Understanding, Fluency, Problem Solving, Reasoning

**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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number and Algebra</th>
<th>Statistics and Probability</th>
<th>Measurement and Geometry</th>
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| 3    | **Multiplication & Division:**  
  - Students represent multiplication and division by grouping into sets.  
  - They solve problems using efficient strategies for multiplication with and without the use of digital technology.  
  - Students recall addition and multiplication facts for single-digit numbers.  
|      |                   |                             | **2D Shapes/Lines/Symmetry/Transformations:**  
  - Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations.  
  - Students identify symmetry in natural and constructed environments.  
  - They use angle size as a measure of turn in real situations |

**Notes**