



NUMBER & ALGEBRA	MEASUREMENT & GEOMETRY	STATISTICS & PROBABILITY
<a href="#">Place Value</a> <a href="#">Number Sequences</a> <a href="#">Addition</a> Subtraction Multiplication (both) Division Money Fractions	Measuring Time Location/Mapping Shapes/Geometric Reasoning	Data Representation Chance (4LTs)

**Mathematics Yearly Essential Learning Planner: Year Three 2021**

**NUMBER & ALGEBRA**

**Essential Learning: Place Value**

→ **Students count and order numbers to and from 10 000 (Achievement Standard)**

- ◆ Recognise, model, represent and order numbers to at least 10 000 (VCMNA130)
- ◆ Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131)

**Learning Targets**

*Subset of skills or concepts embedded in an Essential Learning.*  
*Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

**Essential Learning Rigor**

*\*includes application*  
*(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can recognise, model, represent and order numbers up to four-digits and use their knowledge of place value to assist calculations.

**Guaranteed Vocabulary:**



- I can:
- I can recall the backward and forward number word sequence to 10 000, from any starting point
  - I can use my place value knowledge to compare and order numbers to 10 000
  - I can rename/regroup numbers up to 10 000
  - I can model numbers up to 10 000 as thousands, hundreds, tens and ones
  - I can partition numbers to 10 000 into their place value parts
  - I can read and write numerals up to 10 000, showing an understanding of the role of zero in place value notation

**At Application of the Essential Content, students should be able to solve problems such as:**

- **APPLY (IN CONTEXT)**

**Proficient Work samples of individual Learning Targets:**

- I can recall the backward and forward number word sequence to 10 000, from any starting point

Please finish counting this sequence  
 9,225 9,226, 9227, .....  
 7253, 7252, 7251.....  
 8997, 8998, 8999.....

*\*ensure they can do this when bridging a hundred and thousand\**

- I can use my place value knowledge to compare and order numbers to 10 000

**Put these numbers in order (from smallest to largest):2342, 1976, 12, 568, 8889, 1541, 8321, 52, 901, 511**

**Answer: 12, 52, 511, 568, 901, 1541, 1976, 2342, 8321, 8889**

- I can rename/regroup numbers up to 10 000

**Show 4765 using MAB (in a different way to the example)**





11. Show 4 765 using MAB (in a different way to the example)

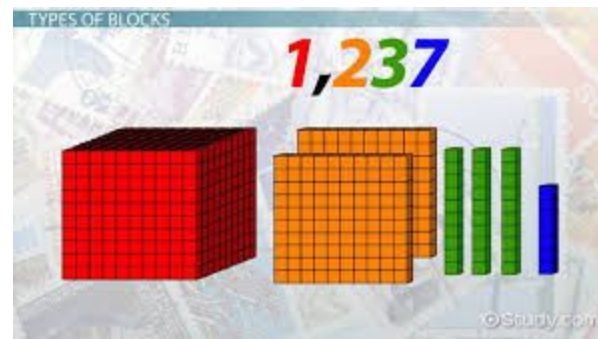
4 765

	hundreds	tens	ones	
348				3 hundreds 4 tens 8 ones
renamed as				2 hundreds 14 tens 8 ones
or				1 hundreds 24 tens 8 ones



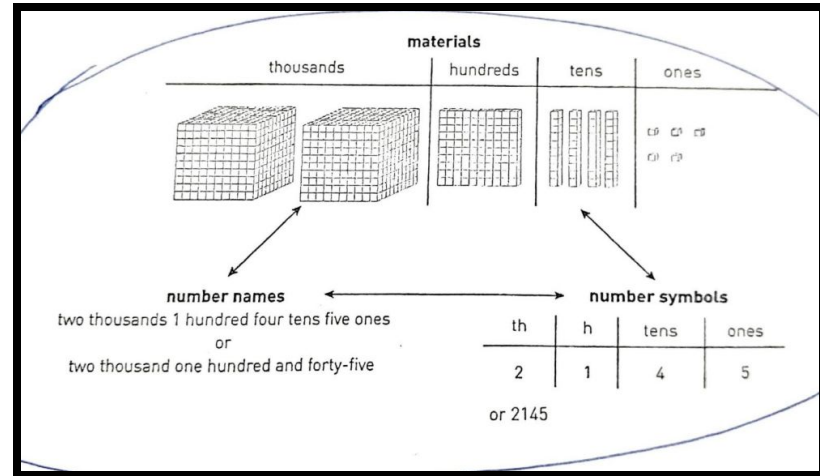
→ I can model numbers up to 10 000 as thousands, hundreds, tens and ones

Picture	Number	Words
9x  8x  9x  3x 	9893	nine thousand, eight hundred and ninety three.





→ I can partition numbers to 10 000 into their place value parts



→ I can read and write numerals up to 10 000, showing an understanding of the role of zero in place value notation

Teacher: what is this number? (show: 6020)

"This number is six thousand and twenty."

**\*\*Doing this with numbers to at least 10 000**

**NOTE - Other Acceptable examples of rigor:**

- Annotated Vic Curric Work Sample
- ACARA samples
- Mathletics Questions
- NAPLAN questions

**Additional Notes:**

Expanding and Partitioning are strategies that might be used to rename  
Discuss the role of zero as a placeholder - students not required to explain this, but required to accurately read, write, order numbers where zero is acting as a placeholder (e.g. 4072)



	<p style="text-align: center;"><b>Prerequisite Skills</b></p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;"><b>Extension</b></p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p><a href="#">Place Value &amp; Counting Scope &amp; Sequence</a></p>	<p><b>Supportive Vocabulary:</b></p> <p><b>Achievement Standard:</b>  <b>Students count to and from, and order numbers up to 1000</b></p> <p><b>Content Descriptors:</b></p> <ul style="list-style-type: none"> <li>- Recognise, model, represent and order numbers to at least 1000 (VCMNA104)</li> <li>- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (VCMNA105)</li> </ul> <p><a href="#">Year 2 Maths YELP</a></p>	<p><b>Achievement Standard</b></p> <p>No achievement standard</p> <p><b>Content Descriptors:</b></p> <ul style="list-style-type: none"> <li>- Recognise, represent and order numbers to at least tens of thousands (VCMNA152)</li> <li>- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (VCMNA153)</li> <li>- Recognise that the place value system can be extended to tenths and hundredths. (VCMNA159)</li> </ul> <p><a href="#">Year 4 Maths YELP</a></p>
<p><b>Essential Learning: Number Sequences</b></p> <p>→ <b>Continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples (Achievement Standard)</b></p> <ul style="list-style-type: none"> <li>◆ Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138)</li> <li>◆ Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes (VCMNA139)</li> </ul> <p>→ <b>They classify numbers as either odd or even (Achievement Standard)</b></p> <ul style="list-style-type: none"> <li>◆ Investigate the conditions required for a number to be odd or even and identify odd and even numbers (VCMNA129)</li> </ul>		
<p><b>Learning Targets</b></p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the</i></p>	<p><b>Essential Learning Rigor</b></p> <p><i>*includes application</i></p> <p><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	



<p><i>pathway to mastery &amp; guide the content that needs to be taught.</i></p>																								
<p>Students can describe, continue and create numbers patterns resulting from performing addition and subtraction and investigate odd and even numbers.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>→ I can describe the patterns created by increasing and decreasing number sequences</li> <li>→ I can explain why numbers are considered odd or even</li> <li>→ I can identify odd and even numbers</li> <li>→ I can create a number sequence to match a rule</li> <li>→ I can continue number sequences</li> <li>→ I can identify the rule of a single step number sequence</li> </ul>	<table border="1"> <tr> <td colspan="2" data-bbox="462 272 2022 479" style="background-color: #e0f0e0;"> <p><b>Guaranteed Vocabulary:</b> Odd, even</p> </td> </tr> <tr> <td colspan="2" data-bbox="462 479 2022 544"> <p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p> </td> </tr> <tr> <td data-bbox="462 544 924 609"></td> <td data-bbox="924 544 2022 609" style="text-align: center;"> <p>- APPLY (IN CONTEXT)</p> </td> </tr> <tr> <td colspan="2" data-bbox="462 609 2022 665"> <p><b>Proficient Work samples of individual Learning Targets:</b></p> </td> </tr> <tr> <td data-bbox="462 665 924 828"> <p>→ I can describe the patterns created by increasing and decreasing number sequences</p> </td> <td data-bbox="924 665 2022 828"></td> </tr> <tr> <td data-bbox="462 828 924 958"> <p>→ I can explain why numbers are considered odd or even</p> </td> <td data-bbox="924 828 2022 958"></td> </tr> <tr> <td data-bbox="462 958 924 1055"> <p>→ I can identify odd and even numbers</p> </td> <td data-bbox="924 958 2022 1055"></td> </tr> <tr> <td data-bbox="462 1055 924 1153"> <p>→ I can create a number sequence to match a rule</p> </td> <td data-bbox="924 1055 2022 1153"></td> </tr> <tr> <td data-bbox="462 1153 924 1250"> <p>→ I can continue number sequences</p> </td> <td data-bbox="924 1153 2022 1250"></td> </tr> <tr> <td data-bbox="462 1250 924 1347"> <p>→ I can identify the rule of a single step number sequence</p> </td> <td data-bbox="924 1250 2022 1347"></td> </tr> <tr> <td data-bbox="462 1347 924 1451"></td> <td data-bbox="924 1347 2022 1451"></td> </tr> </table>		<p><b>Guaranteed Vocabulary:</b> Odd, even</p>		<p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p>			<p>- APPLY (IN CONTEXT)</p>	<p><b>Proficient Work samples of individual Learning Targets:</b></p>		<p>→ I can describe the patterns created by increasing and decreasing number sequences</p>		<p>→ I can explain why numbers are considered odd or even</p>		<p>→ I can identify odd and even numbers</p>		<p>→ I can create a number sequence to match a rule</p>		<p>→ I can continue number sequences</p>		<p>→ I can identify the rule of a single step number sequence</p>			
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	<p><b>NOTE - Other Acceptable examples of rigor:</b>          Annotated Vic Curric Work Sample          ACARA samples          Mathematics Questions          NAPLAN questions</p>
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**Additional Notes:**  
 When students identify the rule they should consider: Is the pattern increasing or decreasing? By what amount is it increasing or decreasing? Is there a pattern involving odd and even numbers?  
 Link to repeated addition and subtraction.  
 There is no Learning Target for the content descriptor 'I can use a function machine to apply mathematical rules to numbers' because...  
 When creating number sequences involving multiples students should work with multiples of 2, 3, 5 and 10.

	<p><b>Prerequisite Skills</b>  <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p><b>Extension</b>  <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
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[Patterns & Number Sequences Scope & Sequence](#)

**Supportive Vocabulary:**

**Achievement Standard:**  
**They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.**

**Content Descriptors:**  
 - Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103)  
 - Describe patterns with numbers and identify missing elements (VCMNA112)

[Year 2 Maths YELP](#)

**Achievement Standard**  
**Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line**

**Content Descriptors:**  
 - Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154)  
 - Explore and describe number patterns resulting from performing multiplication (VCMNA161)

[Year 4 Maths YELP](#)



**Essential Learning: Addition**

→ **They recognise the connection between addition and subtraction.**

- ◆ Recognise and explain the connection between addition and subtraction (VCMNA132)

→ **Students recall addition facts for single-digit numbers**

- ◆ Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (VCMNA133)

**Learning Targets**

*Subset of skills or concepts embedded in an Essential Learning.  
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

**Essential Learning Rigor**

*\*includes application*

*(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can solve a range of real life addition problems, using a variety of strategies

I can:

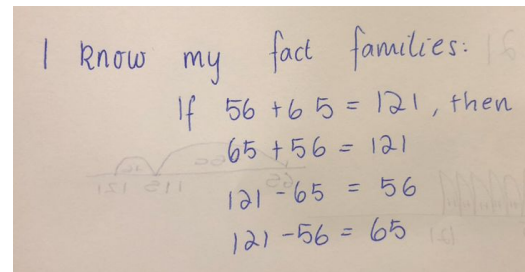
- I can explain and apply the connection between addition and subtraction
- I can solve addition problems, using a range of strategies and my growing understanding of the number system
- I can recall and use addition facts to 20 fluently

*\* Unless otherwise stated, all learning targets are with 2 two-digit numbers where the sum may exceed 100*

**Guaranteed Vocabulary:**  
10000, Efficient Strategy

**At Application of the Essential Content, students should be able to solve problems such as:**

- I can explain and apply the connection between addition and subtraction



**Below is a fact family. Create your own different example to show how addition and subtraction are connected.**

$10 - 7 = 3$

\_\_\_ + \_\_\_ = \_\_\_





		$10 - 3 = 7$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $3 + 7 = 10$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $7 + 3 = 10$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	<p>→ I can solve addition problems, using a range of strategies and my growing understanding of the number system.</p>	<p><b>Solve this problem:</b>  <b>66+34</b>  <b>Show your thinking</b></p> <p><b>There were 56 students on one bus and 65 students on the other bus heading to Year 3 Camp. How many students were going to camp altogether? Explain how you worked this out?</b></p>
	<p>→ I can recall and use addition facts to 20 fluently</p>	<p><b>2 Minute timer - 20 questions</b></p>
	<p><b>Proficient Work samples of individual Learning Targets:</b></p>	
		<p><b>NOTE - Other Acceptable examples of rigor:</b>  Annotated Vic Curric Work Sample  ACARA samples  Mathletics Questions  NAPLAN questions</p>
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<p><a href="#">Addition Scope &amp; Sequence</a></p>	<p><b>Achievement Standard</b>  Students solve simple purchasing problems with and without the</p>	



**Supportive Vocabulary:** Addition, Subtraction, Problems, Counting Strategies, Number Sentence

**Achievement Standard:**  
They perform simple addition calculations, using a range of strategies.

- Content Descriptors:**
- Explore the connection between addition and subtraction (VCMNA106)
  - Solve problems by using number sentences for addition or subtraction (VCMNA113)
  - Solve simple addition and subtraction problems using a range of efficient mental and written strategies (VCMNA107) - ALSO IN SUBTRACTION

[Year 2 Maths YELP](#)

use of digital technology.

**Content Descriptors:**

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (VCMNA160) - ALSO IN MONEY & SUBTRACTION
- Use equivalent number sentences involving addition and subtraction to find unknown quantities (VCMNA163) - ALSO IN SUBTRACTION

[Year 4 Maths YELP](#)

**Essential Learning: Subtraction**

- Achievement Standard
  - ◆ Content Descriptor (INCLUDE CODE)

**Learning Targets**

*Subset of skills or concepts embedded in an Essential Learning.  
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

**Essential Learning Rigor**

*\*includes application  
(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:  
→

**Guaranteed Vocabulary:**

At Application of the Essential Content, students should be able to solve problems such as:



		-
	<b>Proficient Work samples of individual Learning Targets:</b>	
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<b>Essential Learning: Multiplication</b>		

→ Achievement Standard



◆ Content Descriptor (INCLUDE CODE)

<p><b>Learning Targets</b>  <i>Subset of skills or concepts embedded in an Essential Learning.</i>  <i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p align="center"><b>Essential Learning Rigor</b>  <i>*includes application</i>  <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>											
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<p><a href="#">Link to F-7 Scope for this area</a></p>	<p align="center"><b>Achievement Standard</b></p>											



**Supportive Vocabulary:**

**Achievement Standard:**

**Content Descriptors:**

[Link to Level Below YELP](#)

**Content Descriptors:**

[Link to Level Above YELP](#)

**Essential Learning: Division**

- Achievement Standard
  - ◆ Content Descriptor (INCLUDE CODE)

**Learning Targets**

*Subset of skills or concepts embedded in an Essential Learning. Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

**Essential Learning Rigor**

*\*includes application  
(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:  
→

**Guaranteed Vocabulary:**

**At Application of the Essential Content, students should be able to solve problems such as:**

-

**Proficient Work samples of individual Learning Targets:**



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<p><b>Essential Learning: Money</b></p> <p>→ Achievement Standard          ◆ Content Descriptor (INCLUDE CODE)</p>		
<p><b>Learning Targets</b></p>		



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<p><b>Essential Learning: Fractions</b></p>	
<p>→ <b>Achievement Standard</b></p> <p>◆ Content Descriptor (INCLUDE CODE)</p>	

<p><b>Learning Targets</b></p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p><b>Essential Learning Rigor</b></p> <p><i>*includes application</i></p> <p><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>
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<p>Students can</p> <p>I can:</p> <p>→</p>	<p><b>Guaranteed Vocabulary:</b></p>   
<p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p>	
	-
<p><b>Proficient Work samples of individual Learning Targets:</b></p>	
	<p><b>NOTE - Other Acceptable examples of rigor:</b></p> <p>Annotated Vic Curric Work Sample</p> <p>ACARA samples</p>





		<p>Mathletics Questions NAPLAN questions</p>
	<p><b>Additional Notes:</b></p>	
<p><a href="#">Link to F-7 Scope for this area</a></p>	<p style="text-align: center;"><b>Prerequisite Skills</b> <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p> <p><b>Supportive Vocabulary:</b></p> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p style="text-align: center;"><b>Extension</b> <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p> <p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>

<p><b>MEASUREMENT &amp; GEOMETRY</b></p>
<p style="text-align: center;"><b>Essential Learning: Measuring</b></p> <p>→ (Achievement Standard)          ◆ Content Descriptor (INCLUDE CODE)</p>



<p><b>Learning Targets</b>  <i>Subset of skills or concepts embedded in an Essential Learning.</i>  <i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p style="text-align: center;"><b>Essential Learning Rigor</b>  <i>*includes application</i>  <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>- I can explain the importance of using scaled instruments to measure mass and capacity.          - I can make informed estimates in formal units, based on my knowledge of measurement attributes (unit size and features of object)          - I can measure, order and compare capacity using formal units (millilitres and litres)          - I can measure, order and compare mass using formal units (grams and kilograms)          - I can measure, order and compare the area of rectangles using formal units (centimetres squared), by counting how many square centimetres are covered by the shape.          - I can measure, order and compare length using formal units (centimetres and metres)</p>	<p><b>Guaranteed Vocabulary:</b></p>	
	<p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p>	
	<p>I can explain the importance of using scaled instruments to measure mass and capacity.</p>	<p><b>Q) What tool would you use to measure capacity?</b>          A) Measuring cups  <b>Q) What tool would you use to measure mass?</b>          A) scales  <b>Q) Why do we use formal units and scaled instruments to measure mass and capacity?</b></p>
<p>- I can make informed estimates in formal units, based on my knowledge of measurement attributes (unit size and features of object)</p>	<p><b>Q) Estimate in formal units how long the whiteboard text/table/width of your maths journal is?</b>          (answer would use centimetres and metres appropriately depending on object size)  <b>Q) What is the capacity of this milk container?</b>          A) 1L, 2L, 3L  <b>Q) What is the capacity of this tablespoon?</b>          (answer would use millilitres due to object size)  <b>Q) What is the mass of...</b>          (answer would use grams and kilograms appropriately depending on object size)</p>	

I can measure, order and compare capacity using formal units (millilitres and litres)

Students complete this question by using measuring cups (not through estimation).

2 Order these containers from smallest to largest according to their capacity.

Container					
Order					

I can measure, order and compare mass using formal units (grams and kilograms)

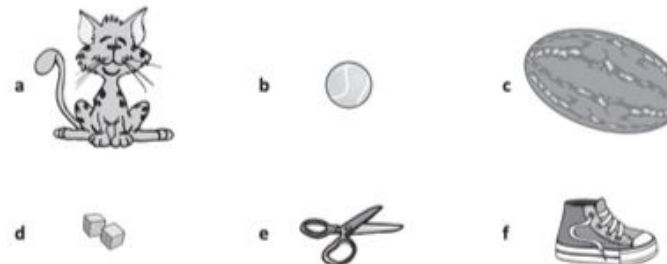
Q) Which unit of mass would you use for each item (gm or kg)

Q) Circle items that weigh more than 1 kg and underline the items that weigh less than 1 kg.

Which unit of mass would you use for each item – kilogram (kg) or gram (g)?

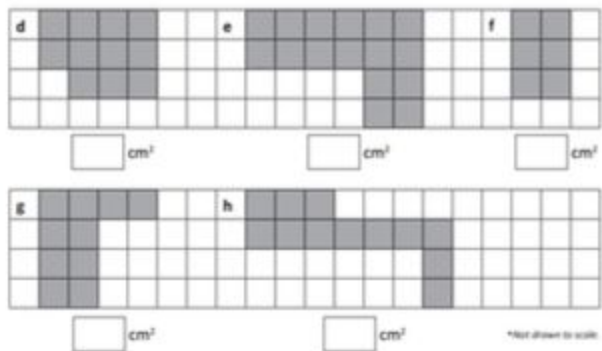


Circle the items that weigh less than 1 kg and underline the items that weigh more than 1 kg.



I can measure, order and compare the area of rectangles using formal units (centimetres squared), by counting how many square centimetres are covered by the shape.

Calculate the area of the following shapes and then put these in order from smallest area to largest area



I can measure, order and compare length using formal units (centimetres and metres)

Measure the following, and then order from shortest to longest.

Use a ruler to draw the following lines. Start at the dot.

- a 7 cm ·
- b 8 cm ·
- c 11 cm ·
- d 3 cm ·

Fill in the gaps using 'm' or 'cm':

- a Hassan is 113  tall.
- b The house is 5  taller than the car.
- c Natasha only lives 79  from school.
- d Leng measured her waist size and it was 64 .

Proficient Work samples of individual Learning Targets:

Empty box for work samples

NOTE - Other Acceptable examples of rigor:  
Annotated Vic Curric Work Sample



	<p>ACARA samples Mathletics Questions NAPLAN questions</p> <p><b>Additional Notes:</b></p>	
	<p><b>Prerequisite Skills</b> <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p><b>Extension</b> <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p><a href="#">Link to F-7 Scope for this area</a></p>	<p><b>Supportive Vocabulary:</b></p> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>
<p style="text-align: center;"><b>Essential Learning: Time</b></p> <p>→ <b>(Achievement Standard)</b>     ◆ Content Descriptor (INCLUDE CODE)</p>		
<p><b>Learning Targets</b> <i>Subset of skills or concepts embedded in an Essential Learning. Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p style="text-align: center;"><b>Essential Learning Rigor</b> <i>*includes application (Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	



<p>Students can</p> <p>I can: →</p>	<div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px;"><b>Guaranteed Vocabulary:</b></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;"><b>At Application of the Essential Content, students should be able to solve problems such as:</b></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; text-align: center;">-</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><b>Proficient Work samples of individual Learning Targets:</b></td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; padding: 5px;"> <b>NOTE - Other Acceptable examples of rigor:</b>            Annotated Vic Curric Work Sample            ACARA samples            Mathematics Questions            NAPLAN questions         </td> </tr> </table> <p style="margin-top: 10px;"><b>Additional Notes:</b></p>		<b>At Application of the Essential Content, students should be able to solve problems such as:</b>			-	<b>Proficient Work samples of individual Learning Targets:</b>					<b>NOTE - Other Acceptable examples of rigor:</b> Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions
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	-											
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	<b>NOTE - Other Acceptable examples of rigor:</b> Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions											
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<p><a href="#">Link to F-7 Scope for this area</a></p>	<div style="background-color: #fff2cc; padding: 5px; margin-bottom: 5px;"><b>Supportive Vocabulary:</b></div> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>										



[Link to Level Below YELP](#)

**Essential Learning: Shape**

- (Achievement Standard)
  - ◆ Content Descriptor (INCLUDE CODE)

**Learning Targets**

*Subset of skills or concepts embedded in an Essential Learning.  
Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.*

**Essential Learning Rigor**

*\*includes application  
(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)*

Students can

I can:  
→

**Guaranteed Vocabulary:**

**At Application of the Essential Content, students should be able to solve problems such as:**

	-
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**Proficient Work samples of individual Learning Targets:**

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**NOTE - Other Acceptable examples of rigor:**  
Annotated Vic Curric Work Sample  
ACARA samples  
Mathletics Questions  
NAPLAN questions

**Additional Notes:**



	<p style="text-align: center;"><b>Prerequisite Skills</b></p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;"><b>Extension</b></p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p><a href="#">Link to F-7 Scope for this area</a></p>	<p><b>Supportive Vocabulary:</b></p> <hr style="border: 1px solid black;"/> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>
<p><b>Essential Learning: Angles</b></p> <p>→ (Achievement Standard)          ◆ Content Descriptor (INCLUDE CODE)</p>		
<p><b>Learning Targets</b></p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p style="text-align: center;"><b>Essential Learning Rigor</b></p> <p style="text-align: center;"><i>*includes application</i></p> <p style="text-align: center;"><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>	
<p>Students can</p> <p>I can:</p> <p>→</p>	<p><b>Guaranteed Vocabulary:</b></p> <hr style="border: 1px solid black;"/>	





	<p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p>	
	-	
	<p><b>Proficient Work samples of individual Learning Targets:</b></p>	
	<p><b>NOTE - Other Acceptable examples of rigor:</b>            Annotated Vic Curric Work Sample            ACARA samples            Mathematics Questions            NAPLAN questions</p>	
<p><b>Additional Notes:</b></p>		
	<p style="text-align: center;"><b>Prerequisite Skills</b>  <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;"><b>Extension</b>  <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p><a href="#">Link to F-7 Scope for this area</a></p>	<p><b>Supportive Vocabulary:</b></p> <div style="background-color: #fff9c4; height: 40px; margin: 5px 0;"></div> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>



**Essential Learning: Transformations**

→ **(Achievement Standard)**  
 ◆ Content Descriptor (INCLUDE CODE)

<p><b>Learning Targets</b>  <i>Subset of skills or concepts embedded in an Essential Learning.</i>  <i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p><b>Essential Learning Rigor</b>  <i>*includes application</i>  <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>					
<p>Students can           I can:          →</p>	<div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"><b>Guaranteed Vocabulary:</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><b>At Application of the Essential Content, students should be able to solve problems such as:</b></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; height: 20px;"></td> <td style="text-align: center;">-</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><b>Proficient Work samples of individual Learning Targets:</b></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; height: 20px;"></td> <td></td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>NOTE - Other Acceptable examples of rigor:</b>            Annotated Vic Curric Work Sample            ACARA samples            Mathematics Questions            NAPLAN questions</p> </div> <p><b>Additional Notes:</b></p>			-		
	-					
	<p style="text-align: center;"><b>Prerequisite Skills</b>  <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;"><b>Extension</b>  <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>				



<p><a href="#">Link to F-7 Scope for this area</a></p>	<p><b>Supportive Vocabulary:</b></p> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>
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<p><b>Essential Learning: Maps</b></p> <p>→ (Achievement Standard)          ◆ Content Descriptor (INCLUDE CODE)</p>	
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<p><b>Learning Targets</b>  <i>Subset of skills or concepts embedded in an Essential Learning.          Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p style="text-align: center;"><b>Essential Learning Rigor</b>  <i>*includes application          (Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>
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<p>Students can</p> <p>I can: →</p>	<p style="background-color: #d9ead3;"><b>Guaranteed Vocabulary:</b></p> <p style="border: 1px solid black; padding: 5px;">At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">-</td> </tr> </table> <p><b>Proficient Work samples of individual Learning Targets:</b></p>		-
	-		



		<p><b>NOTE - Other Acceptable examples of rigor:</b>          Annotated Vic Curric Work Sample          ACARA samples          Mathematics Questions          NAPLAN questions</p>
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	<p align="center"><b>Prerequisite Skills</b>  <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p align="center"><b>Extension</b>  <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<a href="#">Link to F-7 Scope for this area</a>	<p><b>Supportive Vocabulary:</b></p> <p><b>Achievement Standard:</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Below YELP</a></p>	<p><b>Achievement Standard</b></p> <p><b>Content Descriptors:</b></p> <p><a href="#">Link to Level Above YELP</a></p>

**STATISTICS & PROBABILITY**

**Essential Learning: Data**



→ (Achievement Standard)  
 ◆ Content Descriptor (INCLUDE CODE)

<p><b>Learning Targets</b>  <i>Subset of skills or concepts embedded in an Essential Learning.</i>  <i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p><b>Essential Learning Rigor</b>  <i>*includes application</i>  <i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>					
<p>Students can  I can: →</p>	<div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"><b>Guaranteed Vocabulary:</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>At Application of the Essential Content, students should be able to solve problems such as:</b></p> <table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">-</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Proficient Work samples of individual Learning Targets:</b></p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>NOTE - Other Acceptable examples of rigor:</b>                  Annotated Vic Curric Work Sample                  ACARA samples                  Mathletics Questions                  NAPLAN questions</p> </div> <p><b>Additional Notes:</b></p>			-		
	-					
	<p><b>Prerequisite Skills</b>  <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p><b>Extension</b>  <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>				
<p><a href="#">Link to F-7 Scope for this area</a></p>	<p><b>Achievement Standard</b></p>					



	<b>Supportive Vocabulary:</b>	<b>Content Descriptors:</b>  <a href="#">Link to Level Above YELP</a>
	<b>Achievement Standard:</b>	
	<b>Content Descriptors:</b>	
	<a href="#">Link to Level Below YELP</a>	



<b>Essential Learning: Chance</b>	
→ (Achievement Standard)	
◆ Content Descriptor (INCLUDE CODE)	

<p><b>Learning Targets</b></p> <p><i>Subset of skills or concepts embedded in an Essential Learning.</i></p> <p><i>Targets specify the expectations along the pathway to mastery &amp; guide the content that needs to be taught.</i></p>	<p><b>Essential Learning Rigor</b></p> <p><i>*includes application</i></p> <p><i>(Example of Proficient Work - What a student should be able to do at the end of a Learning Cycle; demonstrates their knowledge and understanding)</i></p>
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Students can  I can: →	<b>Guaranteed Vocabulary:</b>
	At Application of the Essential Content, students should be able to solve problems such as:
	-
	<b>Proficient Work samples of individual Learning Targets:</b>



		<p><b>NOTE - Other Acceptable examples of rigor:</b>          Annotated Vic Curric Work Sample          ACARA samples          Mathematics Questions          NAPLAN questions</p>
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