Stage 7

1. **Says decimal sequence forwards & backwards by 1000ths, 100ths, 10ths, ones, tens etc**
   a. Can your child count forwards and backwards from any three digit decimal number in tenths, hundredths or thousandths? For example 3.428 forwards in 100ths = 3.438, 3.448, 3.458, 3.468, 3.478 etc

2. **Says number 1/1000th, 1/100th, 1/10th before & after any number**
   a. If you were to say any three digit decimal number, could your child tell you the number 1/10th immediately before it? The number 1/10th after? The number 1/100th after? The number 1/1000th before?

3. **Orders decimals to 3 places**
   a. If you gave your child some 3 digit decimal numbers, could they put them in order from smallest to largest? For example: 3.298, 3.892, 3.928, 3.982 & 3.289 in order would be 3.289, 3.298, 3.892, 3.928 & 3.982

4. **Orders fractions**
   a. Can your child put any group of fractions into order? This includes fractions that are bigger than one.

5. **Knows groupings of numbers to 10 in numbers to 100**
   a. This is 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.

6. **Knows groupings of 10, 100 and 1000 from 7 digit numbers**
   a. Again, this is like division, how many groups of 100 are there in 213 475?   There are 2134 with 75 left over. How many thousands are there in 3 728 916? There are 3728. Think of it with money if this does not make sense. If you took $25 984 to the bank and asked for $100 bills, you would get 259 $100 notes, and $84 in other notes and coins.

7. **Knows equivalent fractions (halves, 3rds, quarters, 5ths and 10ths)**
   a. Can your child rename fractions to an equivalent fraction? For example 4/5 = 20/25 = 80/100 = 28/35

8. **Rounds whole numbers and decimals to nearest whole number**
   a. If you gave your child a number that included decimals, could they round it to the nearest whole number?

9. **Recalls division facts for all the ten times tables**
   a. You remember these … the classic stuff! Needs to be answered in three seconds though.

10. **Converts fraction to decimal to percents for halves, 3rds, quarters, 5ths & 10ths**
    a. If you give your child 25%, can they rename it as ¼ or 0.25?

11. **Knows divisibility rules for 2, 3, 5, 9 & 10**
    a. If you suggest a number to your child, can they instantly say whether it is divisible by the above numbers? They don't need to know the answer to the problem, just whether it can be divided or not by the number with no remainder i.e. a number is divisible by 9 if the digits add to nine, it is divisible by 2 if it is even etc.

12. **Knows square numbers to 100**
    a. A square number is a number found by multiplying a number by itself. For example 25 is the square of 5 because 5 x 5 = 25. Can your child instantly tell you the answer to all the numbers 1-10 multiplied by themselves? For example 1x1=1, 2x2=4, 3x3=9, 4x4=16, 6x6=36, 7x7=49, 8x8=64, 9x9=81, 10x10=100

13. **Identifies factors of numbers to 100**
    a. (The thing to remember here is that factor x factor = product) If you mention any number can your child say all the factors of that number? For example if you suggest 28, will your child list: 1,2,4,7,14, and 28?

14. **Identifies common multiples of numbers**
    a. A common multiple is a number that two other numbers can 'go into'. For example some common multiples of 2 and 3 are 6, 12, 18, 24 etc. Can your child suggest a common multiple of any two numbers. Try to get them to think beyond the product of the two numbers (remember factor x factor = product)

15. **Performs column addition and subtraction for whole numbers**
    a. This is the stuff we learnt in school – adding and subtracting numbers in our books, using the columns. This is the easy bit to help them with ☺

16. **Performs short multiplication and division of 3 digit numbers by 1 digit numbers**
    a. Again, this is the written form we used in school. Remember to keep the number they are multiplying or dividing by less than ten, they will get to two digit numbers in the next stage of numeracy …
    Remember for all of these concepts, your child needs to know the answer in three seconds.
    Don't let them use their fingers or other strategies to work it out; they need to "just know it".