## Proficiency Strands - ‘How’ content is explored or developed.

**Understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division.

**Fluency** includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations.

**Problem Solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape.

**Reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.

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<th>Number</th>
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<th>Measurement &amp; Geometry</th>
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| **1** | **Place Value and Counting:**
  - Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.
  - Recognize, model, read, write and order numbers to at least 100.
  **Skip Counting and Patterns:**
  - Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings.
  - Investigate and describe number patterns formed by skip counting by 2s, 5s and 10s and patterns with objects.
| **Graphing & Data:**
  - Answer yes/no questions to collect information.
  - Represent data with objects and drawings where one object or drawing represents one data value.
  - Describe the displays.
| **Measurement:**
  - Use direct and indirect comparisons to decide which is longer and wider and explain reasoning in everyday language.
  - Starting to look at the concept of area.
  **Shape:**
  - Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment.
  **Time - Calendars:**
  - Connect days of the week to familiar events and actions.
  - Describe duration using months, weeks and days. |