**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. |

*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** | | |  |  | | |
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