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# ABLEWA Stage C Test

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## ABLEWA Stage C

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* includes connecting names and quantities (of objects, events and numbers to five)

*Fluency* includes counting numbers in sequence, matching objects to replicate a pattern

and predicting day and night events

*Problem Solving* includes matching groups and objects

*Reasoning* includes manipulating and playing with objects to develop links between their immediate environment, everyday language, mathematical activity and concepts.

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## Number and Algebra

### NUMBER AND PLACE VALUE

Use number names in sequence to count in everyday situations, initially from one to five  
[\(ACMNA001c\)](#)

Know and match number name, numerals and quantities to three  
[\(ACMNA002c\)](#)

Identify groups as being 'one', 'more' or 'less'  
[\(ACMNA003c\)](#)

Compare and order two collections according to their quantity  
[\(ACMNA289c\)](#)

Demonstrate in practical situations, 'adding one

## Measurement and Geometry

### USING UNITS OF MEASUREMENT

Compare two objects based on measurement attributes of length  
[\(ACMMG006c\)](#)

Identify familiar events that occur at different stages of a day (morning, afternoon, evening, night)  
[\(ACMMG007c\)](#)

Identify the familiar events within the day using a visual schedule  
[\(ACMMG008c\)](#)

### SHAPE

Match familiar two dimensional shapes and

## Statistics and Probability

### DATA REPRESENTATION AND INTERPRETATION

Identify data relevant to a given context  
[\(ACMSP011c\)](#)

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more to' and 'taking one  
away from' in everyday  
situations ([ACMNA004c](#))

three dimensional objects

[\(ACMMG009c\)](#)

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## PATTERNS AND ALGEBRA

### LOCATION AND TRANSFORMATION

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Pair identical objects from  
a small collection.

Locate familiar three-  
dimensional objects in the  
classroom when they are  
named ([ACMMG010c](#))

Recognise simple  
repeated patterns

[\(ACMNA005c\)](#)

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## Achievement standard

### **Number and Algebra**

Students connect number names and numerals with sets of up to five elements. They match individual objects with counting sequences up to and back from five. Students use concrete materials to solve problems that involve comparing, combining and separating sets, for example "How might I make this group more than the other group?" Students make 'groups', 'lots' and groups of 'one' and can indicate which collection has 'more' than the other. They can distribute objects to each person in a group until there are no objects left. Students order the first three elements of a set. Students can match one attribute of familiar objects, for example, colour, size or shape.

### **Measurement and Geometry**

Students explore measurement attributes in practical situations and use words to describe the characteristics of familiar objects such as full, empty, long, short, light and heavy. Students solve simple mathematical problems associated with longer and shorter lengths, for example, 'How can I make this stick shorter?' They explore events and

identify day and night events. They can identify events that may or may not happen today. Students respond to a simple pictorial representation of activities related to their whole day. They match objects that are the same and sort familiar objects, and an understanding of the concept of 'inside and outside' by following instructions. They demonstrate an understanding of location and spatial awareness by following simple instructions related to simple spatial concepts, such as 'under', 'on', 'beside'.

**Statistics and Probability** Students participate in and contribute to the development of picture schedules, timetables and pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session. They demonstrate an understanding of the concept of chance by participating in games of chance, and identifying events that may or may not happen today.

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