Mathematics Level 1 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 Level 1, students connect number names, numerals and quantities, and order numbers to at least 120. |  |
| 1. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. |  |
| 1. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. |  |
| 1. They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. |  |

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| **Achievement standard (AS) paragraph for Algebra strand, with numbered sentences** | **Y/N** |
| 1. Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit. |  |

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|  | **Strand** | **Number** | | | | | | | | | | | | **Algebra** | | | |
|  | **Content description (CD)** | recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts  VC2M1N01 | | partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones  VC2M1N02 | | quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting  VC2M1N03 | | add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies  VC2M1N04 | | use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials; use calculation strategies to solve the problem  VC2M1N05 | | use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem  VC2M1N06 | | recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including Australian coins, formed by skip counting, initially by twos, fives and tens  VC2M1A01 | | recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit and recognising the importance of repetition in solving problems  VC2M1A02 | |
| **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.** | **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 compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning. |  |
| 1. They measure the length of shapes and objects using uniform informal units. |  |

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| **Achievement standard (AS) paragraph for Space strand, with numbered sentences** | **Y/N** |
| 1. Students make, compare and classify shapes and objects using identifiable features. |  |
| 1. They give and follow directions to move people and objects within a space. |  |

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| **Achievement standard (AS) paragraph for Statistics strand, with numbered sentences** | **Y/N** |
| 1. Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies. |  |

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|  | **Strand** | **Measurement** | | | | | | **Space** | | | | **Statistics** | | | |
|  | **Content description (CD)** | compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning  VC2M1M01 | | measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end  VC2M1M02 | | describe the duration and sequence of events using years, months, weeks, days and hours  VC2M1M03 | | make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them  VC2M1SP01 | | give and follow directions to move people and objects to different locations within a space  VC2M1SP02 | | acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols  VC2M1ST01 | | represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings  VC2M1ST02 | |
| **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** |  | | | | | | | | | | | | | | |

# 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.> |