Achievement band 65–74

Number and algebra

Whole number operations

Students in this band typically are able to model the arithmetic operations of addition, subtraction, multiplication and division using concrete and informal processes. They use strategies such as counting on, counting back, counting all, grouping and sharing (including where a remainder occurs) to apply simple arithmetic processes involving a single operation in a familiar context.

Fractions and decimals

The skills in this sub-strand begin to be developed at a higher band level.

Money and financial mathematics

Students in this band typically are able to compare the value of different coins in their local currency and recognise that the value of a coin is not related to its size.

Patterns and algebra

Students in this band typically are able to continue a simple repeating pattern of two elements (for example, AABAAB). They can also identify any missing elements within this type of pattern.

Measurement and geometry

Measurement

Students in this band typically are able to recognise informal angle concepts to describe degree of a rotation using simple terms (for example, sharp turn or door open wide). They can sequence and describe events in time using informal comparison (for example, before/after, older/younger and which event takes longer?). They can compare objects in relation to a single property (for example, to find which is longest/empty/nearly full/full from a set of objects).

Geometry

Students in this band typically are able to interpret and apply positional terms such as next to, onto or under. They can recognise and name geometric attributes of two-dimensional shapes (for example, number of sides or corners, inside/outside and curved/straight). These students can also compose a larger shape from a small number of given shapes and decompose a larger shape.

Statistics and probability

Statistics

Students in this band typically are able to classify and sort familiar objects into groups according to simple attributes (for example, colour, number of legs and type of toy). Students begin to develop subsequent skills in this sub-strand (beyond grouping and sorting) at a higher band level.

Probability

The skills in this sub-strand begin to be developed at a higher band level.