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Victorian syllabuses mapping for Year 3 and Year 4

Paying It Forward Foundation to Year 2 resources are mapped to the Victorian syllabuses.

Last updated 4 March 2025

Unit mapping >

Maps Paying It Forward, Foundation Year 3 and Year 4 to the Victorian syllabuses.

Mapping for topic 1 >

Maps Paying It Forward, Year 3 and Year 4, Belonging and inclusion to the Victorian syllabuses.

Mapping for topic 2 >

Maps Paying It Forward, Year 3 and Year 4, Fairness and equity to the Victorian syllabuses.

Mapping for topic 3 >

Maps Paying It Forward, Year 3 and Year 4, Rights, rules and responsibilities to the Victorian syllabuses.

Mapping for topic 4 >

Maps Paying It Forward, Year 3 and Year 4. Government services in our community to the Victorian syllabuses.

Mapping for topic 5 >

Maps Paying It Forward, Year 3 and Year 4, Savings and budgets to the Victorian syllabuses.

Mapping for topic 6 >

Maps Paying It Forward, Year 3 and Year 4, Improving my community to the Victorian syllabuses.

QC 63134

Unit mapping

Maps Paying It Forward, Foundation Year 3 and Year 4 to the Victorian syllabuses.

Last updated 4 March 2025

On this page

Unit mapping for level 3

Unit mapping for level 4

Unit mapping for levels 3 and 4

Unit mapping for general capabilities

Unit mapping for level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses unit mapping for Year 3 and 4 (PDF, 212KB)](#) ↗

English

Reading and viewing

Text structure and organisation

- Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – topic 5

Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257) – topic 5

Writing

Text structure and organisation

- Understand that paragraphs are a key organisational feature of written texts (VCELA259) – topic 6

Expressing and developing ideas

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) – topic 6

Phonics and word knowledge

- Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263) – topic 6

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – topics 2, 3, 4, 5, 6

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – topics 2, 6

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – topics 2, 3, 4, 6

Speaking and listening

Interacting with others

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – topics 2, 3, 4, 5

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – topics 1, 2, 3, 4, 5, 6

- Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276) – topic 6

Mathematics

Number and place value

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131) – topic 5

- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (VCMNA135) – topic 5

Fractions and decimals

- Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (VCMNA136) – topic 2

Money and financial mathematics

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (VCMNA137) – topic 2

Patterns and algebra

- Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) – topic 4

Location and transformation

- Create and interpret simple grid maps to show position and pathways (VCMMG143) – topic 6

Data representation and interpretation

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (VCMSP148) – topic 6

- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (VCMSP149) – topic 6

- Interpret and compare data displays (VCMSP150) – topic 6

Unit mapping for level 4

English

Reading and viewing

Text structure and organisation

- Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) – topic 5

Interpreting, analysing, evaluation

- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) – topic 5

Writing

Text structure and organisation

- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) – topic 6

Expressing and developing ideas

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292) – topic 6

Phonics and word knowledge

- Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) – topic 6

- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) – topic 6

Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – topics 2, 3, 4, 5, 6

- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – topics 2, 6

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – topics 2, 3, 4, 6

Speaking and listening

Interacting with others

- Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – topics 2, 3, 4, 5

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – topics 1, 2, 3, 4, 5, 6

- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308) – topic 6

Mathematics

Number and place value

- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (VCMNA153) – topic 5

- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154) – topic 4

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder(VCMNA156) – topics 4, 5

Fractions and decimals

- Investigate equivalent fractions used in contexts(VCMNA157) – topic 2

- Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (VCMNA158) – topic 2

- Recognise that the place value system can be extended to tenths and hundredths (VCMNA159) – topic 5

Money and financial mathematics

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (VCMNA160) – topic 2

Patterns and algebra

- Explore and describe number patterns resulting from performing multiplication (VCMNA161) – topic 4

- Solve word problems by using number sentences involving multiplication or division where there is no remainder (VCMNA162) – topic 4

Location and transformation

- Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172) – topic 4

Data representation and interpretation

- Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178) – topic 6

- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (VCMSP179) – topic 6

- Evaluate the effectiveness of different displays in illustrating data features including variability (VCMSP180) – topic 6

Unit mapping for levels 3 and 4

Civics and citizenship

- Identify how and why decisions are made democratically in communities (VCCCG002) – topics 3, 6

- Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – topics 4, 6

- Explain how and why people make rules (VCCCL004) – topic 3

- Distinguish between rules and laws and discuss why rules and laws are important (VCCCL005) – topic 3

- Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – topics 1, 6

- Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) – topic 1

Geography

- Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance (VCGGC076) – topic 4

Health and Physical Education

- Examine how success, challenge and failure strengthen personal identities (VCHPEP088) – topic 1

- Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) – topics 3, 5

- Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092) – topic 6

- Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – topics 1, 4

- Adopt inclusive practices when participating in physical activities (VCHPEM102) – topic 2

- Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – topics 2, 3

Unit mapping for general capabilities

Levels 3 and 4

Personal social capability

Self-awareness and management

Recognition and expression of emotions

- Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) – topic 2

Development of resilience

- Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – topics 1, 3

Social awareness and management

Relationships and diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – topics 1, 6

- Identify the importance of including others in activities, groups and games (VCPSCSE022) – topics 1, 2, 6

Collaboration

- Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – topics 3, 5

Critical and creative thinking

Questions and possibilities

- Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – topics 2, 3, 6

- Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – topic 4

Reasoning

- Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – topics 2, 3, 5, 6

- Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – topics 2, 3, 5, 6

- Investigate why and when the consequences of a point of view should be considered (VCCCTR015) – topic 6

- Identify and use 'If, then…' and 'what if…' reasoning (VCCCTR016) – topics 2, 3, 4, 5, 6

- Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – topics 5, 6

Meta-Cognition

- Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – topics 3, 6

- Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – topics 3, 5

- Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – topics 3, 4

Ethical capability

Understanding Concepts

- Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – topics 2, 3

- Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – topics 2, 3

- Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – topics 2, 3

Decision Making and Actions

- Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – topics 2, 3

Intercultural capability

Cultural Diversity

- Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007) – topic 1

- Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – topics 1, 6

Return to:

- Year 3 and Year 4 assessment

Mapping for topic 1

Maps Paying It Forward, Year 3 and Year 4, Belonging and inclusion to the Victorian syllabuses.

Last updated 4 March 2025

Mapping for topic 1 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 1 Year 3 and 4 (PDF, 178KB)](#) ⬚

English

Speaking and listening

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 2, 3, 6

Mapping for topic 1 level 4

English

Speaking and listening

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 3, 6

Mapping for topic 1 levels 3 and 4

Civics and citizenship

- Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – activity 4

- Describe the different cultural, religious and/or social groups to which they and others in the community may belong (VCCCC007) – activities 2, 4

Health and Physical Education

- Examine how success, challenge and failure strengthen personal identities (VCHPEP088) – activity 2

- Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – activity 4

Mapping for topic 1 general capabilities

Levels 3 and 4

Personal social capability

Self-awareness and management

Development of resilience

- Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – activities 2, 3

Social awareness and management

Relationships and diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – activity 2

- Identify the importance of including others in activities, groups and games (VCPSCSE022) – activities 2, 3

Intercultural capability

Cultural diversity

- Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007) – activity 2

- Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – activity 2

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Mapping for topic 2

Maps Paying It Forward, Year 3 and Year 4, Fairness and equity to the Victorian syllabuses.

Last updated 4 March 2025

On this page

Mapping for topic 2 level 3

Mapping for topic 2 level 4

Mapping for topic 2 levels 3 and 4

Mapping for topic 2 general capabilities

Mapping for topic 2 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 2 Year 3 and 4 (PDF, 182KB)](#)

English

Speaking and listening

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activity 4

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and

use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 2, 4, 7

Writing

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 9

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – activity 9

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 9

Mathematics

- Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (VCMNA136) – activities 5, 6

- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (VCMNA137) – activity 4

Mapping for topic 2 level 4

English

Speaking and listening

- Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 1, 4

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 4

Writing

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening

range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 8

- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – activity 8

- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 8

Mathematics

- Investigate equivalent fractions used in contexts(VCMNA157) – activity 5

- Make connections between fractions and decimal notation (VCMNA159) – activity 5

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (VCMNA160) – activity 4

Mapping for topic 2 levels 3 and 4

Health and Physical Education

- Adopt inclusive practices when participating in physical activities (VCHPEM102) – activities 3,4

- Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – activity 3

Mapping for topic 2 general capabilities

Levels 3 and 4

Personal social capability

Self-awareness and management

Recognition and expression of emotions

- Identify and explore the expression of emotions in social situations and the impact on self and others (VCPSCSE016) – activity 8

Critical and creative thinking

Questions and possibilities

- Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activities 4, 8

Reasoning

- Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activity 7

- Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – activity 5

- Identify and use 'If, then…' and 'what if…' reasoning (VCCCTR016) – activities 7, 8

Ethical capability

Understanding concepts

- Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – activities 1, 2, 4, 7, 8

- Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – activities 3, 6

- Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – activity 9

Decision making and actions

- Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – activities 8, 9

Return to:

- Year 3 and Year 4 assessment

QC 63134

Mapping for topic 3

Maps Paying It Forward, Year 3 and Year 4, Rights, rules and responsibilities to the Victorian syllabuses.

Last updated 4 March 2025

Mapping for topic 3 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 3 Year 3 and 4 (PDF, 166KB](#) 🔗

English

Speaking and listening

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 2, 4, 5

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 2, 4, 5, 7

Writing

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 3

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 3

Mapping for topic 3 level 4

English

Speaking and listening

- Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 2, 5, 7

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 2, 4, 5, 7

Writing

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 3

- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 3

Mapping for topic 3 levels 3 and 4

Civics and citizenship

- Identify how and why decisions are made democratically in communities (VCCCG002) – activity 5

- Explain how and why people make rules (VCCCL004) – activities 6, 7

- Distinguish between rules and laws and discuss why rules and laws are important (VCCCL005) – activities 6, 7

Health and Physical Education

- Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) – activity 3

- Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104) – activity 4

Mapping for topic 3 general capabilities

Levels 3 and 4

Personal social capability

Self-awareness and management

Development of resilience

- Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017) – activity 8

Social awareness and management

Collaboration

- Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – activities 2, 4, 5

Critical and creative thinking

Questions and possibilities

- Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activity 5

Reasoning

- Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activities 5, 6, 7

- Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) – activity 7

- Identify and use 'If, then…' and 'what if…' reasoning (VCCCTR016) – activities 7, 8

Meta-cognition

- Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – activities 7, 8

- Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – activity 7

- Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – activity 7

Ethical capability

Understanding concepts

- Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) – activity 4

- Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) – activity 5

- Discuss the ways to identify ethical considerations in a range of problems (VCECU006) – activities 4, 7

Decision making and actions

- Discuss the role of personal values and dispositions in ethical decision making and actions (VCECD008) – activity 8

Return to:

- Year 3 and Year 4 assessment

Mapping for topic 4

Maps Paying It Forward, Year 3 and Year 4. Government services in our community to the Victorian syllabuses.

Last updated 4 March 2025

Mapping for topic 4 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 4 Year 3 and 4 (PDF, 177KB)](#) 🔗

English

Speaking and listening

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 4, 6

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 1, 4, 6

Writing

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activities 3, 7

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual,

print and audio elements (VCELY269) – activity 3

Mathematics

- Describe, continue, and create number patterns resulting from performing addition or subtraction (VCMNA138) – activity 3

- Create and interpret simple grid maps to show position and pathways (VCMMG143) – activity 3

Mapping for topic 4 level 4

English

Speaking and listening

- Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activity 7

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 1, 6, 7

Writing

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activities 3, 7

- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) – activity 3

Mathematics

- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154) – activity 6

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (VCMNA156) – activity 6

- Explore and describe number patterns resulting from performing multiplication (VCMNA161) – activity 6

- Solve word problems by using number sentences involving multiplication or division where there is no remainder (VCMNA162) – activity 6

- Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172) – activity 6

Mapping for topic 4 levels 3 and 4

Civics and citizenship

- Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – activities 1, 4, 5, 6, 7

Geography

- Interpret maps and other geographical data and information to develop identifications (VCGGC076) – activity 5

Health and Physical Education

- Examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096) – activity 5

Mapping for topic 4 general capabilities

Levels 3 and 4

Critical and creative thinking

Questions and possibilities

- Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – activity 4

Reasoning

- Identify and use 'If, then...' and 'what if...' reasoning (VCCCTR016) – activity 4

Meta-Iognition

- Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020) – activities 2, 4

Return to:

- Year 3 and Year 4 assessment

QC 63134

Mapping for topic 5

Maps Paying It Forward, Year 3 and Year 4, Savings and budgets to the Victorian syllabuses.

Last updated 9 July 2020

On this page

Mapping for topic 5 level 3

Mapping for topic 5 level 4

Mapping for topic 5 general capabilities

Mapping for topic 5 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 5 Year 3 and 4 (PDF, 168KB)](#) ⧉

English

Reading and viewing

- Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – activity 7

- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257) – activity 7

Speaking and listening

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271) – activities 3, 7

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) – activities 3, 4, 6, 9

Writing

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 7

Mathematics

- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (VCMNA131) – activities 5, 6

- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (VCMNA135) – activities 5, 6

Mapping for topic 5 level 4

English

Reading and viewing

- Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) – activity 7

- Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) – activity 7

- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288) – activity 7

Writing

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 7

Speaking and listening

- Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304) – activities 3, 7

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) – activities 2, 3, 4, 6, 9

Mathematics

- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (VCMNA153) – activity 7

- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (VCMNA156) – activity 7

- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (VCMNA159) – activity 7

Mapping for topic 5 general capabilities

Levels 3 and 4

Personal social capability

Social awareness and management

Collaboration

- Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSE023) – activities 3, 7

Critical and creative thinking

Questions and possibilities

- Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012) – activity 7

Reasoning

- Identify and use 'If, then...' and 'what if...' reasoning(VCCCTR016) – activity 2

- Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – activities 7, 9

Meta-cognition

- Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019) – activities 1, 2

Return to:

- Year 3 and Year 4 assessment

Mapping for topic 6

Maps Paying It Forward, Year 3 and Year 4, Improving my community to the Victorian syllabuses.

Mapping for topic 6 level 3

Along with this accessible version, which you can either print or use online, we also have the same mapping available as a PDF, see [Victorian syllabuses mapping for topic 6 Year 3 and 4 (PDF, 163KB)](#) 🗗

English

Writing

- Understand that paragraphs are a key organisational feature of written texts (VCELA259) – activity 3

- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261) – activity 3

- Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263) – activity 3

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266) – activity 3

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267) – activity 3

- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269) – activity 3

Speaking and listening

- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) - activities 1, 3, 4

- Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276) – activity 6

Mathematics

- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (VCMSP148) – activity 1

- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (VCMSP149) – activity 1

- Interpret and compare data displays (VCMSP150) – activity 1

Mapping for topic 6 level 4

English

Writing

- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) – activity 3

- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292) – activity 3

- Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294) – activity 3

- Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295) – activity 3

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) – activity 3

- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300) – activity 3

- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302) - activities 3, 5

Speaking and listening

- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307) - activities 1, 2, 4

- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308) – activity 6

Mathematics

- Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178) – activity 1

- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (VCMSP179) – activity 1

- Evaluate the effectiveness of different displays in illustrating data features including variability (VCMSP180) – activity 1

Mapping for topic 6 levels 3 and 4

Civics and citizenship

- Identify how and why decisions are made democratically in communities (VCCCG002) – activity 1

- Explain the roles of local government and some familiar services provided at the local level (VCCCG003) – activity 3

- Investigate why and how people participate within communities and cultural and social groups (VCCCC006) – activities 5, 6

Health and Physical Education

- Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092) – activity 4

Mapping for topic 6 general capabilities

Levels 3 and 4

Personal social capability

Social awareness and management

Relationships and diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSE020) – activity 4

- Identify the importance of including others in activities, groups and games (VCPSCSE022) – activity 4

Critical and creative thinking

Questions and possibilities

- Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011) – activity 1

Reasoning

- Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) – activities 1, 3

- Distinguish between main and peripheral ideas in own and others information and points of view(VCCCTR014) – activity 3

- Investigate why and when the consequences of a point of view should be considered (VCCCTR015) – activity 1

- Identify and use 'If, then…' and 'what if…' reasoning(VCCCTR016) – activities 3, 6

- Explore distinctions when organising and sorting information and ideas from a range of sources (VCCCTR017) – activity 3

Meta-Cognition

- Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies (VCCCTM018) – activity 5

Intercultural capability

Cultural diversity

- Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) – activity 4

Return to:

- Year 3 and Year 4 Assessment

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Our commitment to you

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If you follow our information and it turns out to be incorrect, or it is misleading and you make a mistake as a result, we will take that into account when determining what action, if any, we should take.

Some of the information on this website applies to a specific financial year. This is clearly marked. Make sure you have the information for the right year before making decisions based on that information.

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