



Victorian Curriculum Map



MATHEMATICS CURRICULUM 2.0	LEVEL 4	LEVEL 5	LEVEL 6
NUMBER	<p>Count by multiples of quarters, halves and thirds, including mixed numerals; locate and represent these fractions as numbers on number lines (VC2M4N04)</p> <p>Develop efficient mental and written strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder (VC2M4N06)</p> <p>Choose and use estimation and rounding to check and explain the reasonableness of calculations, including the results of financial transactions (VC2M4N07)</p> <p>Use mathematical modelling to solve practical problems that involve additive and multiplicative situations, including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation (VC2M4N09)</p>	<p>Recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents (VC2M5N04)</p> <p>Check and explain the reasonableness of solutions to problems, including financial contexts using estimation strategies appropriate to the context (VC2M5N08)</p> <p>Use mathematical modelling to solve practical problems involving additive and multiplicative situations, including simple financial planning contexts; formulate the problems, choosing operations and efficient mental and written calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation (VC2M5N09)</p>	<p>Approximate numerical solutions to problems involving rational numbers and percentages, using appropriate estimation strategies (VC2M6N08)</p> <p>Use mathematical modelling to solve practical problems involving rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and using efficient mental and written calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made (VC2M6N09)</p>
MEASUREMENT	<p>Use scaled and digital instruments to interpret unmarked and partial units to measure and compare lengths, masses, capacities, durations and temperatures, using appropriate units (VC2M4M01)</p> <p>Estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognise their relationship to a right angle (VC2M4M04)</p>	<p>Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure (VC2M5M01)</p> <p>Estimate, construct and measure angles in degrees, using appropriate tools, including a protractor, and relate these measures to angle names (VC2M5M04)</p>	



Victorian Curriculum Map



MATHEMATICS CURRICULUM 2.0	LEVEL 4	LEVEL 5	LEVEL 6
SPACE	Create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways (VC2M4SP03)	Connect objects to their nets and build objects from their nets using spatial and geometric reasoning (VC2M5SP01) Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement (VC2M5SP02)	
STATISTICS	Conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results (VC2M4ST03)	Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation (VC2M5ST03)	Describe probabilities using fractions, decimals and percentages; recognise that probabilities lie on numerical scales of 0– 1 or 0%–100%; use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals (VC2M6P01)
PROBABILITY	Describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring; identify independent or dependent events (VC2M4P01)	List the possible outcomes of chance experiments involving equally likely outcomes and compare to those that are not equally likely (VC2M5P01)	Describe probabilities using fractions, decimals and percentages; recognise that probabilities lie on numerical scales of 0–1 or 0%–100%; use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals (VC2M6P01)



Victorian Curriculum Map



SCIENCE CURRICULUM	GRADE 5+6
QUESTIONING AND PREDICTING	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules (VCSIS082)
PLANNING AND CONDUCTING	With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks (VCSIS083)
ANALYSING AND EVALUATING	Suggest improvements to the methods used to investigate a question or solve a problem (VCSIS087)
COMMUNICATING	Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships (VCSIS088)

DESIGN AND TECHNOLOGIES CURRICULUM	GRADE 5+6
INVESTIGATING	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (VCDSCD038)
GENERATING	Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (VCDSCD039)
PRODUCING	Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions (VCDSCD040)
PLANNING AND MANAGING	Develop project plans that include consideration of resources when making designed solutions (VCDSCD042)



Victorian Curriculum Map



GENERAL CAPABILITIES CURRICULUM	GRADE 5+6
CRITICAL AND CREATIVE THINKING	<p>Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities (VCCCTQ021)</p> <p>Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)</p> <p>Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031)</p>
PERSONAL AND SOCIAL CAPABILITY	<p>Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPCSE027)</p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPCSO032)</p>