Mathematics Foundation map – template

**Use this curriculum area map to identify where content descriptions and achievement standards are explicitly addressed within your school’s teaching and learning plans. This template will help you to both map the Victorian Curriculum F–10 Version 2.0 and audit your current teaching and learning plans.**

# Instructions

1. Enter your details in the footer on page 1.
2. Enter the title of each teaching and learning unit in the first column of each mapping table. Indicate the connections to the curriculum by checking the box of the relevant content description(s) and writing the number of the relevant sentence(s) from the achievement standard.
3. Complete all the mapping tables, listing all teaching and learning units. Check that all achievement standard sentences have been covered. Detail any comments, notes and actions.
4. Complete the Assessment, Analysis of Curriculum Coverage and Next Steps sections on the final page.

**Hint:** Use your completed curriculum area map to start populating or updating your **curriculum area plan**.

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| **Achievement standard (AS) paragraph for Number strand, with numbered sentences** | **Y/N** |
| 1. By the end of Foundation, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. |  |
| 1. They use subitising and counting strategies to quantify collections. |  |
| 1. Students compare the size of collections to at least 20. |  |
| 1. They partition and combine collections up to 10 in different ways, representing these with numbers. |  |
| 1. Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. |  |

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| **Achievement standard (AS) paragraph for Algebra strand, with numbered sentences** | **Y/N** |
| 1. Students represent, continue and create simple repeating patterns. |  |

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|  | **Strand** | **Number** | | | | | | | | | | | | **Algebra** | |
|  | **Content description (CD)** | name, represent and order numbers, including zero to at least 20, using physical and virtual materials and numerals  VC2MFN01 | | recognise and name the number of objects within a collection up to 5 using subitising  VC2MFN02 | | quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning  VC2MFN03 | | partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts  VC2MFN04 | | represent practical situations, including simple financial situations, involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies  VC2MFN05 | | represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies  VC2MFN06 | | follow a short sequence of instructions; recognise, copy, continue and create repeating patterns represented in different ways  VC2MFA01 | |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** |
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| **Comments, notes, actions** |  | | | | | | | | | | | | | | |

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| **Achievement standard (AS) paragraph for Measurement strand, with numbered sentences** | **Y/N** |
| 1. Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. |  |
| 1. They sequence and connect familiar events to the time of day. |  |

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| **Achievement standard (AS) paragraph for Space strand, with numbered sentences** | **Y/N** |
| 1. Students name, create and sort familiar shapes and give their reasoning. |  |
| 1. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. |  |

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| **Achievement standard (AS) paragraph for Statistics strand, with numbered sentences** | **Y/N** |
| 1. Students collect, sort and compare data in response to questions in familiar contexts. |  |

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|  | **Strand** | **Measurement** | | | | **Space** | | | | **Statistics** | |
|  | **Content description (CD)** | identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning  VC2MFM01 | | sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions  VC2MFM02 | | sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons  VC2MFSP01 | | describe the position and location of themselves and objects in relation to other people and objects within a familiar space  VC2MFSP02 | | collect, sort and compare data represented by objects and images in response to given investigative questions that have only 2 outcomes and relate to familiar situations  VC2MFST01 | |
| **Teaching and learning unit** | **Semester/Year** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** | **CD** | **AS no.** |
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| **Comments, notes, actions** |  | | | | | | | | | | |

# Assessment

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| **Teaching and learning unit** | **Assessment task name(s) and type(s)** | **AS no.** |
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# Analysis of curriculum coverage

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| <The following questions could be used as prompts for the analysis process:   * Have you addressed all the content descriptions? * Have you addressed all the sentences in the achievement standard? * Where are there gaps in the content description coverage? * Where are there gaps in the achievement standard coverage? * Are all content descriptions equal? Do you think they all take the same amount of time to teach? * Is anything being over-taught? * Is anything being missed completely or given insufficient attention?> |

# Next steps

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| <The following questions could be used as prompts for next steps:   * What implications would gaps in content description coverage have on your teaching and learning plans? * What implications would gaps in achievement standard coverage have on assessment? * How will you address any gaps?   Use your completed curriculum area map to start populating or updating your curriculum area plan.> |