**Western Australian Curriculum**

Mathematics

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

**Copyright**

© School Curriculum and Standards Authority, 2018

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International (CC BY)](https://creativecommons.org/licenses/by/4.0/) licence.

The School Curriculum and Standards Authority acknowledges the development of the ABLES Assessment Tool by the University of Melbourne and the Department of Education and Training, Victoria and the Victorian Curriculum and Assessment Authority for their development and publication of the ABLES Curriculum and Support Materials.

**Stage A | Content descriptions**

**Number and Algebra**

|  |  |
| --- | --- |
| **Number and Place Value** | **Elaborations** |
| Respond to objects being counted and distributed (ACMNA001a) | * experiencing number names and number sequence in everyday experiences, for example birthdays, distributing equipment, collecting materials * experiencing number and its use in stories, songs and rhythm, chosen for their interest and relevance to the student’s age * attending to number and counting in daily routines, for example cups of flour in the bowl, number of times an action or event is repeated or experienced * reacting to everyday situations where objects are counted, for example number of items on a plate or tray, steps to the door, eggs in the carton, bounces of a ball * being supported as they touch, feel or move over objects as they are being counted |
| Respond to situations where counting is involved (ACMNA002a) | * experiencing number names, numerals and quantities in everyday experiences * experiencing activities that use number names, numerals and quantities, for example stories, songs, cooking, music * attending to and being aware of number as objects are being counted * reacting to objects moving, disappearing and re-appearing within the context of everyday situations * responding to wanting more or less of an object |
| Respond to groups of personally relevant objects (ACMNA003a) | * experiencing objects and groups of objects, for example through sensory activities * experiencing groups of objects of significantly different sizes * reacting to collections within the context of everyday familiar situations, for example collections of favourite food, jewellery, utensils, or collections based on colour or texture |
| Respond to situations where the comparison of two collections or objects are involved (ACMNA289a) | * experiencing objects being collected and grouped together * using objects which are personally relevant to create collections * reacting to the comparison of everyday objects and collections of objects, for example using one-to-one correspondence to compare art equipment, cooking utensils, balls, sensory objects |
| Respond to the removal and addition of familiar items and objects in practical situations (ACMNA004a) | * experiencing changes in quantity that occur during addition and subtraction within everyday experiences * attending to the adding and subtraction of familiar objects * reacting to changes in a collection when objects are added or subtracted |
| **Patterns and Algebra** | **Elaborations** |
| Respond to the identification of objects [(ACMNA005a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna005a) | * experiencing patterns and the sorting of objects in everyday situations, for example repeated rhythm, pattern on textured material or objects, sorting of materials and utensils * becoming aware of ready-made visual, musical and multimodal patterns, for example, computer programs, stripes, dots, textures, sounds |

**Stage A | Content descriptions**

**Measurement and Geometry**

|  |  |  |  |
| --- | --- | --- | --- |
| **Using Units of Measurement** | | | **Elaborations** |
| Respond to objects based on length [(ACMMG006a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna008a) | | | * experiencing objects of various lengths * experiencing measurement attributes through the use of sensory input and objects * reacting to various measurement attributes of familiar objects, and being introduced to the names of those attributes, in the context of everyday experiences |
| Respond to personally relevant everyday events [(ACMMG007a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna008a) | | | * experiencing everyday events and their associated equipment and sensory elements * reacting to changes in their environment associated with everyday events * experiencing visuals being used to represent regular events * reacting to objects and tools associated with routine everyday events |
| Respond to personally relevant routine events [(ACMMG008a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna008a) | | * experiencing events and their equipment, staff, and sensory elements * experiencing events and their characteristics being represented by images or augmentative and alternative communication (AAC) * reacting to routine events with the support of objects, sounds and textures * reacting and responding to daily events within the context of a range of practical situations, for example reacting to the bell for lunch time, responding to the timer, staff or an image for maths | |
| **Shape** | **Elaborations** | | |
| Respond to familiar everyday shapes and objects [(ACMMG009a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna009a) | * experiencing a variety of objects and their characteristics, and being introduced to the names of shapes through interaction with objects * reacting to three-dimensional objects in everyday situations with the use of sensory input, for example touching, feeling, looking, shaking, rolling * responding to objects and shapes as they are identified in the classroom and environment in everyday situations | | |
| **Location and Transformation** | **Elaborations** | | |
| Respond to movement of an object [(ACMMG010a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmna010a) | * experiencing movement and position within various environments and everyday events, for example exploring the concept of ‘inside and outside’ during structured activities * experiencing the language used to name movement and changes in position during everyday experiences, such as up, down, over, under * reacting to a variety of body positions and movements within the context of everyday activities * using everyday language of location and position to assist students to react to changes to objects and their body, for example, ‘arms up’, ‘I am moving your bag’, ‘Where did it go?’ * reaching for or looking for a desired object by moving head or body for a better view | | |

**Stage A | Content descriptions**

**Statistics and Probability**

|  |  |
| --- | --- |
| **Data Representation and Interpretation** | **Elaborations** |
| Respond to objects relevant to a given context [(ACMSP011a)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-a/acmsp011a) | * experiencing the collection, sorting and displaying of information and data, for example visual display of who is here today with photos of class members’ present * associating objects with familiar events, within the context of practical situations, for example recognising connection between own bag and lunchtime, equipment for art, sport, or cooking and the associated activity * experiencing the phenomena of chance by attending to activities and toys that demonstrate chance occurrences |

**Stage A | Achievement standard**

##### Number and Algebra

##### Students observe the use of number within their daily life. They begin to respond to numbers in everyday experiences. Students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games. They experience and respond to ‘one for you, one for me’, ‘gone’, ‘no more left’ and ‘give me more’. Students participate in making piles, groups or bundles of familiar everyday objects and respond to objects being put together and taken apart.

**Measurement and Geometry**

Students observe and explore objects within daily life. They react and respond to objects and experience measurement attributes in practical situations. Students explore objects of varying weights, lengths, capacities and materials. They show an awareness of time and daily routine by responding to a signal from the teacher, and items being brought out or removed. Students respond to a signal from a timer, used to indicate the end of an activity. Students explore and respond to objects of varying textures, colours, sizes and shapes. Students explore space by moving and changing position and location, and respond to changes in position.

**Statistics and Probability**

Students observe objects and events within their daily life. Students begin to display a similar and predictable reaction to regular events. They respond to major changes to regular games and activities associated with chance, surprise and predictability, such as hitting a switch to activate a toy.**Stage B | Content descriptions**

**Number and Algebra**

|  |  |
| --- | --- |
| **Number and Place Value** | **Elaborations** |
| Use number names ‘one’, ‘two’ and ‘three’ in sequence to count in everyday situations [(ACMNA001b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna003x) | * assisting to count objects initially to three, by participating in activities, stories, songs and rhymes that involve number. This could include nodding as objects are counted, tapping an object as it is counted, tracking objects being counted, repeating some number names as objects are being counted * responding to number of names in everyday situations, for example waiting for counting down or up before starting an action, sound, activity; stepping, clapping, making a sound, tapping a switch for each number * exploring and using some number names by ‘repeating’ number name either verbally or through a communication system or augmentative and alternative communication (AAC) |
| Correspond ‘one’ with a single object [(ACMNA002b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna003x) | * showing understanding of object permanency, by tracking and finding an object * exploring ‘oneness’ and indicate one, for example one clap, experiencing one object, giving out materials one at a time, requesting one, hearing one sound or beat * distributing objects and materials with support, using basic one-to-one correspondence |
| Explore the concept of ‘none’, ‘one’ and ‘more’ [(ACMNA003b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna003x) | * recognising a change in a collection’s size within the context of familiar, everyday objects, for example a group of cars, toys, lollies, fruit, vegetables, coins, books, materials or tools * demonstrating an understanding of one by selecting, giving or taking one object * responding to questions about group composition (for example ‘Which group has more?’ ‘Which group has none?’) verbally or by indicating through augmentative and alternative communication, actions or eye gaze |
| Make comparison between items using appropriate language such as ‘same’ or ‘different’ [(ACMNA289b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna003x) | * comparing two collections using one to one correspondence within the context of everyday situations * responding to questions about group comparison for example ‘Are they the same?’ ‘Or different?’ verbally or by indicating through augmentative and alternative communication, actions or eye gaze |
| Participate in everyday situations involving ‘adding’ and ‘taking away’ [(ACMNA004b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna003x) | * combining two groups of objects to make ‘more’ within the context of familiar everyday situations * participating in everyday situations that involve moving objects to make ‘less’ or ‘more’, for example dragging an object to or from a group, using a switch to initiate the action or augmentative and alternative communication to communicate the action required |
| **Patterns and Algebra** | **Elaborations** |
| Participate in the comparing of objects, using language such as ‘same’ and ‘different’ [(ACMNA005b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmna005b) | * recognising patterns through the concept of ‘same’ and ‘different’ objects within the context of everyday situations * repeating rhythm patterns (with movement or sound) * making simple patterns by stacking and lining up objects * sorting everyday familiar objects during shared experiences, for example, when cooking, playing sport or playing with toys such as blocks |

**Stage B | Content descriptions**

**Measurement and Geometry**

|  |  |
| --- | --- |
| **Using Units of Measurement** | **Elaborations** |
| Compare objects using direct comparison [(ACMMG006b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmmg008b) | * exploring objects in structured situations based on length * matching objects that are from a small field and identical in length * showing recognition or preference for an object based on its mass, capacity or length within a range of situations |
| Recognise and participate in familiar events that happen on a daily basis [(ACMMG007b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmmg008b) | * recognising the sequence of familiar events, for example ‘first and then’, with the support of picture-based schedules * understanding and using environmental cues such as equipment, staff and location to predict and identify activities * assisting in the construction of visual timetable for the class * responding to the signal from a timer to indicate the end of an activity |
| Participate in regular daily events [(ACMMG008b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmmg008b) | * developing an awareness of regular events and routines, with the support of daily and weekly visual schedules * recognising and following the routines at the start and end of the day |
| **Shape** | **Elaborations** |
| Identify when two shapes or objects are the same sort or not [(ACMMG009b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmmg009b) | * using ‘posting’ of items into different containers or holes to manipulate and sort shapes and objects * recognising three dimensional objects when identified in the environment using everyday situations * matching everyday objects that are ‘the same’ * exploring shapes by using ‘play dough’ and other malleable materials to make shapes * developing an awareness of the language used to describe shapes |
| **Location and Transformation** | **Elaborations** |
| Respond to a simple statement about location or direction [(ACMMG010b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmmg010b) | * following directional communication used in daily routine, for example, ‘put in’ to finish an activity, ‘sit down’, ‘stand up’ during an activity or program * following everyday language of location and direction through modelled daily routines, for example: looking upwards for ‘up’; using rhymes and chants that relate to movement; following a warm-up sequence for work or sport; unpacking their bag; washing their hands and setting up for lunch * exploring the concept of ‘inside’ and ‘outside’ during activities by putting objects ‘in’ and ‘out’ of a container and following routines and instructions that involve moving inside and outside locations |

**Stage B | Content descriptions**

**Statistics and Probability**

|  |  |
| --- | --- |
| **Data Representation and Interpretation** | **Elaborations** |
| Participate in data collection  [(ACMSP011b)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-b/acmsp011b) | * following the construction of data display, for example picture representations of student choices, presented as class display of hair colour, favourite colour, song, movie, character * assisting to identify pictures that represent daily routines and events in a data display * choosing pictures or objects to put in a data display |

**Stage B | Achievement standard**

##### Number and Algebra

Students participate in everyday activities that involve numbers and counting, comparing groups of objects, and pattern activities. Students can rote count to three. Students identify ‘one’ and ‘lots’ of objects and show an understanding of ‘more’ in familiar situations. They manipulate objects and build a tall tower by using ‘more’ blocks and take blocks away from a tower to make the tower ‘less’ tall.

**Measurement and Geometry**

Students participate in everyday activities that explore measurement and use measurement attributes in practical situations. Students demonstrate beginning understanding of basic measurement concepts such as ‘long or short’, ‘heavy or light’.

They explore routine events and show an awareness of time and daily routines by responding to a routine signal from the teacher, such as, ‘It’s time to go outside and play’, ‘pack up’, or ‘unpack bag’.

They demonstrate an awareness of object permanence by searching for objects that have been hidden and participate in class activities that explore three-dimensional objects. They can match identical familiar three-dimensional shapes that are ‘the same’. Students respond to specific instructions relating to manipulating the movement and location of self and objects.

**Statistics and Probability**

They participate in class activities that explore object, events and displaying information. They develop an awareness of chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable, for example, peekaboo. Students respond to a simple pictorial representation of their activities related to a short time-frame.

**Stage C | Content descriptions**

**Number and Algebra**

|  |  |
| --- | --- |
| **Number and Place Value** | **Elaborations** |
| Use number names in sequence to count in everyday situations, initially from one to five [(ACMNA001c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna004c)) | * developing fluency in forward counting to five using words, sign or augmentative and alternative communication (AAC) in meaningful contexts, including everyday experiences and stories * knowing that the forward sequence of counting words occurs in the same order, for example always communicating numbers in the same sequence, indicating when another person uses number names in the wrong sequence * developing one-to-one correspondence by recognising that each object is counted, by indicating an object during counting situations, for example, indicating by pointing, activating a switch or eye gaze |
| Know and match number name, numerals and quantities to three [(ACMNA002c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna004c)) | * developing one-to-one matching of number word or its representation through sign or alternative and augmentative communication (AAC) to objects initially up to three * recognising that numerals look different from non-numeral shapes * using structured situations to count and match groups of objects to a numeral, initially up to 3 |
| Identify groups as being ‘one’, ‘more’ or ‘less’ [(ACMNA003c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna004c)) | * indicating the larger of two groups when presented with groups of significantly different number sets, for example group of paints, lollies, tools, dots, blocks, counters |
| Compare and order two collections according to their quantity [(ACMNA289c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna004c)) | * comparing and ordering items using appropriate language of ‘more’, ‘less’, ‘same’ * using everyday situations of one-to-one correspondence to compare two collections of significantly different amounts * using practical situations to indicate ‘more’, ‘less’ or ‘same’ |
| Demonstrate in practical situations, ‘adding one more to’ and ‘taking one away from’ in everyday situations [(ACMNA004c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna004c)) | * using shared experiences with concrete materials to add one more to or take away one from a group of objects, and count to find a total * experiencing addition and subtraction in games * communicating using language such as ‘more’ or ‘less’ to describe a change in a group using classroom resources and in practical situations |
| **Patterns and Algebra** | **Elaborations** |
| Pair identical objects from a small collection. Recognise simple repeated patterns [(ACMNA005c](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmna005c)) | * copying a simple repeated pattern using one-to-one correspondence with objects * copying a pattern associated with a familiar activity, for example repeating movement pattern * using a single given attribute (for example, size, colour, texture, shape) to group objects * matching, sorting and organising objects in practical situations |

**Stage C | Content descriptions**

**Measurement and Geometry**

|  |  |
| --- | --- |
| **Using Units of Measurement** | **Elaborations** |
| Compare two objects based on measurement attributes of length [(ACMMG006c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg008c) | * comparing and matching objects based on their having the ‘same’ or ‘different’ length, for example pencils, shoes or food items that are the same length * recognising length in shared experiences by comparing objects directly and indicating differences between objects * using measurement language such as long or short to communicate significant differences between objects |
| Identify familiar events that occur at different stages of a day (morning, afternoon, evening, night) [(ACMMG007c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg008c) | * sorting images or symbols according to whether they occur during the day or the night * using visual schedules to complete activities within an event and events within the day, and manage time throughout the day * interpreting language, images and communication associated with day such as morning, afternoon, and night * indicating an event as long or short * recognising and responding to daily routines by selecting an image from a schedule to indicate an activity has finished or is about to begin |
| Identify the familiar events within the day using a visual schedule  [(ACMMG008c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg008c) | * identifying daily events through materials, visuals and objects provided * identifying daily events with the assistance of visual or tactile schedules and timetables * identifying events that may or may not happen today |
| **Shape** | **Elaborations** |
| Match familiar two dimensional shapes and three dimensional objects [(ACMMG009c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg009c) | * matching simple three dimensional shapes with similar attributes, for example, different-sized spheres * matching simple two dimensional shapes with similar attributes, for example, different-sized spheres * recognising the relationship between familiar shapes using insert puzzles |
| **Location and Transformation** | **Elaborations** |
| Locate familiar three-dimensional objects in the classroom when they are named [(ACMMG010c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg010c) | * interpreting everyday language of location by following simple directions and communication, for example, move or track an object, feel or follow a path * locating familiar environments and objects, for example, classroom, hall, desk |

**Statistics and Probability**

|  |  |
| --- | --- |
| **Data Representation and Interpretation** | **Elaborations** |
| Identify data relevant to a given context [(ACMSP011c)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmsp011c) | * assisting to collect information to answer a question, for example, what colours are the counters in the box * following simple instructions to sort objects for a data display |

**Stage C | Achievement standard**

##### Number and Algebra

Students connect number names and numerals with sets of up to five elements. They match individual objects with counting sequences up to and back from five. Students use concrete materials to solve problems that involve comparing, combining and separating sets, for example “How might I make this group more than the other group?” Students make ‘groups’, ‘lots’ and groups of ‘one’ and can indicate which collection has ‘more’ than the other. They can distribute objects to each person in a group until there are no objects left. Students order the first three elements of a set. Students can match one attribute of familiar objects, for example, colour, size or shape.

**Measurement and Geometry**

Students explore measurement attributes in practical situations and use words to describe the characteristics of familiar objects such as full, empty, long, short, light and heavy. Students solve simple mathematical problems associated with longer and shorter lengths, for example, ‘How can I make this stick shorter?’ They explore events and identify day and night events. They can identify events that may or may not happen today. Students respond to a simple pictorial representation of activities related to their whole day. They match objects that are the same and sort familiar objects, and an understanding of the concept of ‘inside and outside’ by following instructions. They demonstrate an understanding of location and spatial awareness by following simple instructions related to simple spatial concepts, such as ‘under’, ‘on’, ‘beside’.

**Statistics and Probability**

Students participate in and contribute to the development of picture schedules, timetables and pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session. They demonstrate an understanding of the concept of chance by participating in games of chance, and identifying events that may or may not happen today.

**Stage D | Content descriptions**

**Number and Algebra**

|  |  |
| --- | --- |
| **Number and Place Value** | **Elaborations** |
| Use a number names in sequence to count in everyday situations, initially from one to ten [(ACMNA001d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna004d) | * developing fluency with forward counting by communicating number names while counting, initially to 10 and in meaningful contexts such as cooking, collecting equipment, stories and games * understanding one-to-one correspondence by knowing that each object is counted only once, by tracking an object while counting in shared and structured counting experiences, for example moving objects once counted, counting objects left to right |
| Recognise number name, numerals and quantities, initially up to five and beyond [(ACMNA002d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna004d) | * responding to key vocabulary and questions about ‘how many’ * using one-to-one matching of number words, sign or augmentative and alternative communication (AAC) representation for objects to five * matching numerals to the correct number of items initially to five using number games, software, cards and everyday situations |
| Subitise regular arrangements of objects and arrays up to five [(ACMNA003d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna004d) | * understanding that some numbers are represented by a set pattern or array |
| Compare, order and make comparisons between two collections, according to their quantity, using numbers initially to five [(ACMNA289d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna004d) | * comparing and ordering collections using the appropriate language and number name * comparing and communicating about characteristics of groups, for example sequencing objects in a group from smallest to largest; indicating the larger/smaller group through gesture, verbally or augmentative and alternative communication |
| Model practical situations involving ‘adding to’ or ‘taking away’  with collections of up to five objects [(ACMNA004d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna004d) | * using shared experiences with concrete materials to combine two groups of objects, and count to find a total * counting on or back from a group using concrete materials, for example adding/ subtracting balls in a basket, pens in a container, tools in a tool box * using a calculator or digital device to undertake simple addition and subtraction * exploring the concept of adding one and taking away one |
| **Patterns and Algebra** | **Elaborations** |
| Sort like objects based on a given classification. Identify and continue a simple repeated pattern with its next element [(ACMNA005d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmna005d) | * continuing a simple repeated two-part pattern with given objects, movements or sounds, for example, red, blue, red (set the table with drinking cups), paper, glue (set up equipment), knife and fork  (set a table using two implements) * making patterns and collections based on objects being the same, different and alike * examining and continuing a simple repeated pattern with given objects, movements or sounds, for example, continue a two-beaded pattern (red, blue, red, blue) * sorting and grouping objects and communicating attributes such as texture, colour, size, category; for example, sort papers into two colours, sort cutlery into two groups * recognising patterns in familiar environments |

**Stage D | Content descriptions**

**Measurement and Geometry**

|  |  |
| --- | --- |
| **Using Units of Measurement** | **Elaborations** |
| Respond to contexts involving ‘heavier/lighter’ than and ‘holds more/less’ than [(ACMMG006d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg009c) | * using measurement language such as longer and shorter, or heavier and lighter, to communicate differences between objects * using direct comparison to compare objects based on their length, mass or volume |
| Identify and sequence regular events that occur during the school day and comment on their duration (short/long) [(ACMMG007d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-c/acmmg009c) | * creating and following a visual schedule based on the school day’s events * ordering events based on duration, for example, ‘I can do more at lunch time than recess’ * comparing and labelling events as long, short, quick * understanding the purpose of a clock and some of its features * using timers and a clock to explore and compare time and duration of events |
| Identify the days of the week in sequence [(ACMMG008d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmmg008d) | * using picture schedules to identify key events of a day and a week * using everyday language ‘sometimes’, ‘always’ and ‘never’ to indicate the likelihood of an event on a day or week * using ‘morning routine’ to identify the days and what will occur during the day * communicating the days of the week |
| **Shape** | **Elaborations** |
| Use direct comparison to sort three dimensional objects and two dimensional shapes [(ACMMG009d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmmg009d) | * sorting shapes that are the ‘same’ or ‘different’ * identifying, matching and sorting simple familiar two and three dimensional objects according to a single attribute * identifying familiar shapes hidden in a picture * investigating the inside and outside shape of an object * understanding the relationship between shape and template, for example, insert puzzle, inserting a shape in a matching shaped hole |
| **Location and Transformation** | **Elaborations** |
| Follow simple directional words, to locate or move an object ‘on’, ‘in’ or ‘under’ [(ACMMG010d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmmg010d) | * following multiple positional directions during everyday situations, for example, chants, songs or rhymes with repeated actions, completing an art, cooking or drawing activity, locating a tool or completing a job * developing consistency and fluency in communicating and interpreting directional and positional words * using everyday location language to explain where an object is |

**Statistics and Probability**

|  |  |
| --- | --- |
| **Data Representation and Interpretation** | **Elaborations** |
| Answer simple yes/no questions about data that has been gathered in a given context [(ACMSP011d)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/mathematics/ablewa-stage-d/acmsp011d) | * following and constructing a data display such as routine schedule or daily timetable * collecting and displaying data in a personally meaningful way |

**Stage D | Achievement standard**

##### Number and Algebra

Students connect number names and numerals with sets of up to 10 elements. They match individual objects with counting sequences up to and back from 10. They recognise and point to numerals in and around the classroom, for example, numbers on a clock face. Students use concrete materials to solve problems that involve comparing, combining and separating sets. They can indicate when groups of less than 10 objects are the same or different in number and that two collections have the ‘same’ quantity by matching items one to one. They can find the first and last object in a sequence and place objects into sets to make ‘more’ and take objects from a group to make ‘less’. Students order the first five elements of a set. They sort objects and shapes based on a given attribute and create simple repeating patterns of two elements or more by copying a pattern.

**Measurement and Geometry**

Students explore measurement attributes in practical situations and identify and describe the basic characteristics of a range of objects, for example, heights of students, cup measures in cooking. They can identify regular events within the school week. They can follow a class pictorial schedule and mark off each passing day on a calendar. Students demonstrate an understanding of two-dimensional and

three-dimensional shapes by matching basic geometric objects to pictures of that object, identifying basic three-dimensional shapes in the classroom and sorting shapes into like groups. Students show an understanding of ‘location’ and spatial concepts by responding to instructions to position items.

**Statistics and Probability**

They explore events and follow a simple picture schedule, and use these to answer simple ‘yes’ or ‘no’ questions. They play a variety of chance games such as bingo or snakes and ladders and demonstrate an understanding that they will not always win.