**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** | | | | | | | |
|  | | **Content Descriptions** | Identify and describe properties of prime, composite, square and triangular numbers  [(VCMNA208)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA208) | | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations  [(VCMNA209)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA209) | | Investigate everyday situations that use integers. Locate and represent these numbers on a number line  [(VCMNA210)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA210) | | Compare fractions with related denominators and locate and represent them on a number line  [(VCMNA211)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA211) | | Solve problems involving addition and subtraction of fractions with the same or related denominators  [(VCMNA212)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA212) | | Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies  [(VCMNA213)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA213) | | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers  [(VCMNA214)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA214) | |  | |
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|  | **Sub-strand** | **Fractions and decimals *(continued)*** | | | | | | **Money and financial mathematics** | | **Patterns and algebra** | | | | | |
|  | **Content Descriptions** | Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies  [(VCMNA215)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA215) | | Multiply and divide decimals by powers of 10  [(VCMNA216)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA216) | | Make connections between equivalent fractions, decimals and percentages  [(VCMNA217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA217) | | Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies  [(VCMNA218)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA218) | | Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence  [(VCMNA219)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA219) | | Explore the use of brackets and order of operations to write number sentences  [(VCMNA220)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA220) | | Design algorithms involving branching and iteration to solve specific classes of mathematical problems  [(VCMNA221)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA221) | |
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| **Level 5 Achievement Standard** | **Level 6 Achievement Standard -** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 7 Achievement Standard** |
| Number and Algebra   * Students solve simple problems involving the four operations using a range of strategies including digital technology. * They estimate to check the reasonableness of answers and approximate answers by rounding. * Students identify and describe factors and multiples. * They explain plans for simple budgets. * Students order decimals and unit fractions and locate them on a number line. * Students add and subtract fractions with the same denominator. * They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals. | **Number and Algebra**   * Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. (1) * They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. (2) * Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. (3) * They solve problems involving the addition and subtraction of related fractions. (4) * Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. (5) * They make connections between the powers of 10 and the multiplication and division of decimals. (6) * Students add, subtract and multiply decimals and divide decimals where the result is rational. (7) * Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. (8) * 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. (9) | **Number and Algebra**   * Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. * They identify and describe rational and irrational numbers in context. * Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. * They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. * Students solve linear equations and graph linear relationships 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** | Connect decimal representations to the metric system  [(VCMMG222)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG222) | | Convert between common metric units of length, mass and capacity [(VCMMG223)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG223) | | Solve problems involving the comparison of lengths and areas using appropriate units [(VCMMG224)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG224) | | Connect volume and capacity and their units of measurement  [(VCMMG225)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG225) | | Interpret and use timetables  [(VCMMG226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG226) | | Measure, calculate and compare elapsed time  [(VCMMG227)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG227) | | Construct simple prisms and pyramids  [(VCMMG228)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG228) | | Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies  [(VCMMG229)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG229) | | Introduce the Cartesian coordinate system using all four quadrants  [(VCMMG230)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG230) | | Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles [(VCMMG231)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG231) | |
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|  | **Statistics and Probability Strand** | | | | | | | | | | | | |
|  | **Sub-strand** | **Chance** | | | | | | **Data representation and interpretation** | | | | | |
|  | **Content Descriptions** | Describe probabilities using fractions, decimals and percentages  [(VCMSP232)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP232) | | Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies  [(VCMSP233)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP233) | | Compare observed frequencies across experiments with expected frequencies  [(VCMSP234)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP234) | | Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables  [(VCMSP235)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP235) | | Interpret secondary data presented in digital media and elsewhere  [(VCMSP236)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP236) | | Pose and refine questions to collect categorical or numerical data by observation or survey  [(VCMSP237)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP237) | |
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| **Level 5 Achievement Standard** | **Level 6 Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 7 Achievement Standard** |
| **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. * They convert between 12 and 24-hour time. * Students use a grid reference system to locate landmarks. * They estimate angles, and use protractors and digital technology to construct and measure angles. * Students connect three-dimensional objects with their two-dimensional representations. * They describe transformations of two-dimensional shapes and identify line and rotational symmetry.   **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. * They compare and interpret different data sets. * Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1. | **Measurement and Geometry**   * Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. (10) * They solve problems involving time, length and area, and make connections between capacity and volume. * Students interpret a variety of everyday timetables. (11) * 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. (12) * Students construct simple prisms and pyramids. (13)   **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. (14) * Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. (15) * They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages. (16) | **Measurement and Geometry**   * Students use formulas for the area and perimeter of rectangles. * They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. * Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. * They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. * Students calculate volumes of rectangular prisms.   **Statistics and Probability**   * Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. * They construct stem-and-leaf plots and dot-plots. * Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. * They describe the relationship between the median and mean in data displays. * Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes. |

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| **Assessment** | | |  |  | | |
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