**This Learning Progression begins at Foundation Level of the Victorian Curriculum and concludes at Level 5. Five progressions are provided in this span.**

*Description:* This Learning Progression describes how a student becomes increasingly able to recognise the attributes of position and location, and to use positional language to describe himself/herself and objects in various locations. A student learns to reason with representations of shapes and objects regarding position and location, and to visualise and orientate objects to solve problems in spatial contexts, such as navigating. The use of scales on maps is an application of proportional reasoning.

*Details of progression provide nuanced and detailed descriptions of student learning – what students can say, do, make or write. Examples of student learning in each step are not hierarchical, nor are they to be used as a checklist.*

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| **Victorian Curriculum Foundation Level** | | | | **Victorian Curriculum Level 5** | |
| **Position to self**  The student:   * locates positions in the classroom relevant to self (hangs bag on own hook, puts materials in own tray) * orients self to obtain a desired object * follows simple instructions using positional language (stand up, sit down, put your lunch box in your bag). | **Position to other**  The student:   * uses positional terms with reference to themselves (left and right) * interprets a simple diagram or picture to describe the position of an object (the house is between the river and the school) * gives and follows directions from one place to another. | **Using an informal map**  The student:   * draws an informal map or sketch to provide directions * locates positions on an informal map * orients an informal map using recognisable landmarks and current location * locates self on an informal map to select an appropriate path to a given location. | **Using formal maps and plans**  The student:   * locates position on maps using grid references * identifies features on maps and plans * describes routes using landmarks and directional language. | | **Interpreting maps and plans**  The student:   * interprets the scale as a ratio used to create plans, drawings or maps * interprets plans involving scale * uses compass directions, latitude and longitude to locate position. |

Student learning in numeracy has links beyond Mathematics in the Victorian Curriculum F–10. Teachers are encouraged to identify links within their teaching and learning plans.