**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** | | | | | | | | | | | | **Money and financial mathematics** | | **Patterns and algebra** | | | |
|  | | **Content Descriptions** | Use number names in sequence to count in everyday situations, initially from one to five  [(VCMNA035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA035) | | Know and match number name, numerals and quantities to three  [(VCMNA036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA036) | | Identify groups as being ‘one’, ‘more’ or ‘less’  [VCMNA037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA037" \o "View elaborations and additional details of VCMNA037) | | Compare and order two collections according to their quantity  [(VCMNA038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA038) | | Demonstrate in practical situations, ‘adding one more to’ and ‘taking one away from’ in everyday situations  [(VCMNA039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA039) | | Sharing materials in practical situations  [(VCMNA040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA040) | | Using money in everyday financial situations and matching coins to two dimensional images  [(VCMNA041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA041) | | Pair identical objects from a small collection, and recognise simple repeated patterns  [(VCMNA042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA042) | | Identify repeated routines and sequences in everyday events  [(VCMNA043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA043) | |
| **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 # |
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| **Level B Achievement Standard** | **Level C Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| **Number and Algebra**   * Students participate in everyday activities that involve numbers and counting, comparing groups of objects, and pattern activities. * Students can rote count to three. * Students identify ‘one’ and ‘lots’ of objects and show an understanding of ‘more’ in familiar situations. * They manipulate objects and build a tall tower by using ‘more’ blocks and take blocks away from a tower to make the tower ‘less’ tall. | **Number and Algebra**   * Students connect number names and numerals with sets of up to five elements. (1) * They match individual objects with counting sequences up to and back from five. (2) * Students use concrete materials to solve problems that involve comparing, combining and separating sets. (3) * Students make ‘groups’, ‘lots’ and groups of ‘one’ and can indicate which collection has ‘more’ than the other. (4) * They can distribute objects to each person in a group until there are no objects left. (5) * Students order the first three elements of a set. (6) * Students can match one attribute of familiar objects. (7) | **Number and Algebra**   * Students connect number names and numerals with sets of up to 10 elements. * They match individual objects with counting sequences up to and back from 10. * They recognise and point to numerals in and around the classroom, for example, numbers on a clock face. * Students use concrete materials to solve problems that involve comparing, combining and separating sets. * They can indicate when groups of less than 10 objects are the same or different in number and that two collections have the ‘same’ quantity by matching items one to one. * They can find the first and last object in a sequence and place objects into sets to make ‘more’ and take objects from a group to make ‘less’. * Students order the first five elements of a set. * They sort objects and shapes based on a given attribute and create simple repeating patterns of two elements or more by copying a pattern. |

*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** | | **Data representation and interpretation** | | | | | |
|  | **Content Descriptions** | Compare two objects based on measurement attributes of length  [(VCMMG044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG044) | | | Identify familiar events that occur at different stages of a day (morning, afternoon, evening, night)  [(VCMMG045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG045) | | Identify the familiar events within the day using a visual schedule  [(VCMMG046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG046) | | Match familiar two dimensional shapes and three dimensional objects  [(VCMMG047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG047) | | Locate familiar three-dimensional objects in the classroom when they are named  [(VCMMG048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG048) | | Identify data relevant to a given context  [(VCMSP049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP049) | | Follow simple instructions to sort objects into a simple data display  [VCMSP050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP050" \o "View elaborations and additional details of VCMSP050) | | Identify the choices/responses of a data display  [(VCMSP051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP051) | |
| **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 B Achievement Standard** | **Level C Achievement Standard**  Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level D Achievement Standard** |
| **Measurement and Geometry**   * Students participate in everyday activities that explore measurement and use measurement attributes in practical situations. * Students demonstrate beginning understanding of basic measurement concepts such as ‘long or short’, ‘heavy or light’. * They explore routine events and show an awareness of time and daily routines by responding to a routine signal from the teacher. * They demonstrate an awareness of object permanence by searching for objects that have been hidden and participate in class activities that explore three-dimensional objects. * They can match identical familiar three-dimensional shapes that are ‘the same’. * Students respond to specific instructions relating to manipulating the movement and location of self and objects.   **Statistics and Probability**   * Students participate in class activities that explore object, events and displaying information. * They develop an awareness of chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable. * Students respond to a simple pictorial representation of their activities related to a short time-frame. | **Measurement and Geometry**   * Students explore measurement attributes in practical situations and use words to describe the characteristics of familiar objects. (8) * Students solve simple mathematical problems associated with longer and shorter lengths. (9) * They explore events and identify day and night events. (10) * They can identify events that may or may not happen today. (11) * Students respond to a simple pictorial representation of activities related to their whole day. (12) * They match objects that are the same and sort familiar objects, and an understanding of the concept of ‘inside and outside’ by following instructions. (13) * They demonstrate an understanding of location and spatial awareness by following simple instructions related to simple spatial concepts. (14)   **Statistics and Probability**   * Students participate in and contribute to the development of picture schedules, timetables and pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session. (15) * They demonstrate an understanding of the concept of chance by participating in games of chance, and identifying events that may or may not happen today. (16) | **Measurement and Geometry**   * Students explore measurement attributes in practical situations and identify and describe the basic characteristics of a range of objects. * They can identify regular events within the school week. * They can follow a class pictorial schedule and mark off each passing day on a calendar. * Students demonstrate an understanding of two- and three-dimensional shapes by matching basic geometric objects to pictures of that object, identifying basic three-dimensional shapes in the classroom and sorting shapes into like groups. * Students show an understanding of ‘location’ and spatial concepts by responding to instructions to position items.   **Statistics and Probability**   * Students explore events and follow a simple picture schedule, and use these to answer simple ‘yes’ or ‘no’ questions. * They play a variety of chance games such as bingo or snakes and ladders and demonstrate an understanding that they will not always win. |

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