**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 a number names in sequence to count in everyday situations, initially from one to ten[(VCMNA052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA052) | Recognise number name, numerals and quantities, initially up to five and beyond [(VCMNA053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA053) | Subitise regular arrangements of objects and arrays up to five [(VCMNA054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA054) | Compare, order and make comparisons between two collections, according to their quantity, using numbers initially to five [(VCMNA055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA055) | Model practical situations involving ‘adding to’ or ‘taking away’ with collections of up to five objects[(VCMNA056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA056) | Sharing material in practical situations so everyone has the same amount [(VCMNA057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA057) | Use direct comparison to sort coins or notes into groups[(VCMNA058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA058) | Sort like objects based on a given classification, and identify and continue a simple repeated pattern with its next element [(VCMNA059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA059) | Follow a sequence of steps [(VCMNA060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA060) |
| **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 C Achievement Standard** | **Level D Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Foundation Level Achievement Standard**  |
| **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.
 | **Number and Algebra*** Students connect number names and numerals with sets of up to 10 elements. (1)
* They match individual objects with counting sequences up to and back from 10. (2)
* They recognise and point to numerals in and around the classroom, for example, numbers on a clock face. (3)
* Students use concrete materials to solve problems that involve comparing, combining and separating sets. (4)
* They can indicate when groups of less than 10 objects are the same or different in number and that two collections have the ‘same’ quantity by matching items one to one. (5)
* They can find the first and last object in a sequence and place objects into sets to make ‘more’ and take objects from a group to make ‘less’. (6)
* Students order the first five elements of a set. (7)
* They sort objects and shapes based on a given attribute and create simple repeating patterns of two elements or more by copying a pattern. (8)
 | **Number and Algebra*** Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets.
* They match individual objects with counting sequences up to and back from 20.
* Students order the first 10 elements of a set. They represent, continue and create simple patterns.
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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 contexts involving ‘heavier/lighter’ than and ‘holds more/less’ than [(VCMMG061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG061) | Identify and sequence regular events that occur during the school day and comment on their duration (short/long) [(VCMMG062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG062) | Identify the days of the week in sequence[(VCMMG063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG063) | Use direct comparison to sort three dimensional objects and two dimensional shapes [(VCMMG064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG064) | Follow simple directional words to locate or move an object ‘on’, ‘in’ or ‘under’ [(VCMMG065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG065) | Answer simple yes/no questions about data that has been gathered in a given context [(VCMSP066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP066) | Collect and display data in response to a question using materials [(VCMSP067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP067) | Identify what the data display is representing and answer questions using yes/no responses[(VCMSP068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP068) |
| **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 C Achievement Standard** | **Level D Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Foundation Level Achievement Standard** |
| **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.
 | **Measurement and Geometry*** Students explore measurement attributes in practical situations and identify and describe the basic characteristics of a range of objects. (9)
* They can identify regular events within the school week. (10)
* They can follow a class pictorial schedule and mark off each passing day on a calendar. (11)
* Students demonstrate an understanding of two- and three-dimensional shapes by matching basic geometric objects to pictures of that object, identifying basic three-dimensional shapes in the classroom and sorting shapes into like groups. (12)
* Students show an understanding of ‘location’ and spatial concepts by responding to instructions to position items. (13)

**Statistics and Probability*** Students explore events and follow a simple picture schedule, and use these to answer simple ‘yes’ or ‘no’ questions. (14)
* They play a variety of chance games such as bingo or snakes and ladders and demonstrate an understanding that they will not always win. (15)
 | **Measurement and Geometry*** Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects.
* They order events, explain their duration, and match days of the week to familiar events.
* Students identify simple shapes in their environment and sort shapes by their common and distinctive features.
* They use simple statements and gestures to describe location.

**Statistics and Probability*** Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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