



SCASA Kindergarten Curriculum Guidelines Covered by Bond Blocks Counting to 10 & 20

4.4 Engaging in and extending numeracy in personally and culturally meaningful ways

Focus | Exploring and developing curiosity and knowledge of number and algebra

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- reciting number names in order consistently, initially to 5 and then to 10
- aware that numbers always happen in a conventional order (stable order)
- counting objects by using one to one correspondence (to 10)
- comparing collections of objects and describing whether there is more, less, the same or not the same
- subitising small quantities of objects or standard patterns on a die
- recognising numerals, initially to 5 and then to 10, and begin to order them
- naming the last number in the count that represents how many in the set
- identifying and naming the numeral that matches a given collection, initially to 5 and then to 10
- beginning to understand that the starting point and order in which you count them does not affect how many (order irrelevance)
- beginning to understand that the arrangement, size or differences of the objects doesn't affect how many (abstraction)
- identifying what number is missing in a number line 1 to 10
- partitioning small numbers (part, part, whole), e.g. four counters can be split into two and two counters
- recognising, copying and creating simple repeating patterns
- engaging with culturally relevant objects and materials to develop curiosity for number and algebra.

Focus | Exploring and developing curiosity and knowledge of measurement and geometry

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- using the appropriate language of measurement to describe, compare and order
- describing the sequence of familiar events and routines
- using the everyday language of time
- naming, sorting, classifying and matching objects and two-dimensional shapes
- using positional and movement language
- identifying, drawing and describing lines using everyday language
- describing duration and relative duration
- using simple arbitrary measuring tools, e.g. one block to measure the length of the mat
- using properties of shape to make things balance, fit, transform
- observing and talking about observing people, places and things from different spatial viewpoints
- using sequencing vocabulary
- ordering events, stories or experiences in logical sequence,
- engaging with culturally relevant objects and materials to develop curiosity for measurement and geometry.

Focus | Exploring and developing curiosity and knowledge of statistics and probability

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- answering questions to collect information, such as using yes/no, and grouping items in response to meaningful questions
- using everyday language to state opinions on the possibility of an event or outcome happening
- engaging with culturally relevant objects and materials to develop curiosity for statistics and probability.