**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table. If you need help completing the template view the curriculum mapping instructions document.

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|  | **Strand** | **Number and Algebra** |
|  | **Sub-strand** | **Number and place value** | **Fractions and decimals** | **Money and financial mathematics** | **Patterns and algebra** |
|  | **Content Descriptions** | Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero[(VCMNA086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA086) | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line[(VCMNA087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA087) | Count collections to 100 by partitioning numbers using place value [(VCMNA088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA088) | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts[(VCMNA089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA089) | Represent practical situations that model sharing[(VCMNA090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA090) | Recognise and describe one-half as one of two equal parts of a whole [(VCMNA091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA091) | Recognise, describe and order Australian coins according to their value [(VCMNA092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA092) | Investigate and describe number patterns formed by skip counting and patterns with objects [(VCMNA093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA093) | Recognise the importance of repetition of a process in solving problems[(VCMNA094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA094) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Foundation Level Achievement Standard** | **Level 1 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 2 Achievement Standard**  |
| **Number and Algebra*** Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets.
* They match individual objects with counting sequences up to and back from 20.
* Students order the first 10 elements of a set.
* They represent, continue and create simple patterns.
 | **Number and Algebra*** Students count to and from 100 and locate these numbers on a number line. (1)
* They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. (2)
* Students recognise Australian coins according to their value. (3)
* They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. (4)
* They continue simple patterns involving numbers and objects with and without the use of digital technology. (5)
 | **Number and Algebra*** Students count to and from, and order numbers up to 1000.
* They perform simple addition and subtraction calculations, using a range of strategies.
* They find the total value of simple collections of Australian notes and coins.
* Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths.
* They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.
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*See next page for Measurement and Geometry and Statistics and Probability Strands and Assessments section*

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|  | **Strand** | **Measurement and Geometry** | **Statistics and Probability** |
|  | **Sub-strand** | **Using units of measurement** | **Shape** | **Location and transformation** | **Chance** | **Data representation and interpretation** |
|  | **Content Descriptions** | Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units[(VCMMG095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG095) | Tell time to the half-hour[(VCMMG096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG096) | Describe duration using months, weeks, days and hours [(VCMMG097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG097) | Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features[(VCMMG098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG098) | Give and follow directions to familiar locations[(VCMMG099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG099) | Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’[(VCMSP100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP100) | Choose simple questions and gather responses[(VCMSP101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP101) | Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays [(VCMSP102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP102) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Foundation Level Achievement Standard** | **Level 1 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 2 Achievement Standard**  |
| **Measurement and Geometry*** Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects.
* They order events, explain their duration, and match days of the week to familiar events.
* Students identify simple shapes in their environment and sort shapes by their common and distinctive features.
* They use simple statements and gestures to describe location.

**Statistics and Probability*** Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.
 | **Measurement and Geometry*** Students use informal units of measurement to order objects based on length, mass and capacity. (6)
* They tell time to the half-hour and explain time durations. (7)
* Students describe two-dimensional shapes and three-dimensional objects. (8)
* They use the language of distance and direction to move from place to place. (9)

**Statistics and Probability*** Students describe data displays. (10)
* They ask questions to collect data and draw simple data displays. (11)
* Students classify outcomes of simple familiar events. (12)
 | **Measurement and Geometry*** Students order shapes and objects, using informal units for a range of measures.
* They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events.
* Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations.
* They recognise the features of three-dimensional objects.
* They interpret simple maps of familiar locations.

**Statistics and Probability*** Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology.
* They interpret data in context.
* Students use everyday language to describe outcomes of familiar events.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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