**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** | **Fractions and decimals** | **Money and financial mathematics** | **Patterns and algebra** |
|  | **Content Descriptions** | Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences [(VCMNA103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA103) | Recognise, model, represent and order numbers to at least 1000 [(VCMNA104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA104) | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting [(VCMNA105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA105) | Explore the connection between addition and subtraction[(VCMNA106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA106) | Solve simple addition and subtraction problems using a range of efficient mental and written strategies[(VCMNA107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA107) | Recognise and represent multiplication as repeated addition, groups and arrays [(VCMNA108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA108) | Recognise and represent division as grouping into equal sets and solve simple problems using these representations [(VCMNA109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA109) | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections[(VCMNA110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA110) | Count and order small collections of Australian coins and notes according to their value [(VCMNA111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA111) | Describe patterns with numbers and identify missing elements [(VCMNA112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA112) | Solve problems by using number sentences for addition or subtraction [(VCMNA113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA113) | Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction [(VCMNA114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA114) |
| **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 # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Level 1 Achievement Standard** | **Level 2 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 3 Achievement Standard**  |
| **Number and Algebra*** Students count to and from 100 and locate these numbers on a number line.
* They partition numbers using place value and carry out simple additions and subtractions, using counting strategies.
* Students recognise Australian coins according to their value.
* They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s.
* They continue simple patterns involving numbers and objects with and without the use of digital technology.
 | **Number and Algebra*** Students count to and from, and order numbers up to 1000. (1)
* They perform simple addition and subtraction calculations, using a range of strategies. (2)
* They find the total value of simple collections of Australian notes and coins. (3)
* Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. (4)
* They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition. (5)
 | **Number and Algebra*** Students count and order numbers to and from 10 000.
* They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology.
* Students recall addition and multiplication facts for single-digit numbers.
* They represent money values in various ways and correctly count out change from financial transactions.
* Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one.
* They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples.
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*See next page for Measurement and Geometry and Statistics and Probability Strands and Assessments section*

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|  | **Measurement and Geometry Strand** |
|  | **Sub-strand** | **Using units of measurement** | **Shape** | **Location and transformation** |
|  | **Content Descriptions** | Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units [(VCMMG115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG115) | Compare masses of objects using balance scales[(VCMMG116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG116) | Tell time to the quarter-hour, using the language of 'past' and 'to'[(VCMMG117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG117) | Name and order months and seasons[(VCMMG118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG118) | Use a calendar to identify the date and determine the number of days in each month [(VCMMG119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG119) | Describe and draw two-dimensional shapes, with and without digital technologies [(VCMMG120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG120) | Describe the features of three-dimensional objects[(VCMMG121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG121) | Interpret simple maps of familiar locations and identify the relative positions of key features[(VCMMG122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG122) | Investigate the effect of one-step slides and flips with and without digital technologies[(VCMMG123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG123) | Identify and describe half and quarter turns[(VCMMG124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG124) |
| **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 # | CD  | Achievement standard # |
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|  | **Statistics and Probability Strand** |
|  | **Sub-strand** | **Chance** | **Data representation and interpretation** |
|  | **Content Descriptions** | Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ [(VCMSP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP125) | Identify a question of interest based on one categorical variable. Gather data relevant to the question [(VCMSP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP126) | Collect, check and classify data [(VCMSP127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP127) | Create displays of data using lists, table and picture graphs and interpret them [(VCMSP128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP128) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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| **Level 1 Achievement Standard**  | **Level 2 Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 3 Achievement Standard**  |
| **Measurement and Geometry*** Students use informal units of measurement to order objects based on length, mass and capacity.
* They tell time to the half-hour and explain time durations.
* Students describe two-dimensional shapes and three-dimensional objects.
* They use the language of distance and direction to move from place to place.

**Statistics and Probability*** Students describe data displays.
* They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.
 | **Measurement and Geometry*** Students order shapes and objects, using informal units for a range of measures. (6)
* They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. (7)
* Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. (8)
* They recognise the features of three-dimensional objects. (9)
* They interpret simple maps of familiar locations. (10)

**Statistics and Probability*** Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. (11)
* They interpret data in context. (12)
* Students use everyday language to describe outcomes of familiar events. (13)
 | **Measurement and Geometry*** Students use metric units for length, area, mass and capacity.
* They tell time to the nearest minute.
* Students identify symmetry in natural and constructed environments.
* They use angle size as a measure of turn in real situations and make models of three-dimensional objects.
* Students match positions on maps with given information and create simple maps.

**Statistics and Probability*** Students carry out simple data investigations for categorical variables.
* They interpret and compare data displays.
* Students conduct chance experiments, list possible outcomes and recognise variations in results.
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| **Assessments** |  |  |
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