Stage 6

1. **Identifies all numbers from 0-1 000 000**
   a. If you write any number from 0 to 1 000 000 can your child say it correctly?

2. **Identifies symbols for all fractions including improper fractions**
   a. Can your child say any fractions you write? (they must not say **5/8** as "five over eight" or "five out of eight", they must say **"Five eighths"**) So 6/4 = six quarters, 9/17 = nine seventeenths, 5/2 = five halves etc
   b. Can they write the fraction symbol for any fraction you say? For example six eighths = 6/8

3. **Identifies decimals to three places**
   a. Can your child name any number to three decimal places, and know what each digit stands for? For example 4.392 = four and three tenths, and nine hundredths, and 2 thousandths. Can be said as four point three, nine, two also, but they need to be able to say it both ways.

4. **Says number 1, 10, 100, 1000 before & after whole number to 1 000 000**
   a. If you were to say any number up to one million, could your child tell you the number immediately before it? The number ten after it? The number 100 after it? The number 1000 before it?

5. **Says forwards and backwards sequence for common fractions**
   a. Can your child count forwards and backwards in halves, quarters, thirds and fifths? For example, one quarter, two quarters, three quarters, four quarters/one whole, five quarters/one whole and one quarter …

6. **Says forwards & backwards in tenths and hundredths**
   a. Can your child count forwards and backwards in tenths? Eg 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, …
   b. Can your child count forwards and backwards in hundredths? Eg. 4.25, 4.24, 4.23, 4.22, 4.21, 4.2, 4.19, …

7. **Orders whole numbers from 0 – 1 000 000**
   a. If you gave your child any four numbers between zero and 1 million, could they put them in order?

8. **Orders unit fractions**
   a. Can your child put fractions with a one on the top in order of size? For example if you gave them ½, 1/5, 1/8, 1/3, & ¼, could they put them into order: ½, 1/3, ¼, 1/5, 1/8?

9. **Knows groupings within 1000**
   a. Does you child know which two three digit numbers add to 1000? For example if you say 250, do they know that 750 adds to 1000? ? + 480 = 1000, 390 + ? = 1000? 1000 - ? = 641 & 1000 – 845 = ? Try to use all these examples when practising.

10. **Knows groupings of 2, 3, 5 & 10 in numbers to 100, & remainders**
    a. This is like division – how many groups of 2 are there in 68? The answer is 34. Make sure your child is ok when there is a remainder. For example, how many groups of 5 are there in 73? There are 14 with 3 left.

11. **Knows groupings of 10 &100 in 4 digit number**
    a. Again, this is like division, how many groups of 10 are there in 2834? There are 283 with four left over. How many hundreds are there in 3829? There are 38. Think of it with money if this does not make sense. If you took $2984 to the bank and asked for $10 bills, you would get 298 $10 notes, and $4 in coins.

12. **Knows tenths and hundredths in decimals**
    a. Same as the example above but with decimals. How many tenths in 3.29? There are 32, with 9 left over. (If you took $3.29 to the bank and asked for 10c coins, you would get 32) How many hundredths are there in 5.82? There are 582.

13. **Rounds whole numbers and decimals to nearest whole number**
    a. Can your child round any decimal number to the nearest whole number? 4.3 = 4, 6.7 = 7 34.48 = 34 …

14. **Instant recall of + & - facts to 20**
    a. Can your child instantly tell you the answer to all addition facts that end in 20 or less, and all subtraction facts that start with a number less than 21?

15. **Instant recall of multiplication facts to 100, & some corresponding division facts**
    a. These are the 'tables' we all learnt at school. Try to encourage your child thinking about the division facts at the same time as the multiplication. If they are learning the 4 times tables, then do the 28 ÷ 4 at the same time. Your child should already know the 2, 5 and 10s, so just learn the others.

16. **Instant recall of multiplication basic facts when multiplying something by 10, 100 or 1000**
    a. Does you child know that 56 x 10 = 560, and x 100 = 5600, and by 1000 = 56000

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".