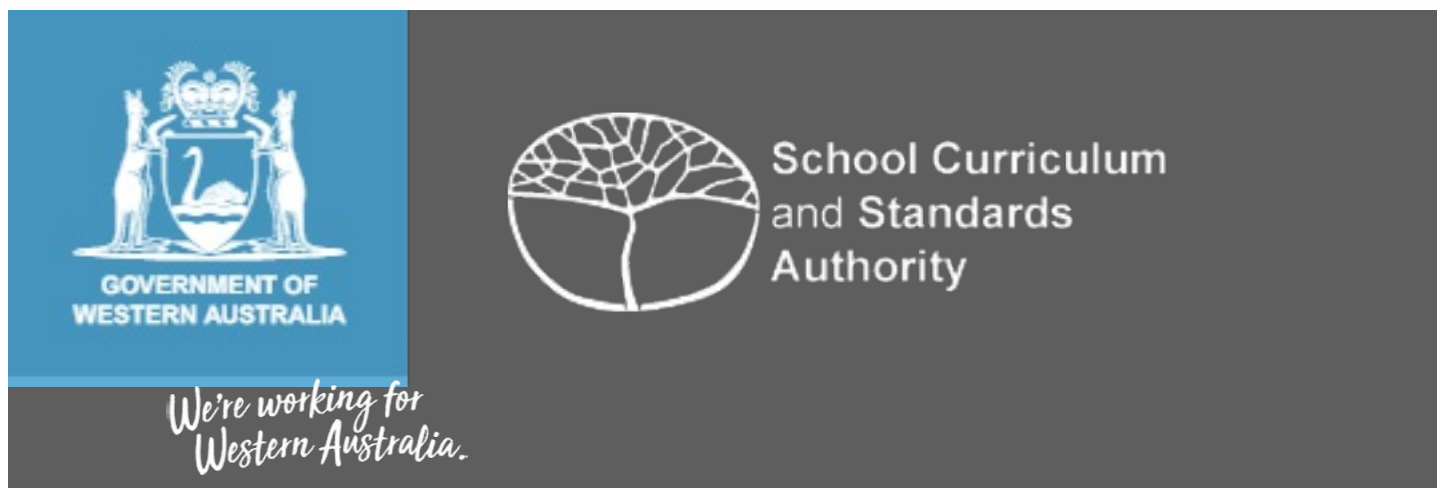


Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/mathematics-v8/ablewa-stage-a> on 24/07/2019 check website for latest version.



ABLEWA Stage A Test

ABLEWA Stage A

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of the mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this stage:

Understanding develops from becoming aware of their physical state and encountering, reacting and responding to the world around them and to some everyday events and routines

Fluency includes students learning to control their behaviour and internal state and developing a repertoire of reactions to everyday experiences and events

Problem Solving includes students attending to and exploring the world around them with as much independence as possible

Reasoning includes students coactively exploring and manipulating objects in their immediate environment and experiencing the language associated with maths activities.

Number and Algebra

NUMBER AND PLACE VALUE

Respond to objects being counted and distributed
[\(ACMNA001a\)](#)

Respond to situations where counting is involved
[\(ACMNA002a\)](#)

Respond to groups of personally relevant objects
[\(ACMNA003a\)](#)

Respond to situations where the comparison of two collections or objects are involved
[\(ACMNA289a\)](#)

Respond to the removal and addition of familiar items and objects in

Measurement and Geometry

USING UNITS OF MEASUREMENT

Respond to objects based on length
[\(ACMMG006a\)](#)

Respond to personally relevant everyday events
[\(ACMMG007a\)](#)

Respond to personally relevant routine events
[\(ACMMG008a\)](#)

SHAPE

Respond to familiar everyday shapes and objects
[\(ACMMG009a\)](#)

LOCATION AND TRANSFORMATION

Statistics and Probability

DATA REPRESENTATION AND INTERPRETATION

Respond to objects relevant to a given context
[\(ACMSP011a\)](#)

practical situations

[\(ACMNA004a\)](#)

Respond to movement of

an object [\(ACMMG010a\)](#)

PATTERNS AND ALGEBRA

Respond to the

identification of objects

[\(ACMNA005a\)](#)

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.

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of the mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this stage:

Understanding develops from becoming aware of their physical state and encountering, reacting and responding to the world around them and to some everyday events and routines

Fluency includes students learning to control their behaviour and internal state and developing a repertoire of reactions to everyday experiences and events

Problem Solving includes students attending to and exploring the world around them with as much independence as possible

Reasoning includes students coactively exploring and manipulating objects in their immediate environment and experiencing the language associated with maths activities.