**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.
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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** | **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** |  |  |
| **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment**  | **Achievement Standard/s** |
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