**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number and Algebra Strand** | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Sub-strand** | **Number and place value** | | | | | | | | | | | | | | **Fractions and decimals** | | **Money and financial mathematics** | | **Patterns and algebra** | | | |
|  | | **Content Descriptions** | Investigate the conditions required for a number to be odd or even and identify odd and even numbers  [(VCMNA129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA129) | | Recognise, model, represent and order numbers to at least 10 000  [(VCMNA130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA130) | | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems  [(VCMNA131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA131) | | Recognise and explain the connection between addition and subtraction  [(VCMNA132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA132) | | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation  [(VCMNA133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA133) | | Recall multiplication facts of two, three, five and ten and related division facts  [(VCMNA134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA134) | | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies  [(VCMNA135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA135) | | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole  [(VCMNA136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA136) | | Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents  [(VCMNA137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA137) | | Describe, continue, and create number patterns resulting from performing addition or subtraction  [(VCMNA138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA138) | | Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes  [(VCMNA139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA139) | |
| **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 # | CD | Achievement  standard # | CD | Achievement  standard # |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Level 2 Achievement Standard** | **Level 3 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 4 Achievement Standard** |
| **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. | **Number and Algebra**   * Students count and order numbers to and from 10 000. (1) * They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. (2) * Students recall addition and multiplication facts for single-digit numbers. (3) * They represent money values in various ways and correctly count out change from financial transactions. (4) * Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. (5) * They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. (6) | **Number and Algebra**   * Students recall multiplication facts to 10 x 10 and related division facts. * They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. * Students solve simple purchasing problems with and without the use of digital technology. * They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. * Students identify unknown quantities in number sentences. * They use the properties of odd and even numbers and describe number patterns resulting from multiplication. * Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line. |

*See next page for Measurement and Geometry and Statistics and Probability Strands and Assessments section*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Strand** | **Measurement and Geometry** | | | | | | | | | | | | | | **Statistics and Probability** | | | | | | | |
|  | **Sub-strand** | **Using units of measurement** | | | | **Shape** | | **Location and transformation** | | | | | | **Geometric reasoning** | | **Chance** | | **Data representation and interpretation** | | | | | |
|  | **Content Descriptions** | Measure, order and compare objects using familiar metric units of length, area, mass and capacity  [(VCMMG140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG140) | | Tell time to the minute and investigate the relationship between units of time  [(VCMMG141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG141) | | Make models of three-dimensional objects and describe key features  [(VCMMG142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG142) | | Create and interpret simple grid maps to show position and pathways  [(VCMMG143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG143) | | Identify symmetry in the environment  [(VCMMG144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG144) | | Identify and describe slides and turns found in the natural and built environment  [(VCMMG145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG145) | | Identify angles as measures of turn and compare angle sizes in everyday situations  [(VCMMG146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG146) | | Conduct chance experiments, identify and describe possible outcomes and recognise variation in results  [(VCMSP147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP147) | | Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording  [(VCMSP148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP148) | | Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies  [(VCMSP149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP149) | | Interpret and compare data displays  [(VCMSP150](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP150) | |
| **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 # | CD | Achievement  standard # | CD | Achievement  standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Level 2 Achievement Standard** | **Level 3 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 4 Achievement Standard** |
| **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. | **Measurement and Geometry**   * Students use metric units for length, area, mass and capacity. (7) * They tell time to the nearest minute. (8) * Students identify symmetry in natural and constructed environments. (9) * They use angle size as a measure of turn in real situations and make models of three-dimensional objects. (10) * Students match positions on maps with given information and create simple maps. (11)   **Statistics and Probability**   * Students carry out simple data investigations for categorical variables. (12) * They interpret and compare data displays. (13) * Students conduct chance experiments, list possible outcomes and recognise variations in results.(14) | **Measurement and Geometry**   * Students compare areas of regular and irregular shapes, using informal units. * They solve problems involving time duration. Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects. * They convert between units of time. * Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology. * They classify angles in relation to a right angle. * Students interpret information contained in maps.   **Statistics and Probability**   * Students describe different methods for data collection and representation, and evaluate their effectiveness. * They construct data displays from given or collected data, with and without the use of digital technology. * Students list the probabilities of everyday events. * They identify dependent and independent events. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |