**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 the conditions required for a number to be odd or even and identify odd and even numbers[(VCMNA129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA129) | Recognise, model, represent and order numbers to at least 10 000 [(VCMNA130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA130) | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems [(VCMNA131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA131) | Recognise and explain the connection between addition and subtraction [(VCMNA132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA132) | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation[(VCMNA133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA133) | Recall multiplication facts of two, three, five and ten and related division facts [(VCMNA134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA134) | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies[(VCMNA135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA135) | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole[(VCMNA136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA136) | Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents [(VCMNA137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA137) | Describe, continue, and create number patterns resulting from performing addition or subtraction[(VCMNA138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA138) | Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes [(VCMNA139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA139) |
| **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 # |
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| **Level 2 Achievement Standard** | **Level 3 Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 4 Achievement Standard**  |
| **Number and Algebra*** Students count to and from, and order numbers up to 1000.
* They perform simple addition and subtraction calculations, using a range of strategies.
* They find the total value of simple collections of Australian notes and coins.
* Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths.
* 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.
 | **Number and Algebra*** Students count and order numbers to and from 10 000. (1)
* They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. (2)
* Students recall addition and multiplication facts for single-digit numbers. (3)
* They represent money values in various ways and correctly count out change from financial transactions. (4)
* Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. (5)
* They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. (6)
 | **Number and Algebra*** Students recall multiplication facts to 10 x 10 and related division facts.
* They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context.
* Students solve simple purchasing problems with and without the use of digital technology.
* They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places.
* Students identify unknown quantities in number sentences.
* They use the properties of odd and even numbers and describe number patterns resulting from multiplication.
* Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line.
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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** | **Geometric reasoning** | **Chance** | **Data representation and interpretation** |
|  | **Content Descriptions** | Measure, order and compare objects using familiar metric units of length, area, mass and capacity[(VCMMG140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG140) | Tell time to the minute and investigate the relationship between units of time [(VCMMG141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG141) | Make models of three-dimensional objects and describe key features [(VCMMG142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG142) | Create and interpret simple grid maps to show position and pathways[(VCMMG143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG143) | Identify symmetry in the environment[(VCMMG144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG144) | Identify and describe slides and turns found in the natural and built environment [(VCMMG145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG145) | Identify angles as measures of turn and compare angle sizes in everyday situations [(VCMMG146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG146) | Conduct chance experiments, identify and describe possible outcomes and recognise variation in results[(VCMSP147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP147) | Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording[(VCMSP148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP148) | Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies [(VCMSP149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP149) | Interpret and compare data displays [(VCMSP150](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP150) |
| **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 # |
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| **Level 2 Achievement Standard**  | **Level 3 Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 4 Achievement Standard**  |
| **Measurement and Geometry*** Students order shapes and objects, using informal units for a range of measures.
* 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.
* Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations.
* They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.

**Statistics and Probability*** Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology.
* They interpret data in context.
* Students use everyday language to describe outcomes of familiar events.
 | **Measurement and Geometry*** Students use metric units for length, area, mass and capacity. (7)
* They tell time to the nearest minute. (8)
* Students identify symmetry in natural and constructed environments. (9)
* They use angle size as a measure of turn in real situations and make models of three-dimensional objects. (10)
* Students match positions on maps with given information and create simple maps. (11)

**Statistics and Probability*** Students carry out simple data investigations for categorical variables. (12)
* They interpret and compare data displays. (13)
* Students conduct chance experiments, list possible outcomes and recognise variations in results.(14)
 | **Measurement and Geometry*** Students compare areas of regular and irregular shapes, using informal units.
* They solve problems involving time duration. Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects.
* They convert between units of time.
* Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology.
* They classify angles in relation to a right angle.
* Students interpret information contained in maps.

**Statistics and Probability*** Students describe different methods for data collection and representation, and evaluate their effectiveness.
* They construct data displays from given or collected data, with and without the use of digital technology.
* Students list the probabilities of everyday events.
* They identify dependent and independent events.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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