Mathematics Level 2 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 2, students order and represent numbers to at least 1000; apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts; and regroup partitioned numbers to assist in calculations. |  |
| 1. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. |  |
| 1. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. |  |

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| **Achievement standard (AS) paragraph for Algebra strand, with numbered sentences** | **Y/N** |
| 1. Students describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern. |  |
| 1. They recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. |  |

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|  | **Strand** | **Number** | | | | | | | | | | | | **Algebra** | | | | | | | |
|  | **Content description (CD)** | recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines  VC2M2N01 | | partition, rearrange, regroup and rename two- and three-digit numbers using standard and non-standard groupings; recognise the role of a zero digit in place value notation  VC2M2N02 | | recognise and describe one-half as one of 2 equal parts of a whole and connect halves, quarters and eighths through repeated halving  VC2M2N03 | | add and subtract one- and two-digit numbers, represent problems using number sentences and solve using part-part-whole reasoning and a variety of calculation strategies  VC2M2N04 | | multiply and divide by one-digit numbers using repeated addition, equal grouping, arrays and partitioning to support a variety of calculation strategies  VC2M2N05 | | use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; interpret and communicate solutions in terms of the context  VC2M2N06 | | recognise, describe and create additive patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern  VC2M2A01 | | recall and demonstrate proficiency with addition facts to 20; extend and apply facts to develop related subtraction facts  VC2M2A02 | | recall and demonstrate proficiency with multiplication facts for twos; extend and apply facts to develop the related division facts using doubling and halving  VC2M2A03 | | apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction  VC2M2A04 | |
| **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.** | **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 use uniform informal units to measure and compare shapes and objects. |  |
| 1. They determine the number of days between events using a calendar and read time on an analog clock to the hour, half-hour and quarter hour. |  |
| 1. Students use quarter, half, three-quarter and full measures of turn in everyday situations. |  |

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| **Achievement standard (AS) paragraph for Space strand, with numbered sentences** | **Y/N** |
| 1. Students compare and classify shapes, describing features using formal spatial terms. |  |
| 1. They locate and identify positions of features in two-dimensional representations and move position by following directions and pathways. |  |

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| **Achievement standard (AS) paragraph for Statistics strand, with numbered sentences** | **Y/N** |
| 1. Students use a range of methods to collect, record, represent and interpret categorical data in response to questions. |  |

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|  | **Strand** | **Measurement** | | | | | | | | | | **Space** | | | | **Statistics** | | | |
|  | **Content description (CD)** | measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary  VC2M2M01 | | identify common uses and represent halves, quarters and eighths in relation to shapes, objects and events  VC2M2M02 | | identify the date and determine the number of days between events using calendars  VC2M2M03 | | recognise and read the time represented on an analog clock to the hour, half-hour and quarter hour  VC2M2M04 | | identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations  VC2M2M05 | | recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as ‘opposite’, ‘parallel’, ‘curved’ and ‘straight’  VC2M2SP01 | | locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways  VC2M2SP02 | | acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables  VC2M2ST01 | | create different graphical representations of data using software where appropriate; compare the different representations, and identify and describe common and distinctive features in response to questions  VC2M2ST02 | |
| **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.** | **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.> |