**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** | Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from  any starting point [(VCMNA069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA069) | Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond[(VCMNA070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA070) | Subitise small collections of objects [(VCMNA071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA071) | Compare, order and make correspondences between collections, initially to 20, and explain reasoning [(VCMNA072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA072) | Represent practical situations to model addition and subtraction [(VCMNA073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA073) | Represent practical situations to model sharing[(VCMNA074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA074) | Represent simple, everyday financial situations involving money [(VCMNA075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA075) | Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings[(VCMNA076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA076) | Follow a short sequence of instructions[(VCMNA077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMNA077) |
| **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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| **Foundation Level Achievement Standard** Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 1 Achievement Standard**  |
| **Number and Algebra*** Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. (1)
* They match individual objects with counting sequences up to and back from 20. (2)
* Students order the first 10 elements of a set. (3)
* They represent, continue and create simple patterns. (4)
 | **Number and Algebra*** Students count to and from 100 and locate these numbers on a number line.
* They partition numbers using place value and carry out simple additions and subtractions, using counting strategies.
* Students recognise Australian coins according to their value.
* They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s.
* They continue simple patterns involving numbers and objects with and without the use of digital technology.
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*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** | Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language [(VCMMG078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG078) | Compare and order the duration of events using the everyday language of time [(VCMMG079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG079) | Connect days of the week to familiar events and actions [(VCMMG080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG080) | Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment[(VCMMG081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG081) | Describe position and movement [(VCMMG082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG082) | Answer yes/no questions to collect information[(VCMSP083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP083) | Organise answers to yes/no questions into simple data displays using objects and drawings[(VCMSP084)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP084) | Interpret simple data displays about yes/no questions[(VCMSP085)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMSP085) |
| **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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| **Foundation Level Achievement Standard**Separated by line. Number in brackets, E.g. (3), is used as an identifier in various parts of the template. | **Level 1 Achievement Standard**  |
| **Measurement and Geometry*** Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. (6)
* They order events, explain their duration, and match days of the week to familiar events. (7)
* Students identify simple shapes in their environment and sort shapes by their common and distinctive features. (8)
* They use simple statements and gestures to describe location. (9)

**Statistics and Probability*** Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data. (10)
 | **Measurement and Geometry*** Students use informal units of measurement to order objects based on length, mass and capacity.
* They tell time to the half-hour and explain time durations.
* Students describe two-dimensional shapes and three-dimensional objects.
* They use the language of distance and direction to move from place to place.

**Statistics and Probability*** Students describe data displays.
* They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.
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| **Assessments** |  |  |
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