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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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ABLEWA Stage ATest

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The proficiency strands *Understanding, Fluency, Problem Solvir*

Filters



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- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

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
[\(ACMNA005a\)](#)

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 sets of objects.

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 school to indicate the size of objects. They use varying textures, colours, 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

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

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