

Stage 2-3

1. Skip counts forwards and backwards in twos (to twenty), fives (to 50) and tens (to 100)
 - a. Can your child count in twos to 20, for example two, four, six, eight, ten Sixteen, eighteen, twenty?
 - b. Can your child count in fives to 20, for example five, ten, fifteen, twenty?
2. Knows groupings with 5
 - a. Does your child know all these facts? $5 + 1 = 6$, $5 + 2 = 7$, $5 + 3 = 8$, $5 + 4 = 9$, $5 + 5 = 10$
 - b. Remember they need to know these 'instantly' – no counting on fingers
3. 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)
4. Instantly recognises 5-based 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?
5. 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)
6. Instantly recalls doubles to ten
 - a. Does your child instantly tell you the answer to $1 + 1 = 2$, $2 + 2 = 4$, $3 + 3 = 6$, $4 + 4 = 8$, $5 + 5 = 10$?
7. 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".**

Stage 2-3

8. Skip counts forwards and backwards in twos (to twenty), fives (to 50) and tens (to 100)
 - a. Can your child count in twos to 20, for example two, four, six, eight, ten Sixteen, eighteen, twenty?
 - b. Can your child count in fives to 20, for example five, ten, fifteen, twenty?
9. Knows groupings with 5
 - a. Does your child know all these facts? $5 + 1 = 6$, $5 + 2 = 7$, $5 + 3 = 8$, $5 + 4 = 9$, $5 + 5 = 10$
 - b. Remember they need to know these 'instantly' – no counting on fingers
10. 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)
11. Instantly recognises 5-based 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?
12. 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)
13. Instantly recalls doubles to ten
 - a. Does your child instantly tell you the answer to $1 + 1 = 2$, $2 + 2 = 4$, $3 + 3 = 6$, $4 + 4 = 8$, $5 + 5 = 10$?
14. 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".**