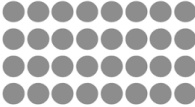


<p>1. Read and write any number from 1000 up to 10 000 and state how many thousands/hundreds/tens/ones in each (e.g. 1342 = 1 thousand, 3 hundreds, 4 tens and 2 ones).</p> <p>Date completed:</p>	<p>2. Place numbers between 1000 - 10 000 in descending (from largest to smallest) and ascending (smallest to largest) order. (e.g. 1123, 1054, 9089, 6999)</p> <p>————→ 1054, 1123, 6999, 9089 9089, 6999, 1123, 1054</p> <p>Date completed:</p>	<p>3. Identify numbers (1000 – 10 000) as odd or even based on the digit in the one's column and explain what odd/even means.</p> <p>Date completed:</p>	<p>4. Draw a number line. Choose 5 numbers from 1000 up to 10 000. Place these numbers on your number line.</p> <p>Date completed:</p>
<p>5. Use the < and > symbols to show which of two -4 digit numbers is the largest (e.g. 3166 > 3126 or 8597 < 8598)</p> <p>Date completed:</p>	<p>6. Skip count and record x2 pattern up to 50. Circle/underline every second number to identify x4 pattern. Repeat for x3 to identify x6 pattern and x4 to identify x8 pattern. (e.g. 2, <u>4</u>, 6, <u>8</u>, 10, <u>12</u>.)</p> <p>Date completed:</p>	<p>7. Automatically recall addition and subtraction within 20 number bonds within 3 seconds (e.g. 6 + 14, 8 + 5, 12 + 3, 20 – 2, 16 – 5, 12 – 3).</p> <p>Date completed:</p>	<p>8. Record from 1x4 up to 12x4 in arrays on grid paper. Explain each drawing to a grown up. (e.g. 4x8=32)</p>  <p>Date completed:</p>
<p>9. Choose 2 two-dimensional shapes e.g. a triangle and a rectangle. Draw a Venn diagram to compare the properties of the shapes you have chosen.</p> <p>Date completed:</p>	<p>10. Use known number facts to create new facts. (e.g. 4x3=12, so 3x4=12, 3x9=27, so 27÷9=3 30+20=50, so 300+200=500 60-20=40, so 600-200=400)</p> <p>Date completed:</p>	<p>11. Write a real-life word problem using 2- or 3-digit numbers that needs to be solved using addition or subtraction. Answer your problem and show your working. Use either partitioning or the standard algorithm. (e.g. Mary had 33 flowers then Sam gave her 24 more. How many does Mary have now?).</p> <p>Date completed:</p>	<p>12. Find straight objects around your home (e.g., a pen, a toothbrush, a wooden spoon). Measure and record their lengths in centimetres and metres. Draw the objects in order from the shortest to longest.</p> <p>Date completed:</p>

Students should demonstrate each skill THREE times with confidence before a parent/carer completes the “date completed” section. If the goals have been attempted but not completed, you may note this instead of writing the completion date. All students who have achieved or attempted to meet their goals will receive a reward in Week 10 of the term. Please ask if you are unsure of what your child needs to do for any of these goals or you have any other questions.

<p>1. Read and write any number from 10 000 up to 99 999 and state how many tens of thousands/thousands/hundreds/tens/ones in each (e.g. 25 342 = 2 tens of thousands, 5 thousands, 3 hundreds, 4 tens and 2 ones.</p> <p>Date completed:</p>	<p>2. Place numbers between 10 000 – 99 999 in descending (from largest to smallest) and ascending (smallest to largest) order. (e.g. 11 123, 10 054, 90 089, 69 999)</p> <p>————▶ 10 054, 11 123, 69 999, 90 089 90 089, 69 999, 11 123, 10 054</p> <p>Date completed:</p>	<p>3. Identify numbers (10 000 – 99 999) as odd or even based on the digit in the one's column and explain what odd/even means.</p> <p>Date completed:</p>	<p>4. Draw a number line. Choose 5 numbers from 10 000 up to 99 999. Place these numbers on your number line.</p> <p>Date completed:</p>				
<p>5. Create a number pattern that either increases or decreases (e.g. start at 4 then +3 each time = 4, 7, 10, 13, 17 ...). Start your number sequence with the number 120. Make sure there are at least 10 numbers in each sequence. Describe the rule for each pattern to a grown up.</p> <p>Date completed:</p>	<p>6. Skip count and record x2 pattern up to 50. Circle/underline every second number to identify x4 pattern. Repeat for x3 to identify x6 pattern and x4 to identify x8 pattern. (e.g. 2, <u>4</u>, 6, <u>8</u>, 10, <u>12</u>.)</p> <p>Date completed:</p>	<p>7. Use mental strategies to recall doubles and halves to 50 (e.g. double 19, double 15, halve 48).</p> <p>Date completed:</p>	<p>8. Choose 2 two-dimensional shapes e.g. a triangle and a rectangle. Draw a Venn diagram to compare the properties of the shapes you have chosen.</p> <p>Date completed:</p>				
<p>9. Complete a factor/factor/product table for 0x4 up to 12x4, 0x6 up to 12x6 and 0x9 up to 12x9. (x4 counts as one demonstration of this skill, x6 counts as second demonstration and x9 counts as third demonstration). (e.g. 3x6=18 6x3=18)</p> <table border="1" data-bbox="398 1086 555 1166"> <tbody> <tr> <td colspan="2">18</td> </tr> <tr> <td>3</td> <td>6</td> </tr> </tbody> </table> <p>Get a grown up to test you on random multiplication facts from x4, x6 and x9 times tables.</p> <p>Date completed:</p>	18		3	6	<p>10. Use known number facts to create new facts. (e.g. 4x3=12, so 3x4=12, 3x9=27, so 27÷9=3 30+20=50, so 300+200=500 60-20=40, so 600-200=400</p> <p>Date completed:</p>	<p>11. Write a real-life word problem using 3- or 4-digit numbers that needs to be solved using addition or subtraction. Answer your problem and show your working. Use either partitioning or the standard algorithm. (e.g. Mary had 334 flowers then Sam gave her 425 more. How many does Mary have now?).</p> <p>Date completed:</p>	<p>12. Find empty containers from around your home. Measure and record their capacities in millilitres and litres. Draw the containers in order from the least capacity to the greatest capacity.</p> <p>Date completed:</p>
18							
3	6						

Students should demonstrate each skill THREE times with confidence before a parent/carer completes the "date completed" section. If the goals have been attempted but not completed, you may note this instead of writing the completion date. All students who have achieved or attempted to meet their goals will receive a reward in Week 10 of the term. Please ask if you are unsure of what your child needs to do for any of these goals or you have any other questions.

<p>1. Read and write any number from 100 000 up to 1 000 000 and state how many millions/hundreds of thousands/tens of thousands/thousands/hundreds/tens/ones in each (e.g. 255 342 = 2 hundreds of thousands, 5 tens of thousands, 5 thousands, 3 hundreds, 4 tens and 2 ones.</p> <p>Date completed:</p>	<p>2. Place numbers between 100 000 – 1 000 000 in descending (from largest to smallest) and ascending (smallest to largest) order. (e.g. 111 123, 100 054, 908 089, 629 999)</p> <p>—————▶ 100 054, 111 123, 629 999, 908 089 908 089, 629 999, 111 123, 100 054</p> <p>Date completed:</p>	<p>3. Identify numbers (100 000 – 1 000 000) as odd or even based on the digit in the one's column and explain what odd/even means.</p> <p>Date completed:</p>	<p>4. Draw a number line. Choose 5 numbers from 100 000 up to 1 000 000. Place these numbers on your number line.</p> <p>Date completed:</p>				
<p>5. Create a number pattern that either increases or decreases. e.g. Start at 4 then +3 each time = 4, 7, 10, 13, 17 ...). Start your number sequence with the number 3420. Make sure there are at least 10 numbers in each sequence. Describe the rule for each pattern to a grown up.</p> <p>Date completed:</p>	<p>6. Skip count and record x2 pattern up to 50. Circle/underline every second number to identify x4 pattern. Repeat for x3 to identify x6 pattern and x4 to identify x8 pattern. (e.g. 2, <u>4</u>, 6, <u>8</u>, 10, <u>12</u>.)</p> <p>Date completed:</p>	<p>7. Use mental strategies to recall doubles and halves from 50 to 100 (e.g. double 88, double 61, halve 74).</p> <p>Date completed:</p>	<p>8. Choose 2 two-dimensional shapes e.g. a triangle and a rectangle. Draw a Venn diagram to compare the properties of the shapes you have chosen.</p> <p>Date completed:</p>				
<p>9. Complete a factor/factor/product table for 0x4 up to 12x4, 0x6 up to 12x6 and 0x9 up to 12x9. (x6 counts as one demonstration of this skill, x8 counts as second demonstration and x7 counts as third demonstration). (e.g. 3x6=18, 6x3=18)</p> <table border="1" data-bbox="398 1077 555 1157"> <tr> <td colspan="2">18</td> </tr> <tr> <td>3</td> <td>6</td> </tr> </table> <p>Get a grown up to test you on random multiplication facts from x4, x6 and x9 times tables.</p> <p>Date completed:</p>	18		3	6	<p>10. Use known number facts to create new facts. (e.g. 4x3=12, so 3x4=12, 3x9=27, so 27÷9=3, 30+20=50, so 300+200=500, 60-20=40, so 600-200=400)</p> <p>Date completed:</p>	<p>11. Write a real-life word problem using 4- or 5-digit numbers that needs to be solved using addition or subtraction. Answer your problem and show your working. Use either partitioning or the standard algorithm. (e.g. 24 334 students attended Murdoch University in 2021. 1678 enrolled in 2022. How many students attend Murdoch University now?).</p> <p>Date completed:</p>	<p>12. Find objects around your home (e.g., pencils, cans, people, shoes). Measure and record their mass in grams and kilograms. Draw the objects in order from the lightest to heaviest.</p> <p>Date completed:</p>
18							
3	6						

Students should demonstrate each skill THREE times with confidence before a parent/carer completes the "date completed" section. If the goals have been attempted but not completed, you may note this instead of writing the completion date. All students who have achieved or attempted to meet their goals will receive a reward in Week 10 of the term. Please ask if you are unsure of what your child needs to do for any of these goals or you have any other questions.