

MATHS

Progression through your journey at Donovan Primary

- Count with your child
- Count objects around the home
- Read and write numbers
- Recognise and talk about coins and notes (Money)
- Read an 'o'clock' time and '½ past' time
- Talk about numbers around you (TV, signs, letterboxes)
- Cut food into ½, ¼'s, (e.g. sandwiches, apples, cakes)
- Measure things with rulers, scales etc
- Try cooking with your child and talk about the numbers in the recipes
- Feed in Maths language like:
 - 1st, 2nd, 3rd
 - bigger, smaller
 - full, empty
 - heavy, light
 - before, after, next, between
 - hot, cold, warm
 - shapes, names
- Create patterns with colour, shape, size.



- Counting backwards and forwards from any number in 1's, 2's, 5's, 10's, 100's
- Start counting with numbers to 20, then 50, then 100, then 1000
- Practise Basic Facts with your child
- Practise reading a range of 2 digit and 3 digit numbers on:
 - letterboxes (ask what is 10 more, 20 more, 100 more?)
 - signposts
 - number plates
 - phone numbers
 - calendars
- Practise writing numbers up to 100, up to 1000, over 1000
- Order, compare, and read prices in pamphlets, e.g. supermarket pamphlets
- Build amounts of money out of coins and notes
- Cutting and sharing food into ½'s, ⅓'s, and ¼'s
- Try cooking with your child and discuss the measurements you are using, or the quantities you would need if the recipe was halved, or doubled
- Use a clock to read times - o'clock, ½ hour, ¼ past and ¼ to. (Try this on a digital clock as well)
- Create complex patterns that repeat, rotate and reflect
- Read number plates
- Try estimating and measuring things like: height, length, weight, time, volume, temperature.



- Read, write and order any number up to (1 million, 1,000,000)
- State how many 10's, 100's and 1000's there are in numbers
- Round numbers to the nearest 10, 100, 1000, 10,000
- Recall basic addition and subtraction facts. When these are mastered move to 2 digit, then 3 digit numbers
- Practise recalling the multiplication and division facts up to the 10 times table
- Give children opportunities to work with money using language like:
 - How much change will you get?
 - How much more money will you need to buy that?
 - Can you work out the discount on the sale item?
- Read any time including 24 hour clocks and solve simple time problems. (eg what time will it be in 20 minutes? What day/date will it be in 2 weeks?)
- Expose children to fractions and decimals found in everyday situations (eg the kitchen, the car, the workshop and the petrol station prices)
- Solve simple problems involving measurement of time, length, weight, volume.



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Maths is more than counting.

Maths includes counting, sorting, comparing, ordering, patterning, matching, classifying and problem solving.

You can teach your child about maths everywhere!

In the kitchen, encourage your child to:

- sort the groceries or the cutlery
- help you to measure food during cooking
- set the table.

Around the house, help your child to:

- sort clothes
- match socks
- organise nails and screws by size and shape
- sort toys into groups.



Talk about your family. Who is the tallest? Who is the shortest?

At the shops, compare the sizes and shapes of things.

In the playground, show your child the meaning of:

- Up and down
- Inside and outside
- Tall and short
- Fast and slow
- Far and near.

Point out the patterns:

- In zebra crossings
- Of leaves
- On quilts
- On wallpaper.

Help your child to draw patterns.

Clap out rhythms together.

Dance together.



Use the language of maths with your child.

For instance:

“Whose turn is it next?”

“Bring me two onions.”

“Find a bigger shoe.”

“Let’s dance in a circle.”

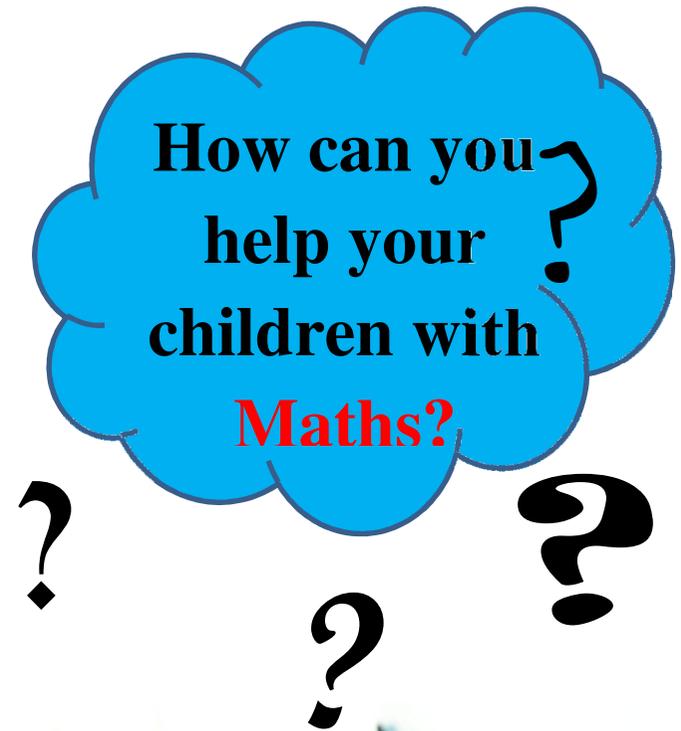
Encourage your child to solve problems.

Help them to work things out.

PRAISE YOUR CHILD

Remember when your child is playing with things like water, sand, wood, and dough, they are learning about maths.

When they are pasting, cutting out, weaving, folding or building, they are also learning about maths. Give your child opportunities for this sort of play.



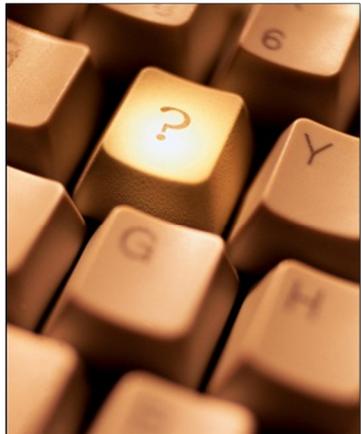
WRITING

Progression through your journey at Donovan Primary

Use your Rotary pack equipment (eg, magnetic letters, markers and white board) to build letters, words and simple sentences



- Practise forming numbers and letters
- Encourage and praise all attempts at writing
- Talk about their writing with them
- Talk about things the family or child has done to give ideas to write about
- Learn the words in the word tins
- Use the words in your word tins to make sentences
- You could record their sentences for them so they can copy over the top, or underneath the words
- Have a supply of pens, pencils and paper, so they can make attempts and practise their learning
- Let them sign their name on
 - cards
 - letters
- Use the computer to write with.



- Have a supply of writing tools and paper. (Just ordinary old pencils, pens, felts, gel pens and scrap paper.)
- Let them write at home about family events or stories they invented
- Let them write:
 - lists
 - phone messages
 - emails
 - thank you notes
 - job lists
 - things on the family calendar
- Send a story or piece of writing to a family member by post or email
- Practise forming letters and numbers with correct size, shape and spacing
- Encourage the re-reading of writing to check for meaning, spelling and punctuation.



- Have a supply of writing tools and paper
- Expect neat or linked writing from your child at home
- Encourage the use of rich vocabulary when speaking and writing
- Encourage great presentation of work using lettering books, stencils, or exciting fonts on computer
- Talk to your child and show an interest in their writing
- Provide opportunities for your child to write independently e.g:
 - birthday cards
 - lists
 - phone messages
 - emails
 - thank you notes
 - job lists
 - events on the family calendar
 - keeping a personal diary
- Encourage and expect re-reading of writing completed at home as part of homework, for meaning, spelling and punctuation.



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WRITING IS MORE THAN FORMING LETTERS

- It is the way we communicate our

Thoughts

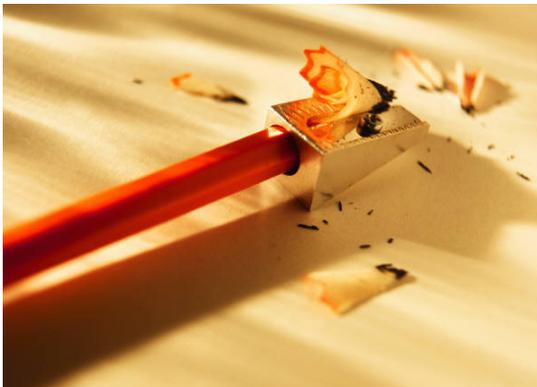
Ideas

Dreams

Aspirations

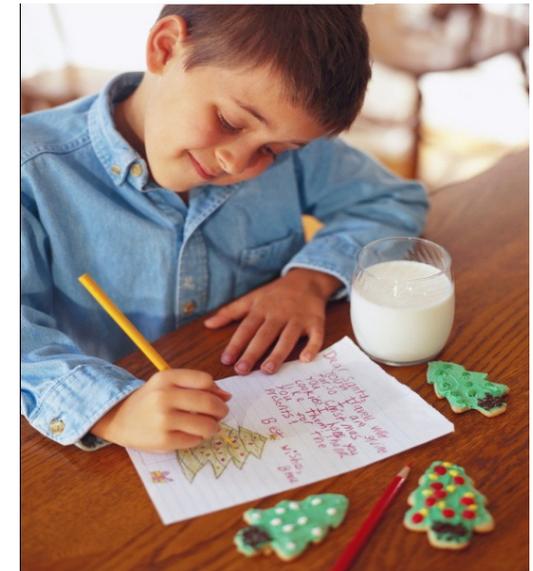
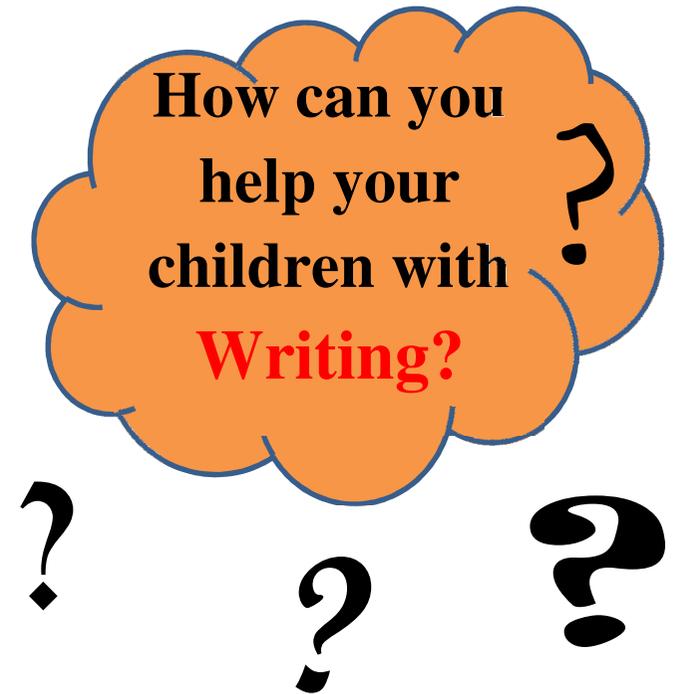
YOU CAN HELP YOUR CHILD TO BECOME A WRITER!

- Model writing
- Talk about your child's writing with them
- Let them share their writing with you and the family.



PRAISE YOUR CHILD

Remember when your child is writing, they are practising what they have learnt. Please encourage their attempts and praise their efforts.



READING

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When reading together with your child at home

PROVIDE A SUPPORTIVE READING ENVIRONMENT FOR YOUR CHILD BY

- showing an interest in the book your child brings home
- reading together in a place at home that is as quiet as possible and where your child will not be distracted
- reading to your children often. Remember bedtime is an excellent opportunity for you to read to your child
- making use of the times when your child is ready to read to you – being willing to listen attentively when your child shows enthusiasm
- reading together at a time when your child is not tired, hungry or keen to do something else – trying to use a time when his/her favourite television programme has finished, so you can enjoy reading together without rushing through the story.

BEFORE YOUR CHILD STARTS TO READ

Spend a few minutes talking with him/her about the book or story.

Look at the story; discuss what it could be about, find words and pictures of interest which you can talk about together.



WHEN YOUR CHILD IS READING
Provide opportunities which will encourage him/her to help himself/herself

SO

WHEN YOUR CHILD MAKES AN ERROR THAT DOES NOT MAKE SENSE

Wait approximately 5 seconds and give your child time to work out the word by himself/herself

Provide praise if your child corrects himself/herself

Accept your child's efforts when he/she is trying to correct errors. Praise him/her for trying



If your child still has difficulty with the word, ask one or two questions (but not more than two), about the story. Encourage him/her to think about the meaning. Use the pictures to give your child a clue about the word

Keep the story moving, tell the child the word if it is still incorrect.

WHEN YOUR CHILD MAKES A MISTAKE THAT DOES NOT REALLY CHANGE THE MEANING OF THE SENTENCE

This shows that he/she has understood the main idea of the story and he/she is reading for meaning.

Remember not to place too much emphasis on correcting every error, because this can spoil the enjoyment of the book.

HOWEVER

At the end of the sentence or idea you could go back to the word and help your child to think about the way it looks – “Does this word begin the same way as other words you know?”

- accept your child's efforts
- praise him/her if he/she corrects the mistake
- tell him/her the word if he/she has not corrected it after two attempts.



WHEN YOUR CHILD COMES TO A DIFFICULT WORD AND SAYS NOTHING

THEN

- wait 5 seconds and let him/her think about the story
- suggest that your child reads on or goes back to the beginning of the sentence and tries to put in a word that makes sense
- ask your child to think of a word which begins the same way as the unknown word
- tell your child the word if s/he has not recognised it after two attempts.

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WHEN YOUR CHILD IS READING

- Make an effort to praise him/her
- Tell your child exactly what reading behaviour you are pleased with.. "Good, I was pleased you tried that word by yourself." Praising in this way makes it easier for your child to identify which reading behaviours to repeat.
- When your child is reading fluently, avoid interrupting him/her, praise when he/she finishes the sentence or idea.



5-10 MINUTES READING TIME FOR 4-5 TIMES A WEEK SUITS MOST CHILDREN

HOWEVER

- If a story is too long, you can read every second page to your child, so that he/she reads and then you read
- At the end of 10 minutes put the story away and continue it another time
- Reading together with your child for 10 minutes is a most valuable learning time. However there may be times when you cannot listen to your child read. When this happens, show an interest in what has been read by encouraging your child to tell you about the story.



WHEN YOUR CHILD IS READING

- Avoid criticism, threats and comparisons with other children. Remember every child progresses at a different rate.

If your child chooses a story from home or from the library that is too difficult for him/her to read

YOU COULD

- Read it to your child and talk about it together
- Or read alternate pages
- Or leave it and try an easier book



Also: The 5 finger method can be used as a guide when you and your child are selecting books together. This means that if there are 5 words on a page which the child cannot read the book may be too difficult.

WHEN THE READING SESSION IS NEARING AN END

- Try to finish on a positive note
- If there is time and your child is interested, you can talk about the story
- Your child may wish to choose another story to be read together later, or at bedtime.

