

Learning Readiness Report

Student name:
 Student code: [REDACTED]
 Student class: [REDACTED]
 School code: [REDACTED]
 Assessment: **Mathematics**
 Period: **Period 2 2020**
 Date: **4 September, 2020**



Education
and Training

Pathway

Level

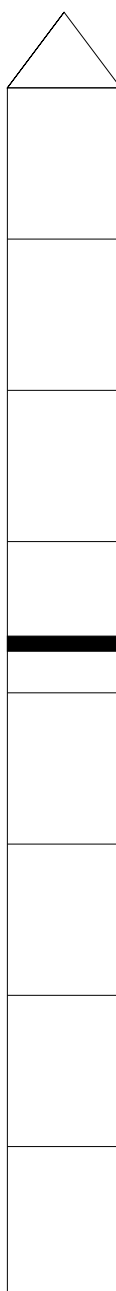
Pathway

The student is starting to apply strategies to solve addition and subtraction problems and work with three digit numbers.

The student is learning to count forwards and backwards to 20 and beyond. S/he is building a vocabulary for simple descriptions of chance and order and learning to extend alternating patterns.

The student is beginning to respond to mathematical language, such as adding, taking away, big, small, first and second. S/he is starting to name familiar shapes and act upon information presented in a sequence of steps.

The student reacts to changes in his or her environment, such as movements and/or sounds.



The student is starting to apply mathematical operations to divide objects and groups of objects precisely, and to manipulate numbers from simple fractions to thousands. S/he is learning to apply rules to explain patterns, including making predictions of chance and skip counting for efficiency.

The student is learning to represent numbers to 100, and to apply this to everyday activities. S/he is starting to classify and explain groupings of objects and to use informal units to measure length.

The student is starting to connect number words to concrete materials and to recount to find the total when the quantity is changed. S/he is learning to make selections of objects based on an understanding of magnitude and to respond to directional terms.

The student is starting to attend to numeracy activities, such as items being added to a group or an object being divided into parts. S/he is beginning to explore different sized objects and to match pairs of objects.

[REDACTED] The student is estimated to be at this location

Mathematics

Victorian Curriculum

Foundation Level

At this level, students work with objects and pictures to develop links between their immediate environment, everyday language and mathematical activity. Students may, for example, classify and sort objects into sets and form simple correspondences between them. They decide when two sets are of equal size, or one is smaller or bigger than another. They develop an understanding of the concepts of number and numeral, count, order, add and share using small sets of objects. They create and continue simple patterns.

Students compare common objects with respect to length, mass and capacity, and order events and compare their duration. They may make rough estimates and simple measurements with respect to informal units. Students are learning to name, sort and describe familiar everyday shapes and objects, and describe position and movement in their immediate environment.

Students are learning to investigate situations requiring data collection and presentation in simple displays, and recognise unpredictability and uncertainty in some events.



Mathematics

Victorian Curriculum

Foundation Level

- Use the vocabulary of numeracy in everyday activities (e.g., naming numbers [first 0 to 20, then 0 to 100], shapes and sizes, and describing relationships, groupings, and activities such as adding, subtracting, comparing, measuring and sharing)
- Model the use of counting in everyday situations (e.g., counting out or grouping people, materials or objects, counting and ordering groups of objects by relative quantity, recognizing the use of numbers in personally relevant contexts such as age, birthdate, home address)
- Use age-relevant and engaging puzzles, books, grids, flash cards, blocks, songs, games (e.g., dice games, snakes and ladders, number bingo, matching games) or posters to teach recognition and ordering of numerals (first 0 to 20, then 0 to 100)
- Use concrete objects and/or visual supports for counting, adding, subtracting, and sharing activities (e.g., use of blocks, abacus, beads or tokens and containers)
- Use age-relevant and engaging interactive ICT programs and applications to teach recognition and ordering of numerals from 0 to 20, and then from 0 to 100
- Use 'real world' activities (e.g., shopping trips, cooking, visits to local parks, building a model, growing a plant, tracking height of students, sporting activities) to teach numeracy and measurement concepts and vocabulary
- Explicitly teach concepts of 'adding one more' and 'taking one away' from a group of objects (1 to 20) and counting to check the total
- Draw on your formal and informal observations of the student's reactions to, and preferences for, experiences and activities to tailor learning experiences for the student
- Use a simple daily and weekly calendar of activities and events to teach the vocabulary of time (e.g., hours, minutes, morning, afternoon, day of the week)
- As appropriate for your student, draw on information and advice from the student's parents/carers, other teachers, and/or support professionals (e.g., speech therapist, physiotherapist, occupational therapist, specialist maths teacher) or disability-specific organisations to tailor activities for the student
- Use missing number activities to teach number recognition and sequence (first 0 to 20, then 0 to 100)
- Use age-relevant and engaging books, stories and/or role plays to encourage the student to predict likely outcomes
- Explicitly teach the names of common 2D shapes and 3D objects, and recognition of 2D shapes and 3D objects in the environment
- Explicitly teach concepts of dividing and sharing an object or group of objects
- Use age-relevant activities and/or songs that teach and use words related to size, position or relationship (e.g., bigger, smaller, more, less)
- Use role plays to encourage your student to practise 'real world' application of numeracy skills

Mathematics

Additional Comments

