

Mathematics Towards Foundation D

Contents

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Distribution note

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 tests, exams and subtopics they do not want to issue.

Contents

This series is the **Mathematics Towards Foundation D** student workbook. It is written for **Foundation Level D** of the Victorian Curriculum 2.0 (VC2), Mathematics — the exit level of the Towards Foundation continuum for students with disability, transitioning to Foundation Level. Level D is **not a year level** and implies no age.

The series is eight booklets:

- **Chapter 0 — Contents** — MathsADD_Chapter00_Contents — this booklet: how to use the series, what it covers, teacher notes (00 pp)
- **Chapter 1 — Number: how many? Naming, subitising, counting and partitioning** — MathsADD_Chapter01 — subtopics 1A, 1B, 1C and 1D, and Checkpoint CP1 (58 pp)
- **Chapter 2 — Number: acting out situations — adding, taking away and sharing** — MathsADD_Chapter02 — subtopics 2A and 2B, and Checkpoint CP2 (35 pp)
- **Chapter 3 — Algebra: repeating patterns** — MathsADD_Chapter03 — subtopic 3A, and Checkpoint CP3 (19 pp)
- **Chapter 4 — Measurement: comparing things, and the shape of the day** — MathsADD_Chapter04 — subtopics 4A and 4B, and Checkpoint CP4 (37 pp)
- **Chapter 5 — Space: shapes, and where things are** — MathsADD_Chapter05 — subtopics 5A and 5B, and Checkpoint CP5 (37 pp)
- **Chapter 6 — Statistics: sorting and comparing data with 2 outcomes** — MathsADD_Chapter06 — subtopic 6A, and Checkpoint CP6 (23 pp)
- **End-of-level review** — MathsADD_Chapter07_Assessment — cumulative observation review of all 12 content descriptions, with its marking notes (0 pp)

Series total: eight booklets ≈ 231 pages.

How to use this book

Level D is a developmental step, not a year level. A student working at Level D may be 6 or 18. The book serves students with disability working towards Foundation Level. No title, blurb, illustration, teacher note or context may state or imply an age.

Communication access is content. Every page, every instruction and every assessed item is designed for a student whose primary communication modality may be spoken language, sign, AAC device, picture exchange, eye-gaze or a combination. No task depends on the student reading anything.

Assessment is observed, across multiple occasions, in the student's own communication modality. There is no exam, no timed task, no multiple-choice section, no calculator and no required reading or writing. Every assessed CD is observed on at least three separate occasions, and the recorded judgement is the student's best sustained response. Assisted and partial responses are scored, not zeroed.

Every subtopic has the same shape. One teaching sequence with a full teacher script; worked examples modelled with real objects; scaffolded practice tasks stated in three response modalities; further tasks varying the setting and materials; one recording sheet for observations across at least three occasions.

The chapters follow the strands. Number is split across two chapters (quantity, then practical situations). Algebra is repeating patterns. Measurement is direct comparison across four attributes. Space covers shapes and position. Statistics is sorting data with two outcomes. There is no Probability at Level D.

Teacher notes

Assessment administration. Each chapter checkpoint (CP1–CP6) is an observed assessment run one-to-one with real objects. The teacher reads, signs or symbol-supports everything; the student reads nothing, writes nothing and is never required to speak. The end-of-level review (REV) is cumulative over all 12 content descriptions — no new content. Score using the 0–4 scale defined in each rubric.

Number ranges. Numbers to 10 including zero (1A); subitising to 4 (1B); counting and comparing to 10 (1C); part–part–whole to 10 (1D); adding, taking away and money to 10 (2A, 2B). Recording is with numerals, not number sentences.

Equipment. Real objects before photographs, photographs before line drawings. Counters, inset puzzles, \$1 coins (whole dollars only, no cents), ten-frames, dot cards, shapes for sorting and naming, familiar objects for positional language, objects for sorting data into two categories.

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