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Kindergarten to Year 10

Years 11 and 12

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# ABLEWA Stage ATest

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The proficiency strands *Understanding, Fluency, Problem Solvir*

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- ☒ Year level descriptors
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### Year Levels

- ☒ Select All

### Strands

- ☒ Select All
- ☒ Statistics and Probability
- ☒ Measurement and Geometry
- ☒ Number and Algebra

### General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability

## ABLEWA Stage 1

The proficiency strands are an integral part of the *Number and Algebra* proficiencies reinforce and describe how to build in the development

At this stage:

*Understanding* develops encountering, reacting everyday events are

*Fluency* includes skills developing a repertoire

*Problem Solving* includes them with as much

*Reasoning* includes immediate environment activities.

## Number and Algebra

### NUMBER AND PLACE VALUE

Respond to objects

- ✔ Critical and creative thinking
  - ✔ Personal and social capability
  - ✔ Ethical understanding
  - ✔ Intercultural understanding
- 

counted and distrib  
[\(ACMNA001a\)](#)

Respond to situatio  
where counting is  
involved [\(ACMNA00](#)

Respond to groups  
personally relevant  
objects [\(ACMNA003](#)

Respond to situatio  
where the comparis  
two collections or o  
are involved  
[\(ACMNA289a\)](#)

Respond to the rem  
and addition of fam  
items and objects in  
practical situations  
[\(ACMNA004a\)](#)

## PATTERNS AND ALGEBI

Respond to the  
identification of obj  
[\(ACMNA005a\)](#)

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Achievement st

## **Number and Algebra**

Students observe the use of numbers in everyday life and respond to numerical information and respond to 'one' and 'many'. Students participate in counting and respond to objects and quantities.

## **Measurement and Geometry**

Students observe and describe objects and experiences. They explore objects of varying sizes and shapes, develop awareness of time and sequence, and use items being brought to class to indicate the size of objects. They use varying textures, colors, and changing position and direction.

## **Statistics and Probability**

Students observe and describe objects and experiences. They observe a similar and predict outcomes to regular games and activities such as hitting a target.

across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They reinforce the significance of working mathematically within the strands. They provide the language to build in the developmental aspects of the strands.

At this stage:

*Understanding* develops from becoming aware of their physical world around them and to some everyday events and routines

*Fluency* includes students learning to control their behaviour in everyday experiences and events

*Problem Solving* includes students attending to and exploring the world

*Reasoning* includes students coactively exploring and manipulating the language associated with maths activities.

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