EDUCATION HELP

FAMILY MATHS

MATHEMATICS SKILLS CHECKLIST

PREP TO YEAR 6

A parent-friendly guide to key maths skills, aligned to the Australian Curriculum: Mathematics Version 9.0

Child name: ____

Date: ____

Education Help | www.educationhelp.com.au | contact@educationhelp.com.au

HOW TO USE THIS CHECKLIST

Use each example as a relaxed conversation. Keep the focus on what your child can show you today.
Ask your child the example question.
Tick the box if they can do it confidently. Put a dot if they are nearly there.
Use the Progress line (Not yet / Getting there / Got it) by writing N, G or Y next to each skill.

A GENTLE TIP

Keep sessions short and positive.

A NOTE ABOUT YEAR LEVELS

Year levels follow the Australian Curriculum, children learn at different speeds, and this is a guide not a test.
Prep is the first year of school (called Foundation in the Australian Curriculum).
Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).
Education Help | www.educationhelp.com.au | contact@educationhelp.com.au

PREP

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can count to 20 and say how many in a small group

Strand: Number.

Ask: Here are 7 counters. Count them. How many if I add 2 more? (7, then 9)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recognise and name numerals 0 to 10 and match them to quantities

Strand: Number.

Ask: Show me the number 6, then show me 6 fingers. (numeral 6, six fingers)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can share a collection equally between two people

Strand: Number.

Ask: Share 8 grapes between you and me so it is fair. How many each? (4 each)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can compare the length of two objects

Strand: Measurement.

Ask: Which is longer, your pencil or your shoe? (answers vary, check the child's reasoning)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can name the days of the week in order

Strand: Measurement.

Ask: What day comes after Tuesday? (Wednesday)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recognise Australian coins

Strand: Number.

Ask: Which coin is the gold $2 coin? (the $2 coin is gold coloured and small)

Progress: Not yet / Getting there / Got it Date: _____

[ ] I can continue a simple repeating pattern

Strand: Algebra.

Ask: Red, blue, red, blue, what comes next? (red)

Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 1

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can count to 120 and read and write numbers to 120
Strand: Number.
Ask: What number comes after 99? (100)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can skip count by 2s, 5s and 10s
Strand: Number.
Ask: Count by 5s from 0 to 30. (5, 10, 15, 20, 25, 30)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract within 20
Strand: Number.
Ask: What is 9 + 6? (15). What is 12 minus 5? (7)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can make 10 with number pairs
Strand: Number.
Ask: 6 plus what makes 10? (4)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can partition teen numbers into tens and ones
Strand: Number.
Ask: What is 10 and 4 more? (14)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recognise and name halves and quarters of a shape or collection
Strand: Number.
Ask: A pizza is cut into 4 equal pieces. What is each piece called? (a quarter)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can tell the time to the hour and half hour
Strand: Measurement.
Ask: The short hand is on 3 and the long hand is on 12. What time is it? (3 o'clock)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can name and count Australian coins
Strand: Number.
Ask: What is 10 cents plus 10 cents? (20 cents)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can describe and continue patterns and find a missing number
Strand: Algebra.
Ask: 7 + __ = 10 (3)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 2

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can read, write and order numbers to 1000 and partition three-digit numbers
Strand: Number.
Ask: What is 364 in hundreds, tens and ones? (3 hundreds, 6 tens, 4 ones)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract two-digit numbers
Strand: Number.
Ask: What is 35 + 27? (62). What is 81 minus 46? (35)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recall addition facts and related subtraction facts
Strand: Number.
Ask: If 8 + 7 = 15, what is 15 minus 7? (8)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can use equal groups and skip counting to multiply
Strand: Number.
Ask: There are 4 plates with 5 biscuits on each. How many biscuits altogether? (20)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can share equally to divide
Strand: Number.
Ask: Share 20 lollies equally among 5 children. How many each? (4)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find half and quarter of a collection
Strand: Number.
Ask: What is half of 12? (6). What is a quarter of 8? (2)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can measure length in centimetres using a ruler
Strand: Measurement.
Ask: Measure your pencil with a ruler. How many centimetres? (answers vary)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can read quarter past and quarter to on a clock
Strand: Measurement.
Ask: The long hand is on 3. What do we call that? (quarter past)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add Australian coins and notes and work out simple change
Strand: Number.
Ask: You pay with a $5 note for something that costs $3. What is your change? ($2)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 3

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can read, write and order numbers to 10 000
Strand: Number.
Ask: Which is bigger, 3482 or 3428? (3482)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract three-digit numbers
Strand: Number.
Ask: What is 148 + 275? (423). What is 500 minus 237? (263)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recall the 2, 3, 4, 5 and 10 times tables and the matching division facts
Strand: Number.
Ask: What is 6 x 4? (24). What is 24 divided by 4? (6)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can solve multiplication and division word problems
Strand: Number.
Ask: A packet has 3 apples. How many apples in 7 packets? (21)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can name and compare unit fractions such as halves, thirds, quarters and fifths
Strand: Number.
Ask: What is one quarter of 20? (5)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can tell the time to the minute on analogue and digital clocks
Strand: Measurement.
Ask: What time is 10 minutes after 4:25? (4:35)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can measure length in metres and centimetres, and mass in kilograms
Strand: Measurement.
Ask: How many centimetres are in 1 metre? (100)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can work out change from Australian money
Strand: Number.
Ask: You pay $20 for something that costs $13.65. What is your change? ($6.35)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can describe and continue number patterns
Strand: Algebra.
Ask: Continue the pattern: 4, 8, 12, 16, __ (20)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 4

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can read, write and order numbers to tens of thousands
Strand: Number.
Ask: Write forty-five thousand, three hundred and six in numerals. (45 306)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recall all multiplication facts to 10 x 10 and the matching division facts
Strand: Number.
Ask: What is 7 x 8? (56). What is 56 divided by 8? (7)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can multiply a two-digit number by a one-digit number
Strand: Number.
Ask: What is 23 x 4? (92)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find factors and multiples of a number
Strand: Number.
Ask: Name two factors of 12 besides 1 and 12. (any two of 2, 3, 4, 6)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recognise equivalent fractions
Strand: Number.
Ask: Is one half the same as two quarters? (yes)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can link tenths and hundredths to decimals
Strand: Number.
Ask: Write three tenths as a decimal. (0.3)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find the area and perimeter of a rectangle
Strand: Measurement.
Ask: A rectangle is 6 cm long and 4 cm wide. What are its area and perimeter? (area 24 square centimetres, perimeter 20 cm)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can read 24-hour time and convert between am and pm
Strand: Measurement.
Ask: What is 3:30 pm in 24-hour time? (15:30)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can round amounts of money to the nearest 5 cents
Strand: Number.
Ask: Round $4.37 to the nearest 5 cents. ($4.35)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 5

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can multiply and divide larger numbers
Strand: Number.
Ask: What is 245 x 6? (1470). What is 156 divided by 4? (39)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can multiply and divide by 10, 100 and 1000
Strand: Number.
Ask: What is 3.6 x 10? (36)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract fractions with related denominators
Strand: Number.
Ask: What is 1/2 + 1/4? (3/4)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract decimals
Strand: Number.
Ask: What is 2.5 + 1.75? (4.25)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can order decimals and fractions
Strand: Number.
Ask: Which is bigger, 0.7 or 0.65? (0.7)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can link fractions, decimals and simple percentages
Strand: Number.
Ask: What is 25% of 80? (20)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find all the factors of a number
Strand: Number.
Ask: List the factors of 12. (1, 2, 3, 4, 6, 12)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find the volume of a rectangular prism by counting or multiplying
Strand: Measurement.
Ask: A box is 3 cm by 2 cm by 4 cm. What is its volume? (24 cubic centimetres)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can solve multi-step money problems
Strand: Number.
Ask: Three drinks cost $2.50 each. You pay with a $10 note. What is your change? ($2.50)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

YEAR 6

Tick the box when your child can do the skill confidently. Record progress and date.

[ ] I can read, write and order numbers into the millions
Strand: Number.
Ask: Write three million, four hundred and fifty thousand in numerals. (3 450 000)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can identify prime and composite numbers
Strand: Number.
Ask: Is 9 prime? (no, 9 = 3 x 3)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can add and subtract fractions with unlike denominators
Strand: Number.
Ask: What is 2/3 + 1/6? (5/6)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find a fraction of a quantity
Strand: Number.
Ask: What is 3/4 of 24? (18)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can divide decimals by whole numbers
Strand: Number.
Ask: What is 12.5 divided by 5? (2.5)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can find percentages of quantities
Strand: Number.
Ask: What is 10% of 350? (35). What is 20% of $60? ($12)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can recognise square and triangular numbers
Strand: Number.
Ask: What is 7 x 7? (49, a square number). What comes next in 1, 3, 6, 10, __? (15, a triangular number)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can read and compare data displays such as column graphs
Strand: Statistics.
Ask: A column graph shows 12 students chose soccer and 8 chose swimming. How many more students chose soccer? (4)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can solve multi-step problems with money and measurement
Strand: Number.
Ask: Tom has $50 and buys 3 books at $12.50 each. What is his change? ($12.50)
Progress: Not yet / Getting there / Got it Date: _____

[ ] I can list outcomes and describe the chance of events
Strand: Probability.
Ask: You roll a standard six-sided die. What is the chance of rolling an even number? (3 out of 6, or one half)
Progress: Not yet / Getting there / Got it Date: _____

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

MY CHILD'S GAPS SUMMARY

Use the total ticks to note what your child has practised and what to revisit.

Prep Skills ticked: __ of 7

Skills to practise next: ____

Year 1 Skills ticked: __ of 9

Skills to practise next: ____

Year 2 Skills ticked: __ of 9

Skills to practise next: ____

Year 3 Skills ticked: __ of 9

Skills to practise next: ____

Year 4 Skills ticked: __ of 9

Skills to practise next: ____

Year 5 Skills ticked: __ of 9

Skills to practise next: ____

Year 6 Skills ticked: __ of 10

Skills to practise next: ____

A SIMPLE GUIDE

Mostly Got it: your child is on track, keep it fun with games.

Some Getting there: practise 5 minutes a day.

Several Not yet: go back one year level and build from there, that is fine and very common.

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).

Education Help | www.educationhelp.com.au | contact@educationhelp.com.au

WHERE TO FROM HERE?

Education Help resources available at www.educationhelp.com.au

MATHS RESOURCES

Numbers 0-10 Flash Cards ($1)
1-100 Number Cards ($1)
Colourful 100s Chart ($1)
Colourful Multiplication Chart 1-12 ($1)
Practising Place Value: Parent Bundle ($15)
Readiness Checklists from Prep to Year 7 ($2 each; Complete School Readiness Collection $15)

PERSONALISED SUPPORT

Want expert advice on your child's gaps? Education Help offers a 30 minute Online Consultation ($25) and Parental Support with answers within 24 hours ($20).
Visit www.educationhelp.com.au or email contact@educationhelp.com.au.
Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).
Education Help | www.educationhelp.com.au | contact@educationhelp.com.au

PROGRESS RECORD

Use this page to record four check-ins over time.

Date ____ Skills ticked ____ Notes _____

Date ____ Skills ticked ____ Notes _____

Date ____ Skills ticked ____ Notes _____

Date ____ Skills ticked ____ Notes _____

Revisit every 6 to 8 weeks.

Aligned to Australian Curriculum: Mathematics Version 9.0 (ACARA).