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Achievement band 75-84

Number and algebra

Whole number operations

155 -Students in this band typically are able to recognise and use symbols for arithmetic operations and relationships (+, -, =). They can solve one-digit addition and 150 subtraction problems represented in different ways (for example, with pictures, with concrete materials such as money, in a story). They use strategic thinking 145 supported by manipulatives/concrete materials to work with quantities in a variety of familiar contexts (for 140 example, arranging objects, counting objects in a circle, and doubling and halving).

Fractions and decimals

The skills in this sub-strand begin to be developed at a 130 higher band level.

125 -Money and financial mathematics

Students in this band typically are able to use ideas 120 of place value to recognise the structure used to say, label, write, decompose and compose two-digit whole numbers, including money amounts. 115 -

Patterns and algebra

110 . Students in this band typically are able to count reliably by ones, backwards and forwards. They can use ideas of place value to recognise the structure used to say, 105 label, write, decompose and compose two-digit whole numbers. They can recognise the relative position (order) of numbers in a linear sequence as informal use of a number line. They understand and can use the concept of zero, and they can also continue a repeating pattern of 95 multiple elements or identify a missing unit in it.

Measurement and geometry

Measurement

Students in this band typically are able to read time from a digital clock to the minute and read time from an analogue clock to the hour. They can calculate a simple time difference between two times in hours (for example, 2 o'clock to 4 o'clock) and they recognise measures of time (second, minute, hour, day, week, month, year and season). These students can use informal language and units to quantify measures of length, area, capacity/volume and angle (for example, how many hand-spans long is this object? How many cups to fill this container? Turn all the way around; Make a half turn). They can also compare measureable properties of objects where direct comparison may not be possible (for example, comparing length of curved and straight lines). They recognise the terms half of and double (for example, halving in relation to a regular shape or doubling the length of an object), and they can compare the mass of objects (for example, using hefting or a simple balance).

Geometry

Students in this band typically are able to use positional language to describe and interpret directions (for example, between, in front of, behind and opposite) and to distinguish left from right. They can compare, match and classify two-dimensional shapes (for example, circle, square, rectangle and triangle) according to properties such as the number of sides, corners and informal angle properties. They can also select and use shapes to fill a space without gaps or overlap (for example, complete a geometric puzzle or pattern).

Statistics and probability

Statistics

Students in this band typically are able to retrieve information from a simple graph or tally chart to identify the number in a specified category (single digits). They can also compare data values represented in a simple graph to draw an inference such as the least or the greatest.

Probability

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