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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 BTest

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The proficiency strands *Understanding, Fluency, Problem Solv*

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- ☒ Year level descriptors
- ☒ Content Descriptions
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- ☒ 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 involve objects, even

Fluency includes for of responses

Problem Solving includes world around them

Reasoning includes their immediate environment

Number and Algebra

NUMBER AND PLACE VALUE

Use number names 'one', 'two' and 'three' sequence to count

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

everyday situations
[\(ACMNA001b\)](#)

Correspond 'one' with single object
[\(ACMNA002b\)](#)

Explore the concept 'none', 'one' and 'many'
[\(ACMNA003b\)](#)

Make comparison between items using appropriate language such as 'same' or 'different' [\(ACMNA004b\)](#)

Participate in everyday situations involving 'adding' and 'taking away' [\(ACMNA004b\)](#)

PATTERNS AND ALGEBRA

Participate in the comparing of objects using language such as 'same' and 'different' [\(ACMNA005b\)](#)

Achievement st

Number and Alge

Students participate
comparing groups of
three. Students ide
'more' in familiar si
'more' blocks and t

Measurement and

Students participate
measurement attrik
understanding of b
light',

They explore routin
responding to a rou
play', 'pack up', or

They demonstrate a
have been hidden a
objects. They can n
same'. Students res
movement and loca

Statistics and Pro

events and displayi
with materials or ok
playing games whe
Students respond to

short time-frame.

across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. These strands reinforce the significance of working mathematically within the context of real-world situations. They provide the language to build in the developmental aspects of mathematical thinking.

At this stage:

Understanding develops through participating in a variety of experiences that build mathematical knowledge.

Fluency includes following regular routines, and matching objects to numbers.

Problem Solving includes students attending to, exploring and solving problems.

Reasoning includes manipulating and playing with objects to develop mathematical language and mathematical activity.

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