**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. |

*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** | | |  |  | | |
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