**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. |

*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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