

## Stage 3

1. Skip counts forwards and backwards in twos to twenty
  - a. Can your child count in twos to 20, for example two, four, six, eight, ten .... Sixteen, eighteen, twenty?
2. Skip counts forwards and backwards in fives to 50
  - a. Can your child count in fives to 50, for example five, ten, fifteen, twenty .... Forty five, fifty?
3. Skip counts forwards and backwards in tens to 100
  - a. Can your child count in tens to 100, for example ten, twenty, thirty .... Ninety, one hundred?
4. Knows groupings within 10
  - a. Does your child know all these facts:  $5 + 5 = 10$ ,  $6 + 4 = 10$ ,  $7 + 3 = 10$ ,  $8 + 2 = 10$ ,  $9 + 1 = 10$  and the reverse ( $1 + 9 = 10$ ,  $2 + 8 = 10$ ,  $3 + 7 = 10$  etc)
5. Instantly recognises 5-based and doubles patterns to ten
  - a. Can your child instantly recognise the dots on a dice when it is rolled?
  - b. Do they know how many fingers you are holding up without having to count them one by one?
6. Reads symbols for  $\frac{1}{2}$  and  $\frac{1}{4}$  correctly
  - a. Can your child see  $\frac{1}{2}$  and instantly name it as "one half"?
  - b. When your child sees  $\frac{1}{4}$  can they instantly call it "one quarter" (one fourth is ok, but one quarter is better)
7. Instantly recalls doubles to ten
  - a. Does your child instantly tell you the answer to  $1 + 1 = 2$ ,  $2 + 2 = 4$ ,  $3 + 3 = 6$ ,  $4 + 4 = 8$ ,  $5 + 5 = 10$ ?
8. Can write equations using numerals and symbols
  - a. Can your child write the problem: "I had four apples and I was given two more, how many did I have in total as  $4 + 2 = 6$ ?"
  - b. Or "I had fifteen sheep and I sold eight. How many do I now have left?" as  $15 - 8 = 7$

**Remember for all of these concepts, your child needs to know the answer in three seconds.  
Don't let them use their fingers to work it out; they need to "just know it".**