**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) |  |
| **Unit** | **Semester/Year** | 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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|  | **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) |
| **Unit** | **Semester/Year** | 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 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.
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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** | 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) |
| **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** | 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) |
| **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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| **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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