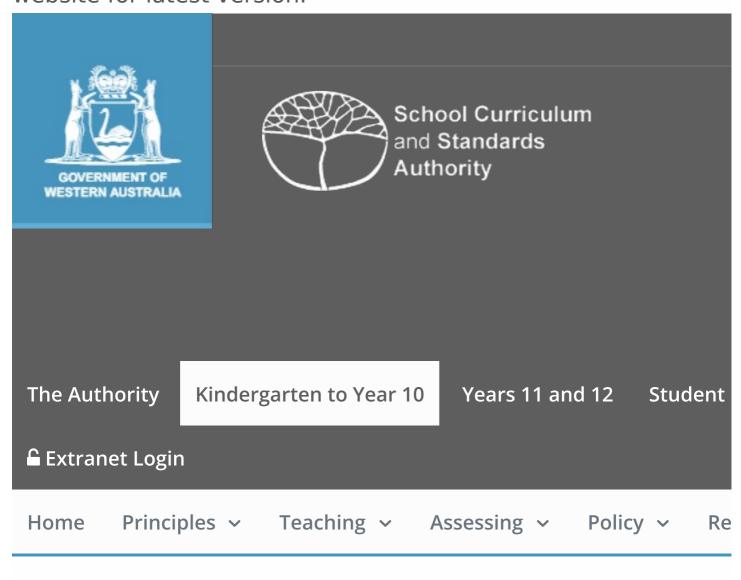
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### ABLEWA Stage CTest

#### Download Curriculum as PDF

The proficiency strands *Understanding*, *Fluency*, *Problem Solvir* 

#### **Filters**



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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 Sta**

The proficiency stra an integral part of t Number and Algebr proficiencies reinform and describe how the to build in the deve

#### At this stage:

Understanding inclunumbers to five)

Fluency includes co pattern and predict

Problem Solving inc

Reasoningincludes their immediate en concepts.

## Number and Algebra

#### NUMBER AND PLACE V.

Use number names sequence to count everyday situations

- Critical and creative thinking
- Personal and social capability
- **□** Ethical understanding
- □ Intercultural understanding

## initially from one to (ACMNA001c)

Know and match numerals an quantities to three (ACMNA002c)

Identify groups as k 'one', 'more' or 'les (ACMNA003c)

Compare and order collections according their quantity

(ACMNA289c)

Demonstrate in pra situations, 'adding' more to' and 'takin' away from' in every situations (ACMNAC)

#### PATTERNS AND ALGEBI

Pair identical object from a small collect Recognise simple repeated patterns (ACMNA005c)

#### Achievement st

#### **Number and Alge**

Students connect n
They match individ
Students use concr
combining and sepa
than the other grou
indicate which colle
each person in a gr
elements of a set. S
colour, size or shap

#### Measurement and

Students explore m describe the charac and heavy. Student and shorter lengths events and identify not happen today. Student related to their who objects, and an uncinstructions. They c by following simple 'on', 'beside'.

# **Statistics and Pro** development of pic familiar activities, s

demonstrate an uno of chance, and ider

across the three content strands: *Number and Algebra, Measur* reinforce the significance of working mathematically within the They provide the language to build in the developmental aspec At this stage:

Understanding includes connecting names and quantities (of ob-Fluency includes counting numbers in sequence, matching objects

Reasoningincludes manipulating and playing with objects to de language, mathematical activity and concepts.

<u>Principles</u>

**Teaching** 

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