Interpreting Multiplication						
38a	Read the question	GP5	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Representing array problems with available materials and explaining reasoning
38b	Draw a representation	GP5	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
38c	Explain drawing	GP5	Level 2	Number and Algebra	VCMNA108	Recognise and represent multiplication as repeated addition, groups and arrays	Representing array problems with available materials and explaining reasoning
39	Multiplication Problems						
39a	Basic, derived and intuitive strategies for multiplication	GP5	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
39b	Basic, derived and intuitive strategies for multiplication	GP5	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
39c	Basic, derived and intuitive strategies for multiplication	GP5	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
39d	Basic, derived and intuitive strategies for multiplication	GP5	Level 4	Number and Algebra	VCMNA155	Recall multiplication facts up to 10×10 and related division facts	Extending multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens)
39e	Basic, derived and intuitive strategies for multiplication	GP5	Level 4	Number and Algebra	VCMNA155	Recall multiplication facts up to 10×10 and related division facts	Extending multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens)

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
39f	Basic, derived and intuitive strategies for multiplication	GP5	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
40	Cost of stickers						
40a	Basic, derived and intuitive strategies for multiplication: Money	GP5	Level 4	Number and Algebra	VCMNA155	Recall multiplication facts up to 10×10 and related division facts	Extending multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens)
40b	Basic, derived and intuitive strategies for multiplication: Money		Level 3	Number and Algebra	VCMNA135	Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies	
41	Interpreting Division						
41a	Read the question	GP6	Level 2	Number and Algebra			
41b	Draw a representation		Level 2	Number and Algebra	VCMNA109	Recognise and represent division as grouping into equal sets and solve simple problems using these representations	Dividing the class or a collection of objects into equal-sized groups

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
41c	Explain drawing		Level 2	Number and Algebra	VCMNA109	Recognise and represent division as grouping into equal sets and solve simple problems using these representations	Dividing the class or a collection of objects into equal-sized groups
42	Division Problems						
42a	Basic, derived and intuitive strategies for division	GP6	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
42b	Basic, derived and intuitive strategies for division	GP6	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
42c	Basic, derived and intuitive strategies for division	GP6	Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder
42d	Basic, derived and intuitive strategies for division	GP6	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
42e	Basic, derived and intuitive strategies for division	GP6	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
42f	Basic, derived and intuitive strategies for division	GP6	Level 3	Number and Algebra	VCMNA134	Recall multiplication facts of two, three, five and ten and related division facts	Using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
43	Washing Windows - Basic, derived and intuitive strategies for division						
43a	Mental calculation	GP6	Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder
43b	Written methods		Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder
44	Off to the circus - Extending and applying division: remainders	GP7		Number and Algebra			
45	Stamp Collection- Extending and applying division: remainders						
45a	Mental calculation	GP7	Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
45b	Written methods		Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder
46	Rows of Trees in an Orchard - Extending and applying division: larger numbers						
46a		GP7	Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder
46b			Level 4	Number and Algebra	VCMNA156	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	Using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder

SECTION E: TIME

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
47	My clock	GP1	Level D	Measurement and Geometry	VCMMG062		Understanding the purpose of a clock and some of its features
48	Telling the time						
48a	Telling the time	GP2	Level 1	Measurement and Geometry	VCMMG096	Tell time to the half-hour	Reading time on analogue and digital clocks and observing the characteristics of half-hour times
48b	Telling the time	GP2	Level 1	Measurement and Geometry	VCMMG096	Tell time to the half-hour	Reading time on analogue and digital clocks and observing the characteristics of half-hour times
48c	Telling the time	GP4	Level 3	Measurement and Geometry	VCMMG141	Tell time to the minute and investigate the relationship between units of time	Recognising there are 60 minutes in an hour and 60 seconds in a minute
49	The days and months						
49a	The days and months	GP2	Level D	Measurement and Geometry	VCMMG063	Identify the days of the week in sequence	Communicating the days of the week
49b	The days and months	GP2	Level 2	Measurement and Geometry	VCMMG118	Name and order months and seasons	
49c/d	The days and months	GP3	Level 2	Measurement and Geometry	VCMMG118	Name and order months and seasons	

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
50	Calendar tasks						
50a	Calendar tasks	GP4	Level 2	Measurement and Geometry	VCMMG119	Use a calendar to identify the date and determine the number of days in each month	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days
50b	Calendar tasks	GP4	Level 2	Measurement and Geometry	VCMMG119	Use a calendar to identify the date and determine the number of days in each month	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days
50c	Calendar tasks	GP4	Level 2	Measurement and Geometry	VCMMG119	Use a calendar to identify the date and determine the number of days in each month	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days
50d	Calendar tasks	GP4	Level 2	Measurement and Geometry	VCMMG119	Use a calendar to identify the date and determine the number of days in each month	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
50e	Calendar tasks	GP4	Level 2	Measurement and Geometry	VCMMG119	Use a calendar to identify the date and determine the number of days in each month	Using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days
51	Duration Tasks						
51a	Duration Tasks	GP5	Level 4	Measurement and Geometry	VCMMG168	Use am and pm notation and solve simple time problems	
51b	Duration Tasks	GP5	Level 5	Measurement and Geometry	VCMMG197	Compare 12- and 24-hour time systems and convert between them	
52	TV guide	GP5	Level 4	Measurement and Geometry	VCMMG168	Use am and pm notation and solve simple time problems	
53	TV guide	GP5					

SECTION F: LENGTH MEASUREMENT

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
54	The string and the stick						
54a	The string and the stick	GP1					
54b	The string and the stick	GP1	Level F	Measurement and Geometry	VCMMG078	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
54c	The string and the stick	GP2	Level F	Measurement and Geometry	VCMMG078	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
55	The straw and the paper clips						
55a	The straw and the paper clips	GP3	Level F	Measurement and Geometry	VCMMG078	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
55b	The straw and the paper clips	GP3					

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
56	Using the ruler						
56a	Using the ruler	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
56b	Using the ruler	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
57	Tearing the streamer						
57a	Tearing the streamer	GP5	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
57b	Tearing the streamer	GP5	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
57c	Tearing the streamer	GP5	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres

SECTION G: MASS MEASUREMENT

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
58	What do you notice?						
58a	What do you notice?	GP1	Level D	Measurement and Geometry	VCMMG061	Respond to contexts involving 'heavier/lighter' than and 'holds more/less' than	Using measurement language such as longer and shorter, or heavier and lighter, to communicate differences between objects
58b	What do you notice?	GP1	Level D	Measurement and Geometry	VCMMG061	Respond to contexts involving 'heavier/lighter' than and 'holds more/less' than	Using direct comparison to compare objects based on their length F3j, mass or volume
58c	What do you notice?	GP2	Level D	Measurement and Geometry	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
58d	What do you notice?	GP2	Level 1	Measurement and Geometry	VCMMG095		Lifting to compare the mass of objects using words, for example, heavier, lighter, same (VCMMG095)
58e	What do you notice?	GP2	Level 1	Measurement and Geometry	VCMMG095		Lifting to compare the mass of objects using words, for example, heavier, lighter, same (VCMMG095)
58f	What do you notice?	GP2	Level 1	Measurement and Geometry	VCMMG095		Lifting to compare the mass of objects using words, for example, heavier, lighter, same (VCMMG095)

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
58g	What do you notice?	GP1	Level F	Measurement and Geometry	VCMMG078	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
59	Teddies and coins						
59a	Teddies and coins	GP3					
59b	Teddies and coins	GP3	Level 2	Measurement and Geometry	VCMMG116	Compare masses of objects using balance scales	Using balance scales to determine whether the mass of different objects is more, less or about the same
60	One kilogram						
60a	One kilogram	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
60b	One kilogram	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
61	Using standard units						
61a	Using standard units	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC code	Content Description	Elaboration
61b	Using standard units	GP4	Level 3	Measurement and Geometry	VCMMG140	Measure, order and compare objects using familiar metric units of length, area, mass and capacity	Recognising and using centimetres and metres, square centimetres, grams and kilograms, and millilitres and litres
62	Using kitchen scales						
62a	Using kitchen scales	GP5	Level 4	Measurement and Geometry	VCMMG165	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Reading and interpreting, to the nearest graduation, the graduated scales on a range of measuring instruments
62b	Using kitchen scales	GP5	Level 4	Measurement and Geometry	VCMMG165	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Reading and interpreting, to the nearest graduation, the graduated scales on a range of measuring instruments
62c	Using kitchen scales	GP5	Level 4	Measurement and Geometry	VCMMG165	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Reading and interpreting, to the nearest graduation, the graduated scales on a range of measuring instruments
62d	Using kitchen scales	GP5					

SECTION H: PROPERTIES OF SHAPE

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
63	Sorting shapes						
63a	Sorting shapes	GP1	Level D	Measurement and Geometry	VCMMG064	Use direct comparison to sort three dimensional objects and two-dimensional shapes	Sorting shapes that are the 'same' or 'different'
63b	Sorting shapes	GP1	Level 1	Measurement and Geometry	VCMM098	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'
63c	Sorting shapes	GP2	Level D	Measurement and Geometry	VCMMG064	Use direct comparison to sort three dimensional objects and two-dimensional shapes	Sorting shapes that are the 'same' or 'different'
64	Choosing triangles						
64a	Choosing triangles	GP3	Level 1	Measurement and Geometry	VCMM098	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'
64b	Choosing triangles	GP3	Level 1	Measurement and Geometry	VCMM098	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
64c	Choosing triangles	GP4	Level 1	Measurement and Geometry	VCMM098	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'

SECTION I: VISUALISATION

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
65	Shapes in the environment	GP1	Level F	Measurement and Geometry	VCMM081	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment	Sorting and describing squares, circles, triangles, rectangles, spheres and cubes
66	Peeking over						
66a	Peeking over	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as straight lines or curved lines, and counting the edges and corners
66b	Peeking over	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as straight lines or curved lines, and counting the edges and corners
66c	Peeking over	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as straight lines or curved lines, and counting the edges and corners
67	Triads	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces' (VCMMG098)

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
68	Triads	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces' (VCMMG098)
69	Triads	GP2	Level 2	Measurement and Geometry	VCMMG120	Describe and draw two-dimensional shapes, with and without digital technologies	Focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces' (VCMMG098)
70	Puzzle	GP3	Level 4	Measurement and Geometry	VCMMG170	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	Identifying common two- dimensional shapes that are part of a composite shape by re-creating itfrom these shapes
71	Design	GP4	Level 5	Measurement and Geometry	VCMMG200	Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.	Identifying the effects of transformations by manually flipping, sliding and turning two-dimensional shapes and by using digital technologies.
72	Rearrange the square	GP4	Level 4	Measurement and Geometry	VCMMG170	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	

FOUNDATION DETOUR (for students in the first year of school)

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
F1	Quantity tasks/More or less/Conservation						
F1a		NA	Level C	Number and Algebra	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
F1b	Quantity task	NA	Level D	Number and Algebra	VCMNA053	Recognise number name, numerals and quantities, initially up to five and beyond	Responding to key vocabulary and questions about 'how many'
F1c	More or less	NA	Level D	Number and Algebra	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
F1d	Quantity task	NA	Level D	Number and Algebra	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
F1e i	Quantity task/ Conservation	NA	Level D	Number and Algebra			Responding to key vocabulary and questions about 'how many' (VCMNA053)

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
F1e ii	Quantity task/ Conservation	NA	Level D	Number and Algebra			Responding to key vocabulary and questions about 'how many' (VCMNA053)
F1f	Quantity task/ Conservation	NA					
F1g	Quantity task/ Conservation	NA	Level D	Number and Algebra	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
F2	Location/pattern/ordinal number						
F2a	Location	NA	Foundation	Number and Algebra	VCMNA077	Follow a short sequence of instructions	Carrying out a specified sequence of actions to move an object from one location to another
				Number and Algebra	VCMMG082	Describe position and movement	Interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'
F2b	Pattern	NA	Foundation	Number and Algebra	VCMNA076	Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings	

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
F2c	Pattern	NA	Foundation	Number and Algebra	VCMNA076	Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings	
F2d	Pattern	NA	Foundation	Number and Algebra	VCMNA076	Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings	Extending patterns using materials and drawings to the right and to the left
F2e	Pattern	NA	Foundation	Number and Algebra	VCMNA076	Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and	Creating and describing patterns using materials, sounds, movements or drawings
							Identifying which part of the pattern is being repeated (happening over and over again)
F2f	Ordinal number	NA					Understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence (VCMNA072)
F3	Subitising/Matching Numerals to quantities/Ordering/One to one correspondence/Part- part-whole						
F3a	Subitising	NA	Foundation	Number and Algebra	VCMNA071	Subitise small collections of objects	

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
F3b	Matching Numerals to quantities	NA	Level D	Number and Algebra	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
			Foundation	Number and Algebra	VCMNA070	Connect number names, numerals and quantities, including zero, initially upto 10 and then beyond	
F3c	Ordering	NA					
F3d	Ordering	NA					
F3e	Ordering	NA					
F3f	Part-part-whole	NA					
F3g i	1 more	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	
F3g ii	1 more	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	
F3g iii	1 more	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to and from 100 by ones from any starting point.	

MATHEMATICS ONLINE INTERVIEW			VICTORIAN CURRICLUM F-10: MATHEMATICS				
Item No.	Name of Item	GPs	Level	Strand	VC Code	Content Description	Elaborations
F3h i	1 less	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to andfrom 100 by ones from any starting point.	
F3h ii	1 less	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to andfrom 100 by ones from any starting point.	
F3h iii	1 less	NA	Level 1	Number and algebra	VCMNA086	Develop confidence with number sequences to andfrom 100 by ones from any starting point.	
F3i	One to one correspondence	NA	Level C	Number and algebra	VCMNA040	Sharing materials in practical situations	Using one to one correspondence to distribute materials evenly
			Level D		VCMNA057	Sharing material in practical situations so everyone has the same amount	Sharing material in practical situations so everyone has the same amount
F3j	Ordering	NA	Level D	Measurement and geometry			Using direct comparison to compare objects based on their length, mass or volume (VCMM061)
F3k	Ordering	NA					