Mathematics Towards Foundation C

Chapter 1 — Number: number names, subitising, comparing and partitioning

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Number names to at least 5, in stable order, including zero

The teacher teaches this subtopic. The student does not need to read. The student does not need to write. The student responds in their own way: with objects or pictures, with gestures, with eye-gaze, with a switch, with signs, or with words. No response has to be spoken.

> *name and correctly sequence number names to at least 5* — VC2MFCN01, Victorian Curriculum 2.0 Mathematics, Foundation Level C

Achievement standard extract — VC2MFCN01:

> *students recognise and name groups of at least 5.*

The full Foundation Level C achievement standard also says:

> *They communicate the number names from zero to at least 5 using stable number order.*

That sentence belongs to this subtopic. So 1A teaches three things, and the recording sheet at the end scores all three:

1. the **number names** to at least 5 — zero, one, two, three, four, five
2. **stable order** — the names always come in the same order
3. **zero** — the name for no things

A 1A that teaches only the forwards count has not finished the job.

Where this sits

This is Foundation Level C, one step on the way to Foundation Level. It is not a year level. A student at this level may be any age, so the things we count are things from the student's own day — never things chosen to make the student seem young.

Students who worked at Level B have already met number names (VC2MFBN01). This subtopic builds on that. It does not teach it again.

This subtopic stops at 5. It does not teach:

- subitising — that is 1B, capped at 3
- comparing with 'more' and 'less' — that is 1C
- partitioning and combining — that is 1D
- adding and taking away — that is Chapter 2
- numbers to 10 — that is Foundation Level D

Words used here

A few words are used in a fixed way in this subtopic.

Number name. The word we say for a number. *Five* is the number name for 5. The Victorian Curriculum uses *number names* in VC2MFCN01, and this subtopic uses it in that sense: the spoken or signed name, not the written shape.

Numeral. The written shape of a number. 0, 1, 2, 3, 4 and 5 are numerals. A numeral is how a number looks; a number name is how a number sounds. VC2MFCN01.E05 uses *numerals* in this sense.

Stable order. The number names always come in the same order: zero, one, two, three, four, five. The order does not change from count to count, from day to day, or from one collection to the next. This is the sense of *stable number order* in the Foundation Level C achievement standard.

Ordinal position. Where something sits in a line: first, second, third. This subtopic uses the two end words, **first** and **last**, as VC2MFCN01.E06 does. No other ordinal words are taught here.

Response modality. How the student responds. In this book, every task works in at least three modalities:

1. choosing an object or a picture
2. pointing, gesturing, eye-gaze, switch or AAC selection
3. speech or sign

Eye-gaze means the student looks at what they choose. A *switch* is a button or pad the student presses, taps or touches to choose. *AAC* is a board or device that holds symbols, pictures or words, and speaks or shows the choice. *Co-active* means the teacher and the student move together — the teacher's hand helps the student's hand.

Materials

Everything here is real, and the student can hold it.

- small things to count: blocks, beads, buttons, spoons, cups
- numeral cards: 0, 1, 2, 3, 4, 5 — big, clear cards
- letter cards and shape cards, to mix with the numeral cards
- a number line or number chart from 0 to 5
- a ten-frame
- two identical cups or boxes, for zero
- the student's own communication set, if they use one, to hand the whole time

If a screen is ever used for a number chart, use one that accepts switch or touch input. Nothing in this subtopic needs a screen.

Teaching sequence — teacher script

One sequence, taught by the teacher. Do it in short sessions. Stop when the student is tired. Come back and count again on another day — the recording sheet needs at least three occasions.

The words in bold are for the student. Say them slowly. The words in italics are what the teacher does.

Step 1 — Count with me

Put five blocks in a line, one at a time, in front of the student.

Let's count.

Touch each block as you say its name. One name for one block. Go slowly.

One. Two. Three. Four. Five.

Count the same blocks again. Touch each one.

One. Two. Three. Four. Five.

The same! We count, and we get the same names.

The student joins in any way they can: saying the names, signing, nodding, touching a block as you say each name, or watching and listening. Joining in counts (VC2MFCN01.E02, *participating in modelled and shared counting experiences*).

Step 2 — The same order, every time

Count the blocks a third time. Use the same words in the same order.

We always count the same way. One, two, three, four, five. The order stays the same.

Count a different collection — four cups. Then count the five blocks again.

One, two, three, four, five. The order did not change.

This is stable order. The names do not jump around. Count the same things twice and the names come out the same way both times.

Step 3 — Zero: no things

Show the two cups. Put three blocks in one cup. Leave the other cup empty.

Count the blocks in the first cup.

One. Two. Three.

Hold up the empty cup. Let the student look inside.

No blocks. Nothing here. We say zero. Zero is the name for no things.

Put the empty cup with the numeral card 0.

Zero. This card says zero.

Zero is a number name. It is part of the count from the start: zero, one, two, three, four, five.

Step 4 — Find the wrong one

Count the five blocks, but put the names in the wrong order: zero, one, three, two, four, five.

Wait. That was wrong! One, two — then three. I said three, two. Let's fix it.

Count again, the right way.

Zero, one, two, three, four, five. That is the right order.

Then let the student find a wrong count. The student can show *wrong* in any way — see Practice 3 for the response set.

Step 5 — Numerals are not letters

Make a tray with numeral cards 0–5, some letter cards, and some shape cards.

Find the numbers. Show me a number.

The student points to, looks at, or picks up a numeral card. Any numeral from 0 to 5 is right here. If the student takes a letter or a shape, put the numeral card next to it.

This is a number. It says two. *Hold up 2.* **This** *hold up a letter* **is a letter. Numbers and letters are not the same.**

Trace a big numeral 5 in the air, on the table, or in a tray of sand — teacher and student together, co-active, if the student wants. Tracing is always a choice. Nothing in this book has to be written.

Step 6 — First and last

Put five things in a line: five beads, or five cups, or the five blocks.

Look at the line. This one is first. *Touch the thing at the start.* **This one is last.** *Touch the thing at the end.*

First. *Touch it again.* **Last.** *Touch it again.*

Ask the student to show first and last — see Practice 4.

First and last are about where a thing sits in the line (VC2MFCN01.E06, *understanding and using terms to indicate ordinal position in a sequence*).

Worked examples

Model these with real things. The student watches, joins in, and touches. Nothing here is written for the student to read.

Worked example 1 — count it twice, and the empty cup

The teacher has four beads and two cups.

Working	Comment
Put four beads in a line.	Things we can touch.
Count with me. One, two, three, four.	One name for one bead. Touch each bead.
Count the same beads again. **One, two, three, four.**	The same beads, counted twice.
The names came in the same order both times.	That is stable order.
Show the second cup. It is empty. **How many beads in here?**	Let the student look in the cup.
No beads. Zero. *Put the numeral card 0 by the cup.*	Zero is the name for no things.

There are four beads in the line, and zero beads in the empty cup. The count for this group of things is zero, one, two, three, four.

Worked example 2 — the wrong count

The teacher counts five blocks and makes the order wrong on purpose.

Working	Comment
Put five blocks in a line.	The same five blocks every time.
Count them in a wrong order: **Zero, one, three, two, four, five.**	Three came before two. That breaks the order.
Did I count right? *Wait. Watch the student's response.*	Any way of saying *no* works: a shake, a look, a push, a symbol.
No — it was wrong! One, two, three. Three comes after two.	Name what went wrong.
Count again, the right way: **Zero, one, two, three, four, five.**	The right order, every time.

The order zero, one, three, two, four, five is wrong because three and two changed places. The right order is zero, one, two, three, four, five (VC2MFCN01.E04).

Practice

Four practice tasks. The teacher sets each one up with real things. Each task works in three response ways, so every student can answer. Write down what the student did on the recording sheet.

Practice 1 — Join the count

Put out five things the student likes to touch. Count them together from one to five. Count again and let the student join in.

The student joins the forwards count in any of these ways:

- **Objects:** touch one thing for each number name; put things one by one into a cup as you count.
- **Gesture, eye-gaze, switch or AAC:** look at each thing as its name is said; press the switch when the count is done; choose a *count again* symbol to go once more.
- **Speech or sign:** say or sign the number names along with the teacher — all of them, or just the last one. Joining in counts, even with help.

What to look for: the student takes part in the count; the names, when the student gives them, come in the order one, two, three, four, five (VC2MFCN01.E01, E02, E03).

Practice 2 — Show me the number

The tray has numeral cards 0–5, letter cards, and shape cards.

Show me a number. Then: **Show me two.** Then: **Show me zero.**

- **Objects:** pick up the right card and give it to the teacher.
- **Gesture, eye-gaze, switch or AAC:** point to, look at, or switch-scan to the right card.
- **Speech or sign:** say or sign the name of the card the teacher holds up: *two*, *zero*, *five*.

What to look for: the student picks numerals from the mixed tray and does not take letters or shapes; the student matches the numerals 0–5 to their names (VC2MFCN01.E05).

Practice 3 — Right or wrong?

This is a yes/no task, so the yes/no way is set up first. Use the student's usual yes/no set. If the student does not have one yet, use this pair: a green card for *right* and a red card for *wrong*, or two objects the student knows — one for *right*, one for *wrong*. Never assume a head-shake means *no*.

Count the five blocks the right way. **Right or wrong?** *Count the five blocks the wrong way: zero, one, three, two, four, five.* **Right or wrong?**

- **Objects:** give the teacher the green card or the red card.
- **Gesture, eye-gaze, switch or AAC:** look at, point to, or switch-select the green or red card; use the student's own yes/no symbol.
- **Speech or sign:** say or sign *right* / *wrong*.

What to look for: the student says *right* to the good count and *wrong* to the broken one (VC2MFCN01.E04). A wrong call is fine — count again and try once more.

Practice 4 — First and last

Put five things in a line: the five blocks, or five cups, or five beads. Do it with people too — five people waiting in a line.

Show me first. Show me last.

- **Objects:** pick up the first thing; pick up the last thing.
- **Gesture, eye-gaze, switch or AAC:** point to or look at the first thing, then the last thing.
- **Speech or sign:** say or sign *first* and *last* for the things the teacher touches.

What to look for: the student finds the thing at the start and the thing at the end of the line (VC2MFCN01.E06). First and last only — no other position words yet.

More opportunities

The same mathematics, in other places and with other things. Change the setting and the materials; keep the count the same: zero to five, the same order, every time.

1. **Count on the way.** Count steps to the door, rails on the fence, cups on the table. Touch or point to each one and count to five.
2. **Count with music.** Count five claps, five drum beats, or five taps on the table. Count along to a song with a repeating beat, or to a counting song the student knows — the teacher picks what fits the student. Either way, one beat gets one number name: one, two, three, four, five (VC2MFCN01.E03).
3. **The ten-frame.** Put counters one by one into a ten-frame, counting to five. Then show the frame with no counters: zero. A number chart or number line from 0 to 5 works the same way — touch each number as the count goes past it (VC2MFCN01.E02).
4. **First and last in the day.** Who is first in the line to go out? Who is last? What is first on the schedule — what do we do first, what do we do last? The words stay the same; the line changes (VC2MFCN01.E06).
5. **Count what the student chooses.** A box of the student's own things — count them to five, count them again. Then show a box with nothing in it: zero. The student picks the things; the count stays stable.

Recording sheet — observed on at least three occasions

One observation is not evidence at this level. A student's response changes with tiredness, health, pain, sensory load, and whether their communication set is at hand. Record the same skills on **at least three separate occasions**, and let the judgement be the student's **best sustained** response — the best of what the student kept showing, not the average, and not the last time only.

Assisted and partial responses are scored, not zeroed. A count done with a co-active hand, a partial physical prompt, or an eye-gaze is a real response.

	Occasion 1	Occasion 2	Occasion 3
Date			
Place and setting			
What was counted			
Response way used			

Mark each line **I** (the student did it on their own), **A** (the student did it with help — a prompt, a model, a co-active move), or **N** (not seen yet). **A is evidence.** Do not score only what the student does alone.

Skill	Occasion 1	Occasion 2	Occasion 3
1. Uses number names to at least 5 — names the count, or joins the count, from one to five			
2. Keeps the order stable — the names come in the same order every time: one, two, three, four, five			
3. Uses zero — gives *zero* as the name for no things			
4. Finds a wrong order — shows *wrong* when a count breaks the order, as in zero, one, three, two, four, five			
5. Knows numerals 0–5 — picks numerals from a mixed tray of numerals, letters and shapes			
6. Shows first and last — finds the first and the last thing in a line			

Best sustained judgement — after at least three occasions, one line per skill, in the student's own response way. Circle one judgement per line:

Skill	Judgement
Number names to at least 5	shown, sustained / shown, with help / not yet seen
Stable number order	shown, sustained / shown, with help / not yet seen
Zero	shown, sustained / shown, with help / not yet seen
Wrong order found	shown, sustained / shown, with help / not yet seen
Numerals 0–5	shown, sustained / shown, with help / not yet seen
First and last	shown, sustained / shown, with help / not yet seen

The first three lines — number names, stable order, and zero — answer the achievement standard for this subtopic: *They communicate the number names from zero to at least 5 using stable number order.*

Curriculum links

Code	VC2MFCN01
Strand	Number
Level	Foundation Level C (Towards Foundation)
Content description	*name and correctly sequence number names to at least 5*
Achievement standard extract	*students recognise and name groups of at least 5.*
Achievement standard sentence carried here	*They communicate the number names from zero to at least 5 using stable number order.*
Elaboration ids carried	VC2MFCN01.E01–E06
MCQs keyed to this code	48

Where each elaboration id is touched:

Id	Touched in
VC2MFCN01.E01 — accurately counting forwards to at least 5	Steps 1–2; Practice 1
VC2MFCN01.E02 — participating in modelled and shared counting experiences	Steps 1–2; Practice 1; More opportunities 3
VC2MFCN01.E03 — joining in shared counting songs and stories to establish the forwards counting sequence of numbers from 0 to 5	More opportunities 2
VC2MFCN01.E04 — identifying when a modelled number count is incorrectly sequenced	Step 4; Worked example 2; Practice 3
VC2MFCN01.E05 — recognising that numerals look different from non-numeral shapes	Step 5; Practice 2
VC2MFCN01.E06 — understanding and using terms to indicate ordinal position in a sequence	Step 6; Practice 4; More opportunities 4

All quotation above is verbatim from the Victorian Curriculum 2.0 Mathematics Foundation Level C content description, elaborations and achievement standard, Victorian Curriculum and Assessment Authority (VCAA export retrieved 2026-07-29).

Subitising collections up to 3

Level C · Mathematics Towards Foundation C · Number strand · owns `VC2MFCN02`

This section is for the teacher. The teacher reads all the words, holds the objects and leads every activity. The student watches, listens, touches and responds in their own way. The student does not need to read, write or speak. Nothing here requires speech.

> *recognise and name the number of objects within a collection up to 3 using subitising* — `VC2MFCN02`, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is **knowing how many with a quick look**. The student looks at a small collection — 1, 2 or 3 objects — and knows the number without counting the objects one by one. The student then attaches the right number name: **'one'**, **'two'** or **'three'**.

The word for this is **subitising**.

> **What 'subitising' means here.** The Victorian Curriculum uses the word *subitising* but does not define it. This section therefore treats it in the sense established in the mathematics education literature: knowing how many objects are in a small collection with a quick look, without counting each one. VCAA's own elaborations fix the same sense — "recognising, with a quick look, how many objects are in a collection or in an image on a card, and indicating or saying the number without counting" (`VC2MFCN02.E04`). Every activity in this section is answerable on this definition alone.

Three numbers only: **1, 2 and 3**. The cap on subitising at Level C is 3 — not 4 and not 5. Subitising to 4 belongs to Level D, and subitising to 5 belongs to Foundation Level; neither enters here. Collections in this section are never bigger than 3.

This is **not counting**. Nobody points at the objects one by one and recites number words as the way to find the answer. The way is the quick look. If the student counts, accept the answer warmly and offer another quick look — the response you record for this section is the quick-look one.

This is **not comparing**, and it is not reading numerals. One collection at a time; the question is only ever *how many?* and the answer is a number name in the student's own communication. The one exception is the bridge at the end of the sequence, which uses the quick look to see who has **more** — the word 'more' comes with the student from Level B. Full comparison work ('the same', 'more' and 'less') belongs to section 1C of this book.

Framework: content description, elaborations and achievement standard

Content description — `VC2MFCN02`, quoted verbatim:

> recognise and name the number of objects within a collection up to 3 using subitising

Two verbs do the work: **recognise** — see how many with a quick look — and **name** — attach the number name in the student's own communication. The range is **up to 3**.

Elaborations — VCAA's examples of what this learning can look like. They are illustrations, not a checklist, and this section is not a walk through them in order. The content description is the expectation.

- `VC2MFCN02.E01` — "naming collections of 1, 2 and 3 objects using subitising; for example, communicating 'two' for a pair of shoes when asked 'How many?', answering 'three' automatically after seeing 3 teddy counters revealed from under a container, or correctly subitising 1, 2 or 3 dots on a rolled dice"
- `VC2MFCN02.E02` — "naming collections of 1, 2 and 3 dots using subitising; for example, when presented with a ten-frame with 3 dots, answering 'three' automatically"
- `VC2MFCN02.E03` — "using subitising to compare and order collections and to say who has more when sharing items"
- `VC2MFCN02.E04` — "recognising, with a quick look, how many objects are in a collection or in an image on a card, and indicating or saying the number without counting"

Scope note on `VC2MFCN02.E03`. The elaboration is quoted exactly as VCAA wrote it, but this section teaches to the content description, whose range is **collections up to 3**. In the elaboration the quick look turns toward comparing: seeing which of two small collections has more, and saying who has more when items are shared. The comparison word used is **'more'**, which the student brings from Level B. Teaching comparison — 'the same', 'more' and 'less' — belongs to section 1C; here it is a first bridge only, inside collections of up to 3, and **'less' is not used in this section**. Ordering collections with the quick look may be offered as an extension of the same work.

Achievement standard. Quoted verbatim:

> *They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.*

For this section the operative words are *subitise to quantify collections to 3*. The counting-strategies half of the sentence is worked on elsewhere in this book; the judgement here is about the quick look.

Where the student is coming from (Levels A and B are assumed, not re-taught)

Level C sits above Levels A and B. A student arriving here is assumed to already respond to number names and to counting (Level A, `VC2MFAN01`, `VC2MFAN03`) and to identify number names, 'one' and 'more' (Level B, `VC2MFBN01`, `VC2MFBN02`). This section does not re-teach any of that. It builds the next step: where Level B identified 'one' and 'more', Level C recognises and names **how many** — one, two or three — with a quick look. Where a student still needs the Level A or B experiences, offer them — but record against this section only the recognising and naming by subitising.

How the student responds

Every content description in this book is evidenced by the student's response, so the response channel matters. Every activity, worked example, practice task and assessed item here accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for, pushes towards or picks up an object, or chooses between photographs, symbols or cards.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board, book or app that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. If you ask a yes/no question, supply the yes and the no: the student's yes symbol, photograph or object and the student's no symbol, photograph or object, placed ready — or the yes and no keys on the student's switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake. (In this section the main question is *how many?*, not yes/no — but yes/no may be used to check: "Is this three?" with the yes and no ready.)

Materials: real objects first

At this level: real objects first, then photographs, then images such as dot cards. The object is the page. Gather:

- **Small collections of the same object** — sets of 1, 2 and 3. For example: bottle caps, pegs, buttons, socks or shoes, spoons, beaters, balls. VCAA's own examples include a pair of shoes and counters; choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.
- **A cloth or a container** to hide a collection and reveal it.
- **Dot cards** showing 1, 2 and 3 dots.
- **A ten-frame and counters**, used with only 1, 2 or 3 counters at a time.
- **A dice** showing 1, 2 and 3 dots only — make one, or use an ordinary dice and roll again when it lands on 4, 5 or 6.
- **The student's communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say 'one', 'two' and 'three' ready.

Keep the arrangements simple: a short line or a small group. Keep every collection at up to 3.

Virtual materials. This content description does not name virtual materials, but an image on a screen works the same as an image on a card (VC2MFCN02.E04). Where you use a screen, use a program, app or switch toy that accepts **switch or touch input**, and say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Teaching sequence (Level C)

One sequence, four stages. The words in "quotes" are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Have collections of 1, 2 and 3 of the same object ready, each on its own tray or mat, and the cloth or container to hand.
- Have the dot cards, the ten-frame and the dice ready.
- Have the student's communication system with you, with 'one', 'two' and 'three' available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — A quick look: I see how many (VC2MFCN02.E01)

(Hide 3 objects under the cloth. Lift the cloth so the student sees them.)

"Look. Three."

Pause. Let the student see the collection. Cover it, then reveal it again.

"Three."

Repeat with 2 objects and with 1 object: "Two." … "One."

Say the number straight away. Do not point at the objects and count them one by one — the quick look, followed by the number name, is the model you are giving.

Stage 2 — Your quick look (VC2MFCN02.E01, VC2MFCN02.E04)

(Hide a small collection — 1, 2 or 3 objects — under the cloth. Reveal it.)

"How many?"

Pause. Wait. Watch for the student's response in whatever channel they use.

If the student names the number, respond warmly: "Yes — three." If the student counts the objects instead, accept the answer warmly, then offer another quick look — the quick-look response is the one you record for this section. Model the word if needed: "Three."

Vary the collections across reveals: 1, then 3, then 2. Show each collection for a short look, then cover it — but do not hurry the student. The point is naming the number without counting each object, not being fast.

Stage 3 — Name it on the dots (VC2MFCN02.E02, VC2MFCN02.E04)

(Show a dot card, or the ten-frame with counters on it — 1, 2 or 3 dots.)

"How many?"

Pause. Wait for the student to say, sign, select or vocalise 'one', 'two' or 'three' — or model it: "Three."

The ten-frame holds the dots in the same places each time, so 3 dots always look like 3 dots — the pattern helps the quick look. Move between the ten-frame and the dot cards so the student names the number, not the card.

Stage 4 — Who has more? (the bridge) (VC2MFCN02.E03)

(Make two small collections, each of up to 3 — one yours, one the student's.)

"Look. How many do I have?" Pause. "How many do you have?" Pause.

"Who has more?"

Pause. Watch where the student looks, points, reaches or gazes. Use the word 'more' as it was used at Level B. If both collections have two, say so: "We both have two. No one has more."

The sharing version: give items out one by one between two people — "one for you, one for me" — then ask the quick-look question: "Who has more?" Giving out one by one is the sharing the student already met at Level B; the mathematics you record here is the quick look that names how many and says who has more.

Keep every collection at up to 3. Keep 'more' as the only comparison word — 'less' belongs to section 1C. As an extension you can offer ordering: put the collections in a line from 1 to 3 — "one … then two … then three."

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — Under the cloth: three *(Level C, VC2MFCN02)*

Materials: 3 objects of the same kind that fit the student (for example, 3 bottle caps or 3 pegs); a cloth.

1. Hide the 3 objects under the cloth. Say: "I have some things under here."
2. Lift the cloth for a short look. Say: "How many?" Pause.
3. Watch for the student's response — a look, a point, a held-up number of fingers, a switch press, a symbol selected, a vocalisation, a sign or a word. Model if needed: "Three."
4. Cover the objects, then reveal them again for another quick look. Watch: does 'three' come back with the look?

The student is not counting the three objects one by one; the number comes with the look.

Worked example 2 — Three dots on the ten-frame *(Level C, VC2MFCN02)*

Materials: a ten-frame; 3 counters; dot cards with 1, 2 and 3 dots.

1. Put 3 counters on the ten-frame. Show it. Say: "How many?" Pause.
2. Watch for the response. Model if needed: "Three."
3. Show the dot card with 3 dots. Say: "How many?" Pause. Same number, different look.
4. Change to 1 dot, then 2 dots, on the ten-frame and the cards. Ask and pause each time.

The student is naming how many, on objects and on dots, with a quick look.

Practice (Level C)

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level C and sits inside collections of up to 3.

Practice 1 — Quick look with objects *(Level C)*

Setup: a tray with 1, 2 or 3 objects of the same kind; a cloth.

The adult reveals the collection for a short look and asks: "How many?" Pause and wait.

How the student can respond:

- Object or photograph choice: choose the matching card — a photograph or symbol showing one, two or three things — or hold up that many fingers.
- Gesture, eye-gaze, switch or AAC: look at or point to the matching number word or dot card; press the switch when looking at it; or select 'one', 'two' or 'three' on the AAC page.

- Speech or sign: say or sign ‘one’, ‘two’ or ‘three’.

Practice 2 — Dot cards and ten-frame *(Level C)*

Setup: dot cards with 1, 2 and 3 dots; the ten-frame with 1, 2 or 3 counters.

The adult shows one card or the ten-frame at a time for a quick look: “How many?” Pause and wait.

How the student can respond:

- Object or photograph choice: choose the matching photograph or symbol — the ‘one’, ‘two’ or ‘three’ card — or hold up that many fingers.
- Gesture, eye-gaze, switch or AAC: look at or point to the matching number word; press the switch when looking at it; or select ‘one’, ‘two’ or ‘three’ on the AAC page.
- Speech or sign: say or sign ‘one’, ‘two’ or ‘three’.

The dots always sit inside 1, 2 and 3. The ten-frame’s empty squares stay empty.

Practice 3 — Roll and read *(Level C)*

Setup: a dice showing only 1, 2 and 3 dots — or a switch- or touch-accessible dice on a screen, naming the input the student uses.

The student or the adult rolls. The adult asks: “How many?” Pause and wait.

How the student can respond:

- Object or photograph choice: choose the matching photograph, symbol or dot card; or hold up that many fingers.
- Gesture, eye-gaze, switch or AAC: look at or point to the matching number word; press the switch to roll and again to choose; or select ‘one’, ‘two’ or ‘three’ on the AAC page.
- Speech or sign: say or sign ‘one’, ‘two’ or ‘three’.

If an ordinary dice lands on 4, 5 or 6, roll again — this section stays inside 1, 2 and 3.

Practice 4 — Who has more? (the bridge) *(Level C)*

Setup: two small collections, each of up to 3 — one for the student and one for the adult.

The adult asks, one question at a time: “How many do I have?” Pause. “How many do you have?” Pause. “Who has more?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or push towards the collection that has more; or choose the ‘more’ photograph or symbol.
- Gesture, eye-gaze, switch or AAC: look at or point to the collection that has more; press the switch when looking at it; or select ‘more’ on the AAC page.
- Speech or sign: say or sign ‘more’.

Keep the collections at up to 3, and keep ‘more’ as the only comparison word — ‘less’ belongs to section 1C.

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement), modelled gestures and eye-gaze are all legitimate responses. A response with support is still a response, never nothing. Record the support you gave.

Do not count the objects one by one as the method. Stay inside 1, 2 and 3.

Further opportunities (Level C)

Vary the setting and the materials — the mathematics does not change. Keep every collection at up to 3.

1. **Snack or break time** *(Level C)*. Put out 1, 2 or 3 items — crackers, pieces of fruit, cups. Ask "How many?" for a quick look before the snack starts.
2. **Around the room** *(Level C)*. Quick looks at small groups that are already there: 2 bags by the door, 3 bottles on the table. "How many?" as you pass.
3. **Music or movement** *(Level C)*. Hold up 1, 2 or 3 beaters, sticks or fingers for a short look; the student shows the number with a movement, a vocalisation or their device. Or drop 1–3 beanbags and ask the quick-look question.
4. **On a screen (optional)** *(Level C)*. Use a program or app that accepts switch or touch input and shows 1, 2 or 3 items or dots for a quick look, with the student naming the number by switch, touch, gaze or speech. Say which input the student uses. The screen is one variation of an image on a card (`VC2MFCN02.E04`); real objects come first.

Observing and judging (Level C)

Assessment in this section is observation. There are no tests, no written questions, no timed tasks and no multiple-choice items. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student's response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.
2. **Record the best sustained response.** The judgement across the occasions is the student's best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *subitise to quantify collections to 3*.

Recording sheet (Level C, `VC2MFCN02`)

Copy this sheet for each student. Record at least three occasions, then record the judgement. This sheet is for the adult to fill in; the student does not read or write it.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Objects or images used	What was shown	Response seen	How they responded	Support given
1			objects / dot cards / ten-frame / dice / screen	quick look: how many (1, 2 or 3) / who has more		object or photo / gesture, gaze, switch, AAC / speech or sign	no support / partial / hand-over-hand
2							
3							

Tick what you observed across the occasions:

- subitises 1 (names 'one' with a quick look, without counting each object)
- subitises 2 (names 'two' with a quick look, without counting each object)
- subitises 3 (names 'three' with a quick look, without counting each object)
- names the number in their own communication (spoken word, sign, symbol, device selection, or vocalisation with a clear look or reach)
- names the number on dots (dot cards or ten-frame)
- names the number on a rolled dice

- uses the quick look to say who has more (bridge; optional)

Best sustained response across the occasions: _____

Judgement: subitises and names / subitises and names with support / participates with support

Judgement against the achievement standard (Level C)

The judgement uses the achievement standard extract for this content description, quoted verbatim:

> *They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.*

For this section the operative words are *subitise to quantify collections to 3*. The evidence is the student recognising and naming the number of objects in collections of up to 3 with a quick look — on real objects, on dots and on a dice — in their own communication.

Judgement	What you see
Subitises and names	The student recognises and names the number of objects in collections of 1, 2 and 3 with a quick look, without counting each object, in their own communication, across most observed occasions.
Subitises and names with support	The student recognises or names 1, 2 or 3 with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult — for example, naming the number after the adult models the word.
Participates with support	The student joins in the quick-look activities with adult support; a clear recognition or naming is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Comparing collections to at least 5: the same, ‘more’, ‘less’

This section is for the teacher. The teacher talks and models with real objects. The student looks, chooses and responds in their own way. The student does not need to read, to speak or to write.

> *compare collections to at least 5 to identify if the collections are the same or which has ‘more’ and which has ‘less’* — VC2MFCN03
>
> Achievement standard (extract): *They compare collections to identify ‘more’ and ‘less’.* — VC2MFCN03

The content description and its elaborations

The content description is the expectation. The three elaborations below are VCAA’s illustrations of what teaching and evidence might look like. They are ways in, not a syllabus to walk through in order.

> *using subitising to compare 2 collections of up to 3 objects and indicating which collection has more and which has less; for example, viewing groups of up to 3 blocks hidden under 2 bowls, then responding to questions including ‘Are they the same?’, ‘Which has more?’ and ‘Which has less?’* — VC2MFCN03.E01
>
> *using matching to copy a collection to show ‘same’, then adding or taking away from their collection to show more, or less, in response to prompts; for example, responding to ‘Make a collection of bees that is more than mine’ by using matching to create a collection that is the same as the first collection then adding to their collection to represent ‘more’ bees* — VC2MFCN03.E02
>
> *using counting strategies to compare 2 collections up to 5 to determine which has ‘more’ and which has ‘less’* — VC2MFCN03.E03

Words in this section

Every word is defined before it is used. In this section:

- A **collection** is a group of objects.
- To **compare** two collections is to find how they match up: are they the same, or does one have more?
- Two collections are **the same** when each object in one collection pairs with one object in the other collection and nothing is left over. This is the matching sense of VC2MFCN03.E02.
- The collection with the bigger number of objects has **more**. The collection with the smaller number of objects has **less**.
- **Subitising** is seeing how many objects are there without counting one by one. Students met subitising in 1B.

Where this subtopic sits

- At Level B, students compared collections by matching and said which had **‘more’** or if they were **‘different’** (VC2MFBN03: “which has more or if they are different”). That is the floor here. This section recalls it in one step and does not teach it again.
- **‘Less’ is new at Level C.** VC2MFCN03 is where ‘less’ enters the curriculum.
- The step up from Level B is the method: matching is joined, and then replaced, by **counting** as the way to compare (VC2MFCN03.E03).
- Collections go **to at least 5**. The subitising used in this section is capped at **3** objects in a collection, as in 1B.
- Not here: **‘fewer’**, subitising more than 3, and comparing to 10 are Level D. Counting and subitising are used here as tools; they are taught in 1A and 1B. No coins, no number sentences and no written recording.

Materials

Blocks, pegs, beads, buttons, counters, spoons, cups and bowls — everyday objects that fit any student at any age. Two bowls or cups for the hidden-groups task. Two marked spots, or a mat, for pairing rows. None of VCAA’s elaborations for this subtopic uses a song, rhyme or game pitched at very young children, so no alternative referent is needed here.

Communication access

Every task in this section works without speech. For every question, offer at least three ways to respond:

1. **Object or photograph choice** — the student pushes, picks up or looks at the collection or card they mean.
2. **Gesture, eye-gaze, switch or AAC** — the student points, looks, presses a switch or selects on their communication device.
3. **Speech or sign** — the student says or signs ‘same’, ‘more’ or ‘less’.

Set up the student’s **yes/no method before any yes/no question** — for example a ‘yes’ card and a ‘no’ card, a yes object and a no object, or the student’s switch setting. Never assume a head nod or head shake means yes or no.

Teaching sequence

One sequence, delivered by the teacher with real objects. Say the words *the same*, *more* and *less* every time you model. Wait after each question and give the student time to respond in their own way. Repeat the sequence on other days with other objects.

Step 1 — Wake up ‘more’

Materials: two rows of blocks in view. One row has 2 blocks, the other has 4.

- Do: point to each row. Say: “Look. Blocks here. Blocks here.”
- Do: point to the row of 4. Say: “This one has **more**. More blocks.”
- Wait for the student’s response in their modality. Model the word back: “Yes. More.”

‘More’ is known from Level B. This step wakes up the old word.

Step 2 — ‘The same’ by matching

Materials: 3 red blocks and 3 blue blocks.

- Do: make a row of 3 red blocks. Then make a row of blue blocks next to it, one at a time, one blue under each red.
- Say: “Watch me. One here… one here… one here.”
- Do: pair the blocks one by one.
- Say: “Each block has a partner. Nothing left over. They are **the same**.”

Step 3 — Add for ‘more’, take away for ‘less’

The same two rows, 3 and 3.

- Do: add 1 blue block, so the rows are 4 and 3.
- Say: “One more here. Now this row has **more**. This row has **less**.”
- Do: make the rows 3 and 3 again, then take away 2 blue blocks, so the rows are 3 and 1.
- Say: “Take away, take away. Now this row has **more**. This row has **less**.”

Step 4 — Three ways to compare

Say: “Three ways to compare.”

1. **Look and know.** Show two small groups, each with up to 3 objects, for a moment. “See? This one has more.” That is subitising.
2. **Match them up.** Pair the objects one by one. “Each one has a partner. The same.” Or: “Two left over. This one has more.”
3. **Count.** Count each group, touching one object for each word. “One, two, three. One, two. Three is more than two.”

Step 5 — Ask the three questions

Ask, and wait for the student’s response:

- “Are they the same?” — set up the yes/no method first.
- “Which has more?”

- "Which has less?"

Model the word back for every response: "Yes — this one has less."

Worked examples

Model these live with real objects. They are for the teacher to do and say; they are not written for the student to read.

Worked example 1 — match to show 'the same', then change to show 'more' and 'less'

Materials: 4 yellow pegs and 5 green pegs.

What the teacher does	What the teacher says
Put 4 yellow pegs in a row.	"My row. One, two, three, four."
Help the student put one green peg under each yellow peg, until there are 4 green pegs. Pair them one by one.	"Make a row like mine. One for each one. Each one has a partner. Nothing left over. **The same**."
Give the student 1 more green peg to add. The rows are now 5 and 4.	"One more. Now your row has **more**. My row has **less**."
Take away 2 green pegs. The rows are now 4 and 3.	"Take away, take away. Now my row has **more**. Your row has **less**."

Worked example 2 — count to compare

Materials: two cups, one with 5 beads and one with 2 beads.

What the teacher does	What the teacher says
Tip the beads out into two groups.	"Two groups. Let's count."
Count the first group, touching each bead: one, two, three, four, five.	"Five."
Count the second group, touching each bead: one, two.	"Two."
Compare.	"Five is more than two. This group has **more**. This group has **less**."
Check by matching: pair the beads one by one. 3 beads are left over.	"See? Three left over. This one has **more**."

Scaffolded practice

Four opportunities. Each one works in at least three response modalities; no task needs speech.

Practice 1 — Two rows of counters

Materials: two rows of counters, each with up to 5 (for example 5 and 3, then 4 and 4).

The teacher says: "Look. Two rows." Then asks: "Are they the same?" "Which has more?" "Which has less?"

The student responds by:

- pushing or picking up the row they mean (object choice); or
- pointing to, looking at, switching on or selecting on a device the row they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing 'same', 'more' or 'less' (speech or sign).

Practice 2 — Hidden groups under bowls

Materials: up to 3 blocks hidden under each of 2 bowls (for example 3 and 2, then 2 and 2).

The teacher lifts each bowl for a moment, then covers the blocks again. The student looks at the groups — subitising — and responds. Set up the yes/no method before the first question.

The teacher asks: “Are they the same?” Then: “Which has more?” and “Which has less?”

The student responds by:

- choosing the ‘yes’ or ‘no’ card or object, then pushing the bowl they mean (object or photograph choice); or
- pressing the yes/no switch, then looking at, switching on or selecting on a device the bowl they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘yes’ or ‘no’, then saying or signing which bowl (speech or sign).

Practice 3 — Make a collection

Materials: pegs or blocks.

The teacher makes a row of 3 and gives the prompts, one at a time: “Make a row that is **the same**.” Then: “Make a row that has **more**.” Then: “Make a row that has **less**.” The student first copies the row by matching, one object for each object, then adds or takes away.

The student responds by:

- building the row by hand, with co-active movement or a partial physical prompt if needed; or
- pointing, looking or switching to show where to add or take away, while the teacher moves the objects (gesture, eye-gaze, switch or AAC); or
- saying or signing what to do: “one more” or “take away” (speech or sign).

Practice 4 — Count to compare

Materials: two collections of the same kind of object, each with up to 5 (for example 5 beads and 3 beads, then 4 beads and 4 beads).

The teacher counts each collection with the student, touching one object for each word. Then asks: “Which has more?” “Which has less?” “Are they the same?”

The student responds by:

- pushing or picking up the collection they mean (object choice); or
- pointing to, looking at, switching on or selecting on a device the collection they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘same’, ‘more’ or ‘less’ (speech or sign).

Further opportunities

Vary the setting and the materials. The mathematics stays the same.

- **Snack time.** Pieces of cracker or fruit on two plates, up to 5 on each. Before eating: “Which plate has more? Are they the same?”
- **Packing away.** Blocks in two boxes. “Which box has more? Which box has less?”
- **Outside.** Balls or bean bags in two hoops. Throw, then compare the hoops.
- **Setting up.** Spoons at two table settings. “Which has more? Are they the same?”

What to observe

This section is assessed by observation only — no test, no timed task, no reading and no writing. Observe the student on **at least three separate occasions** and record the **best sustained** response: not an average, and not the most recent. A response made with co-active movement, a partial physical prompt, eye-gaze, a switch or AAC is a response, and it is scored.

Observe, against the content description:

- does the student identify when two collections are **the same**
- does the student identify which collection has **‘more’**

- does the student identify which collection has **'less'**
- the method used: looking (subitising), matching, or counting

Observation record sheet

Record each occasion as you observe. In the response rows, write **I** (independent), **P** (with a prompt), **S** (with physical support) or **N** (not yet seen).

	Occasion 1	Occasion 2	Occasion 3
Date			
Objects used			
Response method			
Yes/no method used			
'the same'			
'more'			
'less'			
Method seen (look / match / count)			
Support given			
Notes			

Record the judgement when the observations across at least three occasions show the same picture. The judgement is the student's best sustained response, against the achievement standard: *They compare collections to identify 'more' and 'less'.*

Partitioning and combining collections up to 5

The teacher reads all the words and does the actions with real objects. The student looks, touches and responds. The student does not need to read. No ask needs speech: the student responds in their own way — by object or photograph choice, by gesture, eye-gaze, switch or AAC selection, or by speech or sign.

> *partition and combine collections up to 5 to make 'more' and 'less'* — VC2MFCN04, content description
>
> *They partition and combine collections up to 5 in different ways.* — VC2MFCN04, achievement standard extract

What this subtopic teaches

This subtopic is about collections of up to 5 objects, and two actions:

- **partition** — split one collection into two parts;
- **combine** — put two collections together to make one collection.

Both directions are assessed. In the partition direction, the student recognises that each part is 'less' than the collection they started with. In the combine direction, the student recognises that the whole is 'more' than each part. 'More' and 'less' are decided by counting at this level: count both groups, and the group with the bigger count has more.

At Level B, students partitioned groups to make 'more' or 'different'. This subtopic builds on that start: partitioning and combining now make 'more' and 'less', with collections up to 5.

The five-frame is the concrete structure this chapter builds on: a row of five cells with one counter in each cell. It lets the student see the parts and the whole at the same time.

The steps here are small on purpose. That is the level.

Words for this subtopic

Word	Meaning here
partition	split one group into parts
combine	put groups together to make one group
part	one of the groups made by a split
whole	all of the objects together; also called the total
more	the bigger count — count both groups to check
less	the smaller count — count both groups to check

Materials

For each student:

- 5 counters — blocks, beads or buttons, any small objects
- 2 mats, plates or hoops
- numeral cards 1 to 5
- a five-frame: a row of 5 cells — draw one, or use a strip of 5 cups
- the observation record from this section

For the virtual five-frame option, use a tool that works by touch or by switch. Set up how the student will use it before the session.

Choose counters and objects that fit the student's age and interests. The maths stays the same.

Teaching sequence — teacher script

Read the script and do the actions. Pause after each ask, and wait. Accept the student's response in their own modality. If the student needs help, help — an assisted response is evidence, not an error.

Step 1 — see five.

Do: Put 5 counters in a line. Touch each one and count with the student: one, two, three, four, five.

Say: "Five counters. One, two, three, four, five."

Step 2 — split the five.

Do: Put the two mats down. Slide 2 counters onto one mat and 3 counters onto the other mat.

Say: "I split the five. Here are two. Here are three."

Count each part with the student, touching each counter.

Step 3 — which has more? which has less?

Say: "Which group has more?"

Wait for the response. The student can touch or look at a group, point, press a switch, choose a symbol, or use speech or sign.

Say: "Three is more than two. This group has more."

Say: "Which group has less?" Wait for the response. Then say: "Two is less than three. This group has less."

Step 4 — each part is less than the whole.

Do: Bring the counters back into one line. Count all: five.

Say: "All together: five. Three is less than five. Two is less than five. Each part is less than five."

Step 5 — split a different way.

Do: Split the 5 counters into 1 and 4.

Say: "A different way! One and four." Count each part. Ask: "Which part has more? Which part has less?" Wait for the response, then check together by counting.

Step 6 — put together.

Do: Put 2 counters on one mat and 1 counter on the other mat.

Say: "Two here. One there. Now put them together."

Push the counters into one group. Count all: one, two, three.

Say: "Three in all. Three is more than two. Three is more than one. All together is more."

Step 7 — the five-frame.

Do: Put one counter in each cell of the five-frame. Count: five.

Say: "The frame holds five."

Do: Put a divider after the second cell — two counters on this side, three counters on that side.

Say: "Two here. Three there. The frame is split. Which part has more?"

Wait for the response. Then say: "Three. Three is more. Two is less."

Do: Take the divider away.

Say: “Together again: five. The whole is more than each part.”

Step 8 — the student has a turn.

Do: Give the student the counters. Ask the student to split the five. Help as needed — hand-over-hand, a partial physical prompt, or a model. Ask which part has more and which part has less. Then ask the student to put two small groups together and count the whole.

Record what you see on the observation record. One session is not enough — observe on at least three separate occasions.

Worked examples

Model these with real objects, in front of the student. Do not write them out for the student to read.

Worked example 1 — split five blocks: which part has less? (VC2MFCN04.E01)

Teacher does	Teacher says
Put 5 blocks in a line. Count them together.	“Five blocks. One, two, three, four, five.”
Slide 3 blocks onto one mat and 2 blocks onto the other mat.	“I split the five. Three here. Two there.”
Count each part, touching the blocks.	“This part: one, two, three. This part: one, two.”
Ask which part has more. Wait for the response.	“Three is more than two. This part has more.”
Ask which part has less. Wait for the response.	“Two is less than three. This part has less.”
Bring the blocks back together. Count all.	“All together: five. Three is less than five. Two is less than five. Each part is less than five.”

The five is split into three and two. Each part is less than five.

Worked example 2 — put one and three together: the whole has more (VC2MFCN04.E02)

Teacher does	Teacher says
Put 1 counter on one mat and 3 counters on the other mat. Count each part.	“One here. Three there.”
Push the counters together into one group. Count all.	“Put them together. One, two, three, four. Four in all.”
Compare the whole with each part by counting.	“Four is more than one. Four is more than three. The whole is more than each part.”

One and three together make four. The whole, four, is more than either part.

Practice

Four scaffolded practice opportunities. Each one can be answered in at least three ways — no ask needs speech or reading. Help where needed, and record the help: an assisted response is evidence.

Practice 1 — split the four (VC2MFCN04.E01)

Setup: 4 bears (or blocks) and 2 hoops.

Do: Help the student move the bears into the two hoops — 1 bear here, 3 bears there. Count each hoop together.

Ask: “Which hoop has more?”

Ways to respond:

- Object choice: the student touches or reaches for the hoop with more.
- Gesture, eye-gaze, switch or AAC: the student points, looks at the hoop, presses the switch beside it, or chooses the ‘more’ symbol.
- Speech or sign: the student says or signs the answer.

Check by counting both hoops again. Then ask: “Which hoop has less?”

Practice 2 — put together: two and one (VC2MFCN04.E02)

Setup: 2 counters on one mat and 1 counter on the other mat.

Do: Ask the student to put the groups together. Help the student push the counters into one group, then count all: one, two, three.

Ask: “Three in all. Which is more — all together, or this part?” Touch one part as you ask.

Ways to respond:

- Object choice: the student touches the whole group.
- Gesture, eye-gaze, switch or AAC: the student points or looks at the whole group, presses the switch beside it, or chooses its symbol.
- Speech or sign: the student says or signs the answer.

Say: “Three is more than two. Three is more than one. All together is more.”

Practice 3 — the five-frame: which part has less? (VC2MFCN04.E03)

Setup: a five-frame with 5 counters, one in each cell, and a divider.

Do: Help the student put the divider into the frame so the five splits into 2 and 3. Count each part.

Ask: “Which part has less?”

Ways to respond:

- Object choice: the student touches the smaller part of the frame.
- Gesture, eye-gaze, switch or AAC: the student points, looks at the smaller part, presses the switch beside it, or chooses its symbol.
- Speech or sign: the student says or signs the answer.

Check by counting both parts again. Then ask: “Which part has more?”

Practice 4 — split five a different way (VC2MFCN04.E01)

Setup: 5 counters and 2 mats.

Do: Ask the student to split the five in a new way — any way: 1 and 4, or 2 and 3. Help as needed. Count both parts together.

Ask, as a yes/no ask: “Does this part have less?” Touch one part as you ask. Use the student’s own yes/no pair — for example, the student’s ‘yes’ card and ‘no’ card, or switch 1 for ‘yes’ and switch 2 for ‘no’. Do not assume a head shake or any other response the student has not been set up to give.

Ways to respond:

- Symbol or object choice: the student touches or looks at the ‘yes’ or ‘no’ card.
- Switch or AAC: the student presses the ‘yes’ switch or the ‘no’ switch, or chooses the symbol.
- Speech or sign: the student says or signs ‘yes’ or ‘no’.

If the answer is ‘no’, count both parts and check which part has less.

More practice, other places and materials

Further opportunities that vary the setting and the materials. The maths stays the same: split, put together, count, and say ‘more’ or ‘less’.

1. **Outdoors.** Collect 5 leaves or stones. Split them into two groups on the ground. Count each group. Ask: which group has more? which group has less?
2. **Snack time.** Put 5 crackers, or 5 pieces of fruit, on two plates. Split them, count each plate, and ask which plate has more.
3. **The art table.** Thread 5 beads in two colours — 2 red and 3 blue. Slide the beads into two colour groups. Count each group. Ask: which colour has more? which colour has less?
4. **On a device.** Use a five-frame on a tablet or an interactive whiteboard. The tool must work by touch or by switch. The student puts counters on the frame, splits them, and puts them back together. Name the parts and the whole as you go.

Observation record

Observe on at least three separate occasions. Response at this level varies with tiredness, health, sensory load, and whether the student's communication tools are at hand. The recorded judgement is the student's best sustained response — not an average, and not only the most recent occasion. Assisted and partial responses are evidence: record what the student did with the support they had. Do not zero them.

What to observe	Occasion 1 — date: ____	Occasion 2 — date: ____	Occasion 3 — date: ____
1. Partitions a collection of up to 5 into two parts			
2. Partitions a collection in different ways			
3. Combines two collections, total up to 5			
4. Shows that a part is less than the whole (partition)			
5. Shows that the whole is more than the parts (combine)			

Mark each cell:

- **A** — responded with physical support (hand-over-hand)
- **P** — responded with a prompt (a gesture, a touch, or a model)
- **S** — responded without a prompt, in the student's own way

Every mark is evidence. Record the support the student had.

- Modality used on each occasion: object or photograph choice / gesture / eye-gaze / switch / AAC / speech or sign.
- Yes/no method used, if a yes/no ask was given: name the pair (for example, 'yes' card and 'no' card, or switch 1 and switch 2).
- Notes for each occasion: time of day, tiredness, health, and whether the student's communication tools were at hand.

Record with materials and numerals: write the split as, for example, "5 split into 2 and 3". Do not write number sentences.

Judgement. After at least three occasions, record the best sustained response: the student partitions and combines collections up to 5 in different ways, and makes 'more' and 'less'.

Where this subtopic stops — teacher notes

- Collections stay up to 5. Partitioning and combining to 10 belongs to Foundation Level D (VC2MFDN04), in another book.

- The words here are ‘more’ and ‘less’. ‘Fewer’ belongs to Foundation Level D (VC2MFDN03.E04) and is not used.
- No number sentences and no written calculation. Recording is with materials and numerals only. Number sentences with +, − and = belong to Level 2 (VC2M2N04).
- This is not equal sharing — that is 2B. The parts here do not have to be equal. If a split comes out equal, that is fine: ‘the same’ is 1C’s word; count both parts and move on.
- This is not a story of adding to or taking away — that is 2A. The tasks here split and join collections, and compare the parts with the whole.
- Comparing two collections in general is 1C. The asks here are about the parts and the whole made by partitioning and combining.
- The student counts each group. Subitising stays capped at 3 in this book (1B), so do not ask the student to see how many without counting.
- The elaborations for this subtopic use no songs, rhymes or games pitched at young children. The materials here suit a student at any age.

Curriculum links

Content description — VC2MFCN04: “partition and combine collections up to 5 to make ‘more’ and ‘less’”.
Achievement standard extract — VC2MFCN04: “They partition and combine collections up to 5 in different ways.”

VCAA’s elaborations are examples of what the content description can look like, not a syllabus. They are quoted here so the elaboration ids stay linked to this subtopic:

- VC2MFCN04.E01 — “partitioning collections up to 5 objects in different ways and recognising that each part is ‘less’ than the total of the original collection; for example, creating a group of 3 counters and a group of 2 counters from a collection of 5 counters and answering ‘Which group has more?’ and ‘Which group has less?’”
- VC2MFCN04.E02 — “combining collections up to 5 objects in different ways and recognising that the total of the combined collections is ‘more’ (greater) than the parts”
- VC2MFCN04.E03 — “using physical or virtual five-frames and counters to partition and combine collections, comparing the parts and the whole to determine ‘more’ and ‘less’”

Assumed from Foundation Level B, recalled here but not taught: partitioning to make ‘more’ or ‘different’ (VC2MFBN04).

Checkpoint 1 — Number: number names, subitising, comparing and partitioning (Level C)

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove parts they do not want to issue.

Checkpoint title page

Instrument	Checkpoint 1 — observed checkpoint (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 1 — Number: number names, subitising, comparing and partitioning (sections 1A, 1B, 1C, 1D)
Content-description codes assessed	`VC2MFCN01` (1A), `VC2MFCN02` (1B), `VC2MFCN03` (1C), `VC2MFCN04` (1D)
Marks and structure	**16 marks** — 4 observed tasks, one per content description, each scored once out of 4 (Observation A 4 + Observation B 4 + Observation C 4 + Observation D 4). Evidence is gathered across **at least three separate occasions** per observation.
Timing	**Untimed.** Guidance for planning only: each observation usually takes 5–10 minutes when the student is rested, run one-to-one during ordinary classroom routine, spread across the week and repeated on at least three occasions. This is never a limit on the student.
Permitted materials	The real-object kit listed below; the student's own communication system, to hand the whole time; an optional switch- or touch-accessible screen for the number chart or five-frame only. No reading, writing or speech is required of the student.

Conditions

- This checkpoint is **school-designed**. It was written by the school for classroom use. It is not a VCAA assessment task and has not been reviewed or endorsed by VCAA.
- All instructions are read aloud, signed or symbol-supported by the teacher. No task depends on the student reading anything.
- Instructions are delivered in the student's **preferred communication modality**, and every task accepts the three-part response set below. No task requires speech.
- Reading and communication support is **always available**.
- Assisted and partial responses are scored, never zeroed.
- The recorded mark is the student's **best sustained response** across the occasions — not an average and not the most recent occasion.
- Nothing is timed. Fatigue, seizure activity, medication, sensory load, pain and whether the student's communication system is to hand are expected to affect performance; that is why the judgement is made across occasions.

Curriculum basis. Content descriptions and achievement-standard extracts are quoted verbatim from the Victorian Curriculum 2.0 Mathematics, Foundation Level C (VCAA), as carried in the authority file `maths_AD.json`, from the VCAA export retrieved 2026-07-29.

How to use this checkpoint

This is an **observed** checkpoint. There are no written questions, no timed tasks and no multiple-choice items. The teacher runs four short tasks, one-to-one, with real materials on the desk, and repeats them across at least three separate occasions. Each content description is scored once, out of 4, on the scale in the Checkpoint 1 scoring rubric and observation record (`_MathsADC_CP1_Rubric.md`).

Three rules bind every observation here:

1. **At least three separate occasions.** A single observation is not evidence at this level. Response varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand.
2. **Best sustained response.** The recorded mark is the best of what the student kept showing — not an average, and not the most recent occasion only.
3. **Assisted responses score.** Hand-over-hand, partial physical prompt, co-active movement, eye-gaze and aided communication are legitimate observed responses. They are scored on the scale, never zeroed.

The response set — every task works in three ways

Every task in this checkpoint accepts responses in at least three modalities:

1. **Object or photograph choice** — the student touches, reaches for, pushes towards or picks up an object, or chooses between photographs, symbols or cards.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, gestures, looks at, presses a switch or selects on their AAC. *AAC* (augmentative and alternative communication) is a board, book, device or app that holds symbols, pictures or words and speaks or shows the student's choice. *Eye-gaze* means the student looks at what they choose.
3. **Speech or sign** — the student speaks, vocalises or signs.

A response in any channel is a response. An item that could only be answered by speech is void — do not use it.

Yes/no and two-option tasks

Where a task is yes/no or two-option, **set up the yes/no method before the first question**. Use the student's usual yes/no pair. If the student does not have one yet, use the book's own neutral pair: a **green card for 'right/yes'** and a **red card for 'wrong/no'**, or two objects the student already knows — one for 'yes', one for 'no'. Hold the pair up before you ask. **Never assume a head nod or head shake.**

The materials kit

Gather before the first occasion. Everything is real and holdable. Choose objects that fit the student; the mathematics does not change with the objects.

- counters to count: blocks, beads, buttons, bottle caps, pegs, spoons, cups
- dot cards showing 1, 2 and 3 dots
- numeral cards 0, 1, 2, 3, 4, 5 — big, clear cards
- some letter cards and shape cards, to mix with the numeral cards
- a number line or number chart from 0 to 5
- a ten-frame and a five-frame (a row of 5 cells), with counters to fill them
- a divider for the five-frame (a card or a strip)
- two identical cups and two bowls, for hiding and revealing groups
- a cloth to cover and reveal collections
- a dice showing 1, 2 and 3 dots only — make one, or use an ordinary dice and roll again when it lands on 4, 5 or 6
- two mats or plates, for partitioning
- green and red cards, or the student's own yes/no pair

- the student's own communication system, with 'one'–'five', 'zero', 'more', 'less', 'the same', 'yes' and 'no' available on it

Where a screen is used for the number chart or the five-frame, use a program, app or switch toy that accepts **switch or touch input**, and say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Observation A — Number names from zero to at least 5, in stable order

Content description	VC2MFCN01 — *name and correctly sequence number names to at least 5*
Achievement standard extract	*students recognise and name groups of at least 5.*
Achievement standard sentence carried here	*They communicate the number names from zero to at least 5 using stable number order.*
Section	1A
Marks	**4**

Materials: 5 blocks (or other counters the student likes to touch); numeral cards 0–5; a tray mixing numeral cards, letter cards and shape cards; two identical cups; a number line or number chart from 0 to 5; the yes/no pair.

Words used in a fixed way here: a **number name** is the word said or signed for a number; a **numeral** is the written shape of a number; **stable order** means the number names always come in the same order.

Script

Do the five parts in any order, across the occasions. Pause and wait after every ask. Record every response on the observation record.

Part 1 — Join the count. *Put 5 blocks in a line. Touch each block and count slowly:* **One. Two. Three. Four. Five.** *Count them again.* **One. Two. Three. Four. Five. The same names, both times.** *Let the student join in any way — saying or signing the names, touching one block for each name, nodding, or watching and listening. Joining in counts.*

Part 2 — The order stays. *Count a different collection — four cups. Then count the five blocks again.* **One, two, three, four, five. The order did not change.**

Part 3 — Find the wrong count. *This is a yes/no task: set up the yes/no pair first. Count the five blocks the wrong way on purpose:* **Zero, one, three, two, four, five. Right or wrong?** *Wait for the student's 'wrong' in their own way — giving the red card, looking at it, pressing the switch, their own yes/no symbol, a word or a sign. Then count the right way:* **Zero, one, two, three, four, five. That is the right order.** *Also count the right way and ask 'Right or wrong?' so the student can show 'right'.*

Part 4 — Zero. *Put 3 blocks in one cup. Leave the second cup empty. Count the blocks in the first cup:* **One. Two. Three.** *Hold up the empty cup and let the student look inside.* **No blocks. Nothing here. We say zero. Zero is the name for no things.** *Ask:* **How many blocks in this cup?** *Wait for 'zero' in the student's own way. Put the numeral card 0 by the empty cup:* **This card says zero.**

Part 5 — Show me the number. *Use the mixed tray of numeral cards, letter cards and shape cards.* **Show me a number.** *Then:* **Show me two.** *Then:* **Show me zero.** *Any numeral from 0 to 5 is right for 'show me a number'. If the student takes a letter or a shape, hold the numeral card next to it:* **This is a number. Numbers and letters are not the same.**

Response set

- **Object or photograph choice:** touch one block for each number name; hand the teacher the right numeral card; give the green or red card for right or wrong.
- **Gesture, eye-gaze, switch or AAC:** look at or point to each block as its name is said; look at, point to or switch-select the numeral card; look at, point to or switch-select the green or red card, or use the student's own yes/no symbol; select 'zero', 'two', 'three' on the AAC page.
- **Speech or sign:** say or sign the number names along with the teacher — all of them, or just the last one; say or sign the name of a held-up card; say or sign the name of a held-up card; say or sign *right*, *wrong*, *zero*.

What to look for

- the student names, or joins, the count from one to five, with one name for one object
- the names come in the same order every time — stable order
- the student shows *wrong* when the count breaks the order (zero, one, three, two, four, five)

- the student gives *zero* as the name for no things, and knows the numeral card 0
- the student picks numerals from the mixed tray and matches 0–5 to their names

The evidence answers the three ideas this observation scores: **number names to at least 5**, **stable order** (including finding an incorrectly sequenced count) and **zero**. Score once, out of 4, on the Checkpoint 1 rubric.

Observation B — Subitising collections up to 3

Content description	VC2MFCN02 — *recognise and name the number of objects within a collection up to 3 using subitising*
Achievement standard extract	*They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.* The operative words here are *subitise to quantify collections to 3*.
Section	1B
Marks	**4**

Materials: sets of 1, 2 and 3 of the same object (bottle caps, pegs, buttons, spoons, balls); a cloth; dot cards with 1, 2 and 3 dots; the ten-frame with 1, 2 or 3 counters; the dice showing 1, 2 and 3 dots only; the student's communication system with 'one', 'two' and 'three' ready.

Subitising is used here in the sense fixed by VC2MFCN02.E04: knowing how many objects are in a small collection with a quick look, without counting each one. **The cap at this level is 3** — every collection in this observation has 1, 2 or 3 objects. Never 4 or 5.

This is not counting: nobody points at the objects one by one to find the answer. The way is the quick look. If the student counts, accept the answer warmly and offer another quick look — the response recorded for this observation is the quick-look one.

Script

Part 1 — Under the cloth. *Hide 1, 2 or 3 objects under the cloth. Lift the cloth for a short look.* **How many?** *Pause and wait. Model if needed:* **Three.** *Cover, then reveal again. Vary the collections across reveals: 1, then 3, then 2.*

Part 2 — The dots. *Show a dot card, or the ten-frame with 1, 2 or 3 counters on it, for a quick look.* **How many?** *Pause and wait. Move between the ten-frame and the dot cards so the student names the number, not the card.*

Part 3 — Roll and read. *Roll the 1–3 dice.* **How many?** *Pause and wait. If an ordinary dice lands on 4, 5 or 6, roll again — this observation stays inside 1, 2 and 3.*

Response set

- **Object or photograph choice:** choose the card showing one, two or three things, or the matching dot card; hold up that many fingers; touch or reach for the matching collection.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the 'one', 'two' or 'three' card or number word; press the switch when looking at it; select 'one', 'two' or 'three' on the AAC page; press the switch to roll and again to choose.
- **Speech or sign:** say or sign 'one', 'two' or 'three'.

What to look for

- the student names 1, 2 and 3 with a quick look, without counting each object — on real objects under the cloth, on dots, and on the dice
- the number is named in the student's own communication — spoken word, sign, symbol, device selection, or a vocalisation with a clear look or reach

Score once, out of 4, on the Checkpoint 1 rubric.

Observation C — Comparing collections to at least 5: ‘the same’, ‘more’, ‘less’

Content description	VC2MFCN03 — *compare collections to at least 5 to identify if the collections are the same or which has ‘more’ and which has ‘less’*
Achievement standard extract	*They compare collections to identify ‘more’ and ‘less’.*
Section	1C
Marks	**4**

Materials: counters in two colours (for example 5 red blocks and 5 blue blocks, or pegs, beads, buttons); two marked spots or a mat for pairing rows; two bowls for the hidden-groups version; the yes/no pair.

To compare two collections is to find how they match up. Two collections are **the same** when each object in one pairs with one object in the other and nothing is left over. The bigger number of objects has **more**; the smaller number has **less**. Collections here go to at least 5; where subitising is used, the groups stay at up to 3.

Script

Part 1 — Two rows. *Make two rows of counters in view — 5 and 3. Point to each row.* **Look. Two rows. Are they the same?** *(Set up the yes/no pair first.)* **Which has more? Which has less?** *Then make two rows that are the same — 4 and 4 — and ask again. Wait after every question.*

Part 2 — Match them up. *Make a row of 3 red blocks. Make a row of blue blocks next to it, one at a time, one blue under each red.* **One here… one here… one here. Each block has a partner. Nothing left over. They are the same.** *Add 1 blue block, so the rows are 4 and 3.* **Now this row has more. This row has less.** *Ask:* **Which has more? Which has less?**

Part 3 — Count to compare. *Make two groups of the same object — 5 beads and 3 beads. Count each group with the student, touching one object for each word:* **One, two, three, four, five.** *Then:* **One, two, three. Five is more than three. This group has more. This group has less.** *Check by matching: pair the beads one by one.* **See? Two left over. This one has more.** *Ask:* **Which has more? Which has less? Are they the same?**

Response set

- **Object or photograph choice:** push, pick up or touch the row or group that has more or less; give the yes or no card, then push the group meant.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the row or group meant; press the switch beside it; select ‘the same’, ‘more’, ‘less’, ‘yes’ or ‘no’ on the AAC page.
- **Speech or sign:** say or sign ‘the same’, ‘more’, ‘less’, ‘yes’ or ‘no’.

What to look for

- the student identifies when two collections are **the same**
- the student identifies which collection has **‘more’**
- the student identifies which collection has **‘less’**
- the method used: looking (subitising, up to 3), matching, or counting (up to 5)

All three words — ‘the same’, ‘more’ and ‘less’ — are named in this observation’s rubric. Score once, out of 4, on the Checkpoint 1 rubric.

Observation D — Partitioning and combining collections up to 5

Content description	VC2MFCN04 — *partition and combine collections up to 5 to make 'more' and 'less'*
Achievement standard extract	*They partition and combine collections up to 5 in different ways.*
Section	1D
Marks	**4**

Materials: 5 counters; two mats, plates or hoops; numeral cards 1 to 5; the five-frame with a divider; optionally a touch- or switch-accessible five-frame on a screen.

To partition is to split one collection into parts. *To combine* is to put collections together to make one collection. **Both directions are observed.** In the partition direction, each part is 'less' than the collection it came from. In the combine direction, the whole is 'more' than each part. 'More' and 'less' are checked by counting both groups.

Script

Part 1 — Split the five. *Put 5 counters in a line and count them.* **Five counters.** *Slide 3 counters onto one mat and 2 onto the other.* **I split the five. Three here. Two there.** *Count each part with the student.* **Which part has more? Which part has less?** *Bring them back together and count all:* **All together: five. Three is less than five. Two is less than five. Each part is less than five.**

Part 2 — Split a different way. *Split the 5 counters into 1 and 4.* **A different way! One and four.** *Count each part.* **Which part has more? Which part has less?** *Check together by counting.*

Part 3 — Put together. *Put 2 counters on one mat and 1 counter on the other.* **Two here. One there. Now put them together.** *Help the student push the counters into one group. Count all:* **One, two, three. Three in all. Three is more than two. Three is more than one. All together is more.**

Part 4 — The five-frame. *Put one counter in each cell of the five-frame.* **The frame holds five.** *Put the divider after the second cell — two counters on this side, three on that side.* **Two here. Three there. Which part has more?** *Wait. Then:* **Three. Three is more. Two is less.** *Take the divider away.* **Together again: five. The whole is more than each part.**

Where a screen five-frame is used, name the input the student uses: touch or switch.

Response set

- **Object or photograph choice:** touch or reach for the part that has more or less; move the counters by hand, with co-active movement or a partial physical prompt if needed.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the part meant; press the switch beside it; select 'more' or 'less' on the AAC page; show where to add or take away while the teacher moves the objects.
- **Speech or sign:** say or sign 'more' or 'less'; say or sign the counts.

Yes/no version: *Touch one part of a split and ask:* **Does this part have less?** *Set up the yes/no pair first — for example the student's 'yes' card and 'no' card, or switch 1 for 'yes' and switch 2 for 'no'. Do not assume a head shake.* If the answer is 'no', count both parts and check which part has less.

What to look for

- the student partitions a collection of up to 5 into two parts, in different ways
- the student combines two collections, with a total up to 5
- the student shows that a part is 'less' than the whole (partition)
- the student shows that the whole is 'more' than each part (combine)

Record splits with materials and numerals only — for example, "5 split into 2 and 3". Never write number sentences. Both directions — partition and combine — are named in this observation's rubric. Score once, out of 4, on the Checkpoint 1 rubric.

Extension task — optional, record-only, no marks (Level C)

For a student whose recorded marks sit at ceiling (4) across all occasions of a checkpoint observation. This task carries **no marks** and does not change the 16-mark total. It exists so the record can separate "sustained ceiling" from "not yet challenged".

What to do: run further occasions of the same tasks with the same Level C ranges, varying the setting and the materials — count to five in another place with other objects; quick-look subitising of 1, 2 and 3 around the room; compare other pairs of collections up to 5 at snack time or packing away; split and put together other collections up to 5 outdoors or at the art table. Keep every collection at up to 5 and every subitising group at up to 3.

Bound by the same rules: observed, at least three further occasions, the three-modality response set, untimed, assisted responses recorded as such. Record the occasions on a copy of the Checkpoint 1 observation record, clearly marked **Extension — record only, no marks**.

Ceiling evidence is gathered at Level C ranges only. Do not import Level D content to stretch the student: no numbers to 10, no subitising to 4, no 'fewer', no partitioning to 10. Those belong to `_buildD`.

Checkpoint 1 — Scoring rubric and observation record (Level C)

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page).

Instrument	Checkpoint 1 — scoring rubric and observation record (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 1 — sections 1A, 1B, 1C, 1D
Content-description codes assessed	`VC2MFCN01`, `VC2MFCN02`, `VC2MFCN03`, `VC2MFCN04`
Marks	16 — one observation per content description, each scored once out of 4
Timing	**Untimed**

Conditions. School-designed assessment task, written by the school for classroom use; not a VCAA assessment task and not reviewed or endorsed by VCAA. Instructions are delivered in the student's preferred communication modality; reading and communication support always available; assisted and partial responses scored, never zeroed; the recorded mark is the student's best sustained response across at least three separate occasions.

This rubric is written in the language of the Foundation Level C achievement standard. Content descriptions and achievement-standard extracts are quoted verbatim from the Victorian Curriculum 2.0 Mathematics, Foundation Level C (VCAA), as carried in the authority file `maths_AD.json`, from the VCAA export retrieved 2026-07-29.

The 0–4 scale — the whole of the mark scheme

Each content description is scored **once, out of 4**, from the evidence gathered across **at least three separate occasions**.

Mark	Meaning
0	No response observed on any of the occasions
1	Encounters the experience; attends to the materials but does not respond to the mathematical prompt
2	Responds to the prompt with full support (hand-over-hand, co-active movement, or full modelling) on at least one occasion
3	Performs the content description's own verb with partial support (partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue), or independently on one occasion only
4	Performs the content description's own verb **independently, on more than one occasion, with more than one set of materials or in more than one setting**

The judgement is the student's **best sustained response** — the best of what the student kept showing. It is **not** an average of the occasions, and it is **not** the most recent occasion only.

Rubric — Observation A, VC2MFCN01 (1A): 4 marks

Content description (verbatim): *name and correctly sequence number names to at least 5*

Achievement-standard language this rubric scores (verbatim):

> *students recognise and name groups of at least 5.*
>
> *They communicate the number names from zero to at least 5 using stable number order.*

The second sentence is carried by the full Foundation Level C achievement standard (VCAA export, retrieved 2026-07-29) and belongs to this content description. **It is scored here.**

Ideas named by this rubric — all three are inside the one mark out of 4:

1. **number names to at least 5** — names the count, or joins the count, from one to five
2. **stable order** — the names come in the same order every time, including identifying an incorrectly sequenced count (such as zero, one, three, two, four, five)
3. **zero** — gives *zero* as the name for no things

Mark	What you see for VC2MFCN01
0	No response observed on any of the occasions.
1	Encounters the counting, the numeral cards and the empty cup; attends to the materials but does not yet give a number name, an order judgement or zero.
2	Joins the count, shows *wrong* when the count breaks the order, or gives *zero*, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Communicates the number names with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only: names to at least 5, keeps the order stable, identifies an incorrectly sequenced count, or gives zero.
4	Communicates the number names from zero to at least 5 using stable number order — number names to at least 5, stable order including finding an incorrectly sequenced count, and zero — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation A: ____ / 4

Rubric — Observation B, VC2MFCN02 (1B): 4 marks

Content description (verbatim): *recognise and name the number of objects within a collection up to 3 using subitising*

Achievement-standard language this rubric scores (verbatim):

> *They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.*

The operative words here are *subitise to quantify collections to 3*. The counting-strategies half of the sentence is scored in Observations A, C and D.

Ideas named by this rubric:

1. **recognise** — knows how many with a quick look, without counting each object
2. **name** — attaches the number name ‘one’, ‘two’ or ‘three’ in the student’s own communication
3. the range stays **up to 3** — on real objects, on dots, and on a dice

Mark	What you see for `VC2MFCN02`
0	No response observed on any of the occasions.
1	Encounters the quick-look experience; watches the revealed collections, the dot cards and the dice but does not yet give a number.
2	Names 1, 2 or 3 with full support — hand-over-hand, co-active movement, or full modelling (for example, naming the number after the adult models the word) — on at least one occasion.
3	Subitises to quantify collections to 3 with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Subitises to quantify collections to 3 — recognises and names the number of objects in collections of 1, 2 and 3 with a quick look, without counting each object — independently, on more than one occasion, with more than one set of materials (objects, dots or dice) or in more than one setting.

Mark recorded for Observation B: ____ / 4

Rubric — Observation C, VC2MFCN03 (1C): 4 marks

Content description (verbatim): *compare collections to at least 5 to identify if the collections are the same or which has 'more' and which has 'less'*

Achievement-standard language this rubric scores (verbatim):

> *They compare collections to identify 'more' and 'less'.*

Ideas named by this rubric — all three are inside the one mark out of 4:

1. **'the same'** — identifies when two collections match one-for-one with nothing left over
2. **'more'** — identifies which collection has more
3. **'less'** — identifies which collection has less

The method may be looking (subitising, groups up to 3), matching, or counting (collections to at least 5). All three methods count as evidence.

Mark	What you see for VC2MFCN03
0	No response observed on any of the occasions.
1	Encounters the comparison experience; attends to the two rows or groups but does not yet identify 'the same', 'more' or 'less'.
2	Identifies 'the same', 'more' or 'less' with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Compares collections with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only: identifies 'the same', 'more' or 'less'.
4	Compares collections to identify 'more' and 'less' — and when collections are the same — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation C: ____ / 4

Rubric — Observation D, VC2MFCN04 (1D): 4 marks

Content description (verbatim): *partition and combine collections up to 5 to make 'more' and 'less'*

Achievement-standard language this rubric scores (verbatim):

> *They partition and combine collections up to 5 in different ways.*

Ideas named by this rubric — both directions are inside the one mark out of 4:

1. **partition** — splits a collection of up to 5 into two parts, in different ways, and recognises that each part is 'less' than the whole it came from
2. **combine** — puts two collections together, with a total up to 5, and recognises that the whole is 'more' than each part

Mark	What you see for VC2MFCN04
0	No response observed on any of the occasions.
1	Encounters the splitting and putting-together experience;

Mark	What you see for VC2MFCN04
	attends to the counters, the mats and the five-frame but does not yet respond to the ‘more’ or ‘less’ prompt.
2	Partitions or combines with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Partitions or combines with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only: splits a collection up to 5, puts two collections together, or shows which part has ‘more’ or ‘less’.
4	Partitions and combines collections up to 5 in different ways — both directions, with ‘more’ and ‘less’ made and checked by counting — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation D: ____ / 4

Observation record — one sheet per student

Student: _____ Communication system used: _____

Teacher: _____ Year of use: _____

Record at least three separate occasions for each observation. Response at this level varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand — note what you can.

Support codes: I = independent (no prompt) · **P** = partial support (partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue) · **F** = full support (hand-over-hand, co-active movement, full modelling) · **N** = no response observed. **Every code except N is evidence.**

Observation A — `VC2MFCN01` number names, stable order, zero

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Objects and cards used				
Response modality used				
Yes/no method used (Part 3)				
Support level (I / P / F / N)				
Response seen				
Notes (fatigue, health, communication system to hand)				

Number names to at least 5: shown / shown with support / not yet seen Stable order, including a wrong count found: shown / shown with support / not yet seen Zero: shown / shown with support / not yet seen

Observation B — `VC2MFCN02` subitising up to 3

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Materials used (objects / dots / dice / ten-frame / screen)				
Response modality used				
Support level (I / P / F / N)				
Response seen				

	Occasion 1	Occasion 2	Occasion 3	Further occasions
(which numbers named: 1 / 2 / 3)				
Notes (fatigue, health, communication system to hand)				

Subitises 1, 2 and 3 with a quick look: shown / shown with support / not yet seen

Observation C — VC2MFCN03 'the same', 'more', 'less'

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Collections used (sizes and objects)				
Response modality used				
Yes/no method used ('Are they the same?')				
Method seen (look / match / count)				
Support level (I / P / F / N)				
'the same'				
'more'				
'less'				
Notes (fatigue, health, communication system to hand)				

Observation D — VC2MFCN04 partition and combine

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Collections used (record as "5 split into 2 and 3" — materials and				

	Occasion 1	Occasion 2	Occasion 3	Further occasions
numerals only, no number sentences)				
Response modality used				
Yes/no method used, if a yes/no ask was given				
Direction seen (partition / combine)				
Support level (I / P / F / N)				
‘more’ and ‘less’ of parts and whole				
Notes (fatigue, health, communication system to hand)				

Best sustained judgement and mark

After at least three occasions per observation, circle one judgement per row and write the mark. The judgement is the student's **best sustained response** — the best of what the student kept showing across the occasions. It is not an average and not the most recent occasion only.

Observation	Content description	Ideas named	Judgement	Mark
A	VC2MFCN01	number names to at least 5; stable order including a wrong count found; zero	sustained independently / with partial support / with full support / encountered / no response	____ / 4
B	VC2MFCN02	subitise to quantify collections to 3 (recognise and name 1, 2, 3 with a quick look)	sustained independently / with partial support / with full support / encountered / no response	____ / 4
C	VC2MFCN03	'the same'; 'more'; 'less'	sustained independently / with partial support / with full support / encountered / no response	____ / 4
D	VC2MFCN04	partition; combine	sustained independently / with partial support / with full support / encountered / no response	____ / 4

Checkpoint 1 total **____ / 16**

The mark for each observation is the band on the 0–4 scale that matches the best sustained evidence. Record the occasions and the support behind the judgement on the observation record above — the number alone is not the evidence.

Next step for planning: where a mark sits at 4 across all occasions, the optional extension task in `_MathsADC_CP1.md` gathers record-only evidence at the same Level C ranges. It carries no marks and does not change this total.