**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** | Use number names ‘one’, ‘two’ and ‘three’ in sequence to count in everyday situations[(VCMNA018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA018) | Correspond ‘one’ with a single object [(VCMNA019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA019) | Explore the concept of ‘none’, ‘one’ and ‘more’[(VCMNA020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA020) | Make comparison between items using appropriate language such as ‘same’ or ‘different’[(VCMNA021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA021) | Participate in everyday situations involving ‘adding’ and ‘taking away’ [(VCMNA022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA022) | Respond to everyday practical situations of sharing[(VCMNA023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA023) | Respond to everyday financial situations involving money and match notes and coins[(VCMNA024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA024) | Participate in the comparison of objects, using language such as ‘same’ and ‘different’ [(VCMNA025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA025) | Follow a simple cause and effect process[(VCMNA026](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA026) |
| **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** | **Level B Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level C Achievement Standard**  |
| **Number and Algebra*** Students observe the use of number within their daily life.
* They begin to respond to numbers in everyday experiences.
* Students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games.
* They experience and respond to ‘one for you, one for me’, ‘gone’, ‘no more left’ and ‘give me more’.
* Students participate in making piles, groups or bundles of familiar everyday objects and respond to objects being put together and taken apart.
 | **Number and Algebra*** Students participate in everyday activities that involve numbers and counting, comparing groups of objects, and pattern activities. (1)
* Students can rote count to three. (2)
* Students identify ‘one’ and ‘lots’ of objects and show an understanding of ‘more’ in familiar situations. (3)
* 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. (4)
 |  **Number and Algebra*** Students connect number names and numerals with sets of up to five elements.
* They match individual objects with counting sequences up to and back from five.
* Students use concrete materials to solve problems that involve comparing, combining and separating sets.
* Students make ‘groups’, ‘lots’ and groups of ‘one’ and can indicate which collection has ‘more’ than the other.
* They can distribute objects to each person in a group until there are no objects left.
* Students order the first three elements of a set.
* Students can match one attribute of familiar objects.
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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** | Compare objects using direct comparison[(VCMMG027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG027) | Recognise and participate in familiar events that happen on a daily basis[(VCMMG028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG028) | Participate in regular daily events [(VCMMG029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG029) | Identify when two shapes or objects are the same sort or not [(VCMMG030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG030) | Respond to a simple statement about location or direction [(VCMMG031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG031) | Participate in data collection[(VCMSP032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP032) | Participate in the grouping of data [(VCMSP033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP033) | Experiencing data being used for decision making in everyday situations [(VCMSP034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP034) |
| **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** | **Level B Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level C Achievement Standard** |
| **Measurement and Geometry*** Students observe and explore objects within daily life.
* They react and respond to objects and experience measurement attributes in practical situations.
* Students explore objects of varying weights, lengths, capacities and materials.
* They show an awareness of time and daily routine by responding to a signal from the teacher, and items being brought out or removed.
* Students respond to a signal from a timer, used to indicate the end of an activity.
* Students explore and respond to objects of varying textures, colours, sizes and shapes.
* Students explore space by moving and changing position and location, and respond to changes in position.

**Statistics and Probability*** Students observe objects and events within their daily life.
* Students begin to display a similar and predictable reaction to regular events.
* 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.
 | **Measurement and Geometry*** Students participate in everyday activities that explore measurement and use measurement attributes in practical situations. (5)
* Students demonstrate beginning understanding of basic measurement concepts such as ‘long or short’, ‘heavy or light’. (6)
* They explore routine events and show an awareness of time and daily routines by responding to a routine signal from the teacher. (7)
* 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. (8)
* They can match identical familiar three-dimensional shapes that are ‘the same’. (9)
* Students respond to specific instructions relating to manipulating the movement and location of self and objects. (10)

**Statistics and Probability*** Students participate in class activities that explore object, events and displaying information. (11)
* 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. (12)
* Students respond to a simple pictorial representation of their activities related to a short time-frame. (13)
 |  **Measurement and Geometry*** Students explore measurement attributes in practical situations and use words to describe the characteristics of familiar objects.
* Students solve simple mathematical problems associated with longer and shorter lengths.
* They explore events and identify day and night events.
* They can identify events that may or may not happen today.
* Students respond to a simple pictorial representation of activities related to their whole day.
* They match objects that are the same and sort familiar objects, and an understanding of the concept of ‘inside and outside’ by following instructions.
* They demonstrate an understanding of location and spatial awareness by following simple instructions related to simple spatial concepts.

**Statistics and Probability*** Students participate in and contribute to the development of picture schedules, timetables and pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session.
* They demonstrate an understanding of the concept of chance by participating in games of chance, and identifying events that may or may not happen today.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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