**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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|  | **Number and Algebra Strand** |
|  | **Sub-strand** | **Number and place value** | **Money and financial mathematics** | **Patterns and algebra** |
|  | **Content Descriptions** | Respond to objects being counted and distributed[(VCMNA001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA001) | Respond to situations where counting is involved[(VCMNA002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA002) | Respond to groups of personally relevant objects[(VCMNA003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA003) | Respond to situations where the comparison of two collections or objects is involved[(VCMNA004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA004) | Respond to the removal and addition of familiar items and objects in practical situations[(VCMNA005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA005) | React to practical situations of sharing [(VCMNA006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA006) | React to everyday financial situations involving money [(VCMNA007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA007) | Respond to the identification of objects [(VCMNA008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA008) | Respond to repeated routines in everyday events[(VCMNA009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA009) |
| **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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| **Level A Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level B Achievement Standard**  |
| **Number and Algebra*** Students observe the use of number within their daily life. (1)
* They begin to respond to numbers in everyday experiences. (2)
* Students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games. (3)
* They experience and respond to ‘one for you, one for me’, ‘gone’, ‘no more left’ and ‘give me more’. (4)
* Students participate in making piles, groups or bundles of familiar everyday objects and respond to objects being put together and taken apart.(5)
 | **Number and Algebra*** Students participate in everyday activities that involve numbers and counting, comparing groups of objects, and pattern activities.
* Students can rote count to three.
* Students identify ‘one’ and ‘lots’ of objects and show an understanding of ‘more’ in familiar situations.
* They manipulate objects and build a tall tower by using ‘more’ blocks and take blocks away from a tower to make the tower ‘less’ tall.
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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** | **Data representation and interpretation** |
|  | **Content Descriptions** | Respond to objects based on length [(VCMMG010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG010) | Respond to personally relevant everyday events[(VCMMG011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG011) | Respond to personally relevant routine events[(VCMMG012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG012) | Respond to familiar everyday shapes and objects[(VCMMG013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG013) | Respond to movement of an object [(VCMMG014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG014) | Respond to objects relevant to a given context[(VCMSP015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP015) | Respond to objects being moved and organised to make a data display [(VCMSP016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP016) | Experience data display being interpreted[(VCMSP017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP017) |
| **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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| **Level A Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level B Achievement Standard** |
| **Measurement and Geometry*** Students observe and explore objects within daily life. (6)
* They react and respond to objects and experience measurement attributes in practical situations. (7)
* Students explore objects of varying weights, lengths, capacities and materials. (8)
* They show an awareness of time and daily routine by responding to a signal from the teacher, and items being brought out or removed. (9)
* Students respond to a signal from a timer, used to indicate the end of an activity. (10)
* Students explore and respond to objects of varying textures, colours, sizes and shapes. (11)
* Students explore space by moving and changing position and location, and respond to changes in position. (12)

**Statistics and Probability*** Students observe objects and events within their daily life. (13)
* Students begin to display a similar and predictable reaction to regular events. (14)
* They respond to major changes to regular games and activities associated with chance, surprise and predictability, such as moving a switch to activate a toy. (15)
 | **Measurement and Geometry*** Students participate in everyday activities that explore measurement and use measurement attributes in practical situations.
* Students demonstrate beginning understanding of basic measurement concepts such as ‘long or short’, ‘heavy or light’.
* They explore routine events and show an awareness of time and daily routines by responding to a routine signal from the teacher.
* They demonstrate an awareness of object permanence by searching for objects that have been hidden and participate in class activities that explore three-dimensional objects.
* They can match identical familiar three-dimensional shapes that are ‘the same’.
* Students respond to specific instructions relating to manipulating the movement and location of self and objects.

**Statistics and Probability*** Students participate in class activities that explore object, events and displaying information.
* They develop an awareness of chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable.
* Students respond to a simple pictorial representation of their activities related to a short time-frame.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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