



NUMBER & ALGEBRA	MEASUREMENT & GEOMETRY	STATISTICS & PROBABILITY
Place Value Counting Number Sequences Patterns Addition Subtraction Division Money Fractions	Measurement Units of Time Telling Time 2D Shapes 3D Objects Directions	Data Chance

Mathematics Yearly Essential Learning Planner: Year One 2021

NUMBER & ALGEBRA

Essential Learning: Place Value

→ **Students partition numbers using place value (Achievement Standard)**

- ◆ Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (VCMNA087)
- ◆ Count collections to 100 by partitioning numbers using place value (VCMNA088)

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 model, read, write, order and represent 2 digit numbers using their

Guaranteed Vocabulary:



understanding of place value parts.

I can use my place value knowledge to compare and order numbers to 100

I can model numbers up to 100 (materials) as tens and ones

I can partition numbers to 100 into their place value parts

I can explain that a count of one ten is the same as ten counts of one (renaming)

I can write numerals up to 100

Place Value, Partition

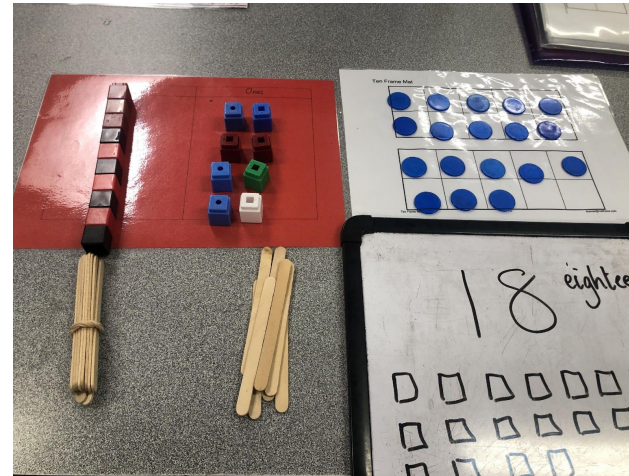
At Application of the Essential Content, students should be able to solve problems such as:

-

Proficient Work samples of individual Learning Targets:

I can use my place value knowledge to compare and order numbers to 100

I can model numbers up to 100 (materials) as tens and ones



I can partition numbers to 100 into their place value parts

I can explain that a count of one ten is the same as ten counts of one



	<p>(renaming)</p> <p>I can write numerals up to 100</p>	<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
	<p>Additional Notes:</p>	
<p>Place Value & Counting Scope & Sequence</p>	<p style="text-align: center;">Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p> <p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <ul style="list-style-type: none"> → Students order the first 10 elements of a set → Use counting strategies to solve problems that involve comparing and combining sets of up to 20 <p>Content Descriptors:</p> <ul style="list-style-type: none"> → Subitise small collections of objects (VCMNA071) → Compare, order and make correspondences between collections, initially to 20, and explain reasoning (VCMNA072) <p>Prep YELP</p>	<p style="text-align: center;">Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p> <p>Achievement Standard</p> <ul style="list-style-type: none"> → Students count to and from, and order numbers up to 1000 <p>Content Descriptors:</p> <ul style="list-style-type: none"> → Recognise, model, represent and order numbers to at least 1000 (VCMNA104) → Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (VCMNA105) <p>Year Two YELP</p>



<p>Essential Learning: Counting</p> <p>→ Students count to and from 100 and locate these numbers on a number line. (Achievement Standard)</p> <p>◆ Develop confidence with number sequences to and from 100 by ones from any starting point.</p>									
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p>Essential Learning Rigor <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 connect number names and numerals to count collections up to 100</p> <p>I can count collections to 100 by grouping numbers into their place value parts</p> <p>I can connect number names and numerals up to 100, and locate them on a number line</p> <p>I can identify numbers that come 'before', 'after' and 'between' given numbers to 100</p> <p>I can recall the backward number word sequence from 120, from any starting point</p>	<div style="background-color: #e0f2e0; padding: 5px;"> <p>Guaranteed Vocabulary: Number Line</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">At Application of the Essential Content, students should be able to solve problems such as:</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">-</td> </tr> <tr> <td colspan="2">Proficient Work samples of individual Learning Targets:</td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> </td> </tr> </table> <p>Additional Notes:</p>	At Application of the Essential Content, students should be able to solve problems such as:			-	Proficient Work samples of individual Learning Targets:			<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
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Proficient Work samples of individual Learning Targets:									
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<p>I can recall the forward number word sequence to 120, from any starting point</p>		
	<p style="text-align: center;">Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;">Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Place Value & Counting Scope & Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: They match individual objects with counting sequences up to and back from 20 Students connect number names and numerals with sets of up to 20 elements, estimate the size of sets of up to 20</p> <p>Content Descriptors: - 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) - Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070)</p> <p>Prep YELP</p>	<p>Achievement Standard Students count to and from, and order numbers up to 1000</p> <p>Content Descriptors: - Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (VCMNA105)</p> <p>Year Two YELP</p>

Essential Learning: Number Sequences



- **Students describe number sequences resulting from skip counting by 2s, 5s and 10s (Achievement Standard)**
- **Students continue simple patterns involving numbers and objects with and without the use of digital technology (Achievement Standard)**
 - ◆ Skip count by twos, fives and tens starting from zero (VCMNA086)
 - ◆ Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093)
 - ◆ Recognise the importance of repetition of a process in solving problems (VCMNA094)

<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <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</p> <p>I can use my knowledge of skip counting to count collections</p> <p>I can skip count by 5s, starting from zero</p> <p>I can skip count by 10s, starting from zero</p> <p>I can skip count by 2s, starting from zero</p>	<div style="background-color: #e0f0e0; padding: 5px;"> <p>Guaranteed Vocabulary: Number Sequence, Skip Counting</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">At Application of the Essential Content, students should be able to solve problems such as:</td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; text-align: center; vertical-align: middle;">-</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Proficient Work samples of individual Learning Targets:</td> </tr> <tr> <td style="width: 50%; height: 40px;"></td> <td style="width: 50%; padding: 5px;"> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> </td> </tr> </table> <p>Additional Notes:</p>	At Application of the Essential Content, students should be able to solve problems such as:			-	Proficient Work samples of individual Learning Targets:			<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
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<p>Number Sequences & Patterns Scope & Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>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.</p> <p>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)</p> <p>Year Two YELP</p>
<p align="center">Essential Learning: Patterns</p> <p>→ Students continue simple patterns involving numbers and objects with and without the use of digital technology (Achievement Standard)</p> <ul style="list-style-type: none"> ◆ Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093) ◆ Recognise the importance of repetition of a process in solving problems (VCMNA094) 		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor <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</p> <p>I can identify missing elements in repeating</p>	<p>Guaranteed Vocabulary:</p>	



<p>and growing patterns that involve drawings and objects</p> <p>I can identify the rule of repeating and growing patterns, explaining how the rule is being repeated</p> <p>I can create growing patterns with drawings and objects</p> <p>I can continue growing patterns with drawings and objects</p>	<p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" data-bbox="478 277 2022 402"> <tr> <td data-bbox="478 342 924 402"></td> <td data-bbox="924 342 2022 402">-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" data-bbox="478 464 2022 526"> <tr> <td data-bbox="478 464 924 526"></td> <td data-bbox="924 464 2022 526"></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
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<p>Number Sequences & Patterns Scope & Sequence</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: They represent, continue and create simple patterns.</p> <p>Content Descriptors: - Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (VCMNA076)</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>				



[Prep YELP](#)

Essential Learning: Addition

→ **Carry out simple additions, using counting strategies (Achievement Standard)**

- ◆ Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089)

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 addition problems using written and mental strategies

I can solve a range of addition problems, with two numbers below 20, using a range of strategies.

I can recall and use addition facts to 10 fluently

I can read, write and interpret addition number sentences using + and = symbols

Unless otherwise stated, all

Guaranteed Vocabulary:

Addition, Problems, Counting Strategies, Number Sentence

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



2021

<p><i>learning targets are with 2 numbers below 20</i></p>	<p>Additional Notes:</p>	
	<p style="text-align: center;">Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p style="text-align: center;">Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p><u>Addition Scope & Sequence</u></p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard: Use counting strategies to solve problems that involve comparing, combining and separating sets of up to 20</p> <p>Content Descriptors: - Represent practical situations to model addition and subtraction (VCMNA073)</p> <p><u>Prep YELP</u></p>	<p>Achievement Standard: They perform simple addition calculations, using a range of strategies.</p> <p>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)</p> <p><u>Year Two YELP</u></p>
<p>Essential Learning: Subtraction</p>		
<p>→ Achievement Standard ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <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</p>		



2021

<p>I can:</p>	<div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px;">Guaranteed Vocabulary:</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="text-align: center;">-</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> </div> <p>Additional Notes:</p>			-		
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<p>Link to F-7 Scope for this area</p>	<div style="background-color: #fff2cc; padding: 5px; margin-bottom: 5px;">Supportive Vocabulary:</div> <p>Achievement Standard:</p> <p>Content Descriptors:</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>				



[Prep 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:

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Proficient Work samples of individual Learning Targets:

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NOTE - Other Acceptable examples of rigor:
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<p>Essential Learning: Money</p> <p>→ Achievement Standard</p> <p> ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</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 & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p 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>Guaranteed Vocabulary:</p> <div style="background-color: #d4edda; height: 50px; margin-top: 5px;"></div>	



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Essential Learning: Fractions			
<p>→ Achievement Standard</p> <p>◆ Content Descriptor (INCLUDE CODE)</p>			
<p>Learning Targets</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 & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor</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>		
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<p>Additional Notes:</p>			



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MEASUREMENT & GEOMETRY	
<p style="text-align: center;">Essential Learning: Measurement</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>	
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2021

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[Prep YELP](#)

Essential Learning: Units of Time

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

Learning Targets

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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:

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<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <div style="background-color: #fff9c4; height: 50px; margin: 5px 0;"></div> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>
<p>Essential Learning: Telling Time</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets</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 & guide the content that needs to be taught.</i></p>	<p align="center">Essential Learning Rigor</p> <p align="center"><i>*includes application</i></p> <p 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>Guaranteed Vocabulary:</p>	



	At Application of the Essential Content, students should be able to solve problems such as:	
		-
	Proficient Work samples of individual Learning Targets:	
	NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions	
Additional Notes:		
	Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i>	Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i>
Link to F-7 Scope for this area	Supportive Vocabulary: <div style="background-color: #fff2cc; height: 40px; margin-top: 10px;"></div> Achievement Standard: Content Descriptors: Prep YELP	Achievement Standard Content Descriptors: Year Two YELP



Essential Learning: 2D Shapes		
<p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p style="text-align: center;">Essential Learning Rigor <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</p> <p>I can:</p>	<p>Guaranteed Vocabulary:</p>	
	<p>At Application of the Essential Content, students should be able to solve problems such as:</p>	
		-
	<p>Proficient Work samples of individual Learning Targets:</p>	
		<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p>
<p>Additional Notes:</p>		



	<p>Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p>Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>
<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>
<p>Essential Learning: 3D Objects</p> <p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>		
<p>Learning Targets <i>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.</i></p>	<p>Essential Learning Rigor <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>	<p>Guaranteed Vocabulary:</p>	



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



Essential Learning: Directions → (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)											
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p>Essential Learning Rigor <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</p> <p>I can:</p>	<div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"> <p>Guaranteed Vocabulary:</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">At Application of the Essential Content, students should be able to solve problems such as:</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;">Proficient Work samples of individual Learning Targets:</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;"> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p> </td> </tr> </table> <p>Additional Notes:</p>	At Application of the Essential Content, students should be able to solve problems such as:			-	Proficient Work samples of individual Learning Targets:					<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p>
At Application of the Essential Content, students should be able to solve problems such as:											
	-										
Proficient Work samples of individual Learning Targets:											
	<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p>										
	<p>Prerequisite Skills <i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i></p>	<p>Extension <i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>									



<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>
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STATISTICS & PROBABILITY

Essential Learning: Data

→ (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:



2021

	<p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" data-bbox="478 277 2018 402"> <tr> <td data-bbox="478 337 921 402"></td> <td data-bbox="921 337 2018 402" style="text-align: center;">-</td> </tr> </table> <p>Proficient Work samples of individual Learning Targets:</p> <table border="1" data-bbox="478 464 2018 526"> <tr> <td data-bbox="478 464 921 526"></td> <td data-bbox="921 464 2018 526"></td> </tr> </table> <p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathletics Questions NAPLAN questions</p> <p>Additional Notes:</p>			-		
	-					
	<p style="text-align: center;">Prerequisite Skills</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;">Extension</p> <p style="text-align: center;"><i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i></p>				
<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <div style="background-color: #fff9c4; height: 40px; margin: 5px 0;"></div> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>				



Essential Learning: Chance				
<p>→ (Achievement Standard) ◆ Content Descriptor (INCLUDE CODE)</p>				
<p>Learning Targets <i>Subset of skills or concepts embedded in an Essential Learning.</i> <i>Targets specify the expectations along the pathway to mastery & guide the content that needs to be taught.</i></p>	<p>Essential Learning Rigor <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</p> <p>I can:</p>	<p>Guaranteed Vocabulary:</p>			
	<p>At Application of the Essential Content, students should be able to solve problems such as:</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 40%;"></td> <td style="text-align: center;">-</td> </tr> </table>			-
	-			
	<p>Proficient Work samples of individual Learning Targets:</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 40%;"></td> <td></td> </tr> </table>			
	<p>NOTE - Other Acceptable examples of rigor: Annotated Vic Curric Work Sample ACARA samples Mathematics Questions NAPLAN questions</p>			
	<p>Additional Notes:</p>			
	Prerequisite Skills	Extension		



	<i>To be taken from Victorian Curriculum. See preceding year level YELP for full details.</i>	<i>To be taken from Victorian Curriculum. See subsequent year level YELP for full details</i>
<p>Link to F-7 Scope for this area</p>	<p>Supportive Vocabulary:</p> <p>Achievement Standard:</p> <p>Content Descriptors:</p> <p>Prep YELP</p>	<p>Achievement Standard</p> <p>Content Descriptors:</p> <p>Year Two YELP</p>