**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** | | | | | | | | | | | |
|  | | **Content Descriptions** | Identify and describe factors and multiples of whole numbers and use them to solve problems  [(VCMNA181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA181) | | Use estimation and rounding to check the reasonableness of answers to calculations  [(VCMNA182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA182) | | Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies  [(VCMNA183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA183) | | Solve problems involving division by a one digit number, including those that result in a remainder  [(VCMNA184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA184) | | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems  [(VCMNA185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA185) | | Recognise, represent and order numbers to at least hundreds of thousands  [(VCMNA186)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA186) | |
| **Unit** | | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # |
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|  | **Sub-strand** | **Fractions and decimals** | | | | | | | | **Money and financial mathematics** | | **Patterns and algebra** | | | | | |
|  | **Content Descriptions** | Compare and order common unit fractions and locate and represent them on a number line  [(VCMNA187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA187) | | Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator  [(VCMNA188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA188) | | Recognise that the place value system can be extended beyond hundredths  [(VCMNA189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA189) | | Compare, order and represent decimals  [(VCMNA190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA190) | | Create simple financial plans  [(VCMNA191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA191) | | Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction  [(VCMNA192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA192) | | Use equivalent number sentences involving multiplication and division to find unknown quantities  [(VCMNA193)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA193) | | Follow a mathematical algorithm involving branching and repetition (iteration)  [(VCMNA194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA194) | |
| **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 4 Achievement Standard** | **Level 5 Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 6 Achievement Standard** |
| **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. | **Number and Algebra**   * Students solve simple problems involving the four operations using a range of strategies including digital technology. (1) * They estimate to check the reasonableness of answers and approximate answers by rounding. (2) * Students identify and describe factors and multiples. (3) * They explain plans for simple budgets. (4) * Students order decimals and unit fractions and locate them on a number line. (5) * Students add and subtract fractions with the same denominator. (6) * They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals. (7) | **Number and Algebra**   * Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. * They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. * Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. * They solve problems involving the addition and subtraction of related fractions. * Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. * They make connections between the powers of 10 and the multiplication and division of decimals. * Students add, subtract and multiply decimals and divide decimals where the result is rational. * Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. * They use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane. |

*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** | | | | | | **Geometric reasoning** | |
|  | **Content Descriptions** | Choose appropriate units of measurement for length, area, volume, capacity and mass  [(VCMMG195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG195) | | Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units  [(VCMMG196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG196) | | Compare 12- and 24-hour time systems and convert between them  [(VCMMG197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG197) | | Connect three-dimensional objects with their nets and other two-dimensional representations  [(VCMMG198)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG198) | | Use a grid reference system to describe locations. Describe routes using landmarks and directional language  [(VCMMG199)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG199) | | Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries  [(VCMMG200)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG200) | | Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original  [(VCMMG201)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG201) | | Estimate, measure and compare angles using degrees. Construct angles using a protractor  [(VCMMG202)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG202) | |
| **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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|  | **Statistics and Probability Strand** | | | | | | | | | | |
|  | **Sub-strand** | **Chance** | | | | **Data representation and interpretation** | | | | | | |
|  | **Content Descriptions** | List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions  [(VCMSP203)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP203) | | Recognise that probabilities range from 0 to 1  [(VCMSP204)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP204) | | Pose questions and collect categorical or numerical data by observation or survey  [(VCMSP205)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP205) | | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies  [(VCMSP206)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP206) | | Describe and interpret different data sets in context  [(VCMSP207)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP207) | | |
| **Unit** | **Semester/Year** | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | CD | Achievement  standard # | |
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| **Level 4 Achievement Standard** | **Level 5 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 6 Achievement Standard** |
| **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. | **Measurement and Geometry**   * Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms. (8) * They convert between 12 and 24-hour time. (9) * Students use a grid reference system to locate landmarks. (10) * They estimate angles, and use protractors and digital technology to construct and measure angles. (11) * Students connect three-dimensional objects with their two-dimensional representations. (12) * They describe transformations of two-dimensional shapes and identify line and rotational symmetry. (13)   **Statistics and Probability**   * Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. (14) * They compare and interpret different data sets. (15) * Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1. (16) | **Measurement and Geometry**   * Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. * They solve problems involving time, length and area, and make connections between capacity and volume. * Students interpret a variety of everyday timetables. * They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology. * Students construct simple prisms and pyramids.   **Statistics and Probability**   * Students interpret and compare a variety of data displays, including displays for two categorical variables. * They analyse and evaluate data from secondary sources. * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages. |

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| **Assessments** | | |  |  | | |
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