

# Supporting your K–2 child at NSW schools

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# Supporting your K–2 child at NSW schools

## A parent and carer guide for the K–2 school years

You have an important role in your child's learning in the early years of schooling. This guide provides information about the curriculum reform, NSW syllabuses and how to support your child at primary school.

## The role of NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) is responsible for setting and monitoring quality teaching, learning, assessment and school standards across NSW public, Catholic and independent schools.

NESA also develops Kindergarten to Year 12 syllabuses for NSW schools. The NSW syllabuses incorporate the Australian Curriculum.

NSW syllabuses:

- identify the essential knowledge, skills and understandings that students are expected to develop at each stage of learning
- contain outcomes and content which are intended to be inclusive of the learning needs of all students, including:
  - Aboriginal students
  - students with disability
  - gifted and talented students
  - students learning English as an additional language or dialect (EAL/D)
- communicate and guide connections between the learning outcomes, content and teaching practice.

## Stages of learning

NESA sets the learning requirements for each stage of primary school. The 4 stages are:

- EARLY STAGE 1 – Kindergarten
- STAGE 1 – Years 1 and 2
- STAGE 2 – Years 3 and 4
- STAGE 3 – Years 5 and 6.

# Syllabuses for learning

NESA develops syllabuses for these learning areas:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)
- Languages – optional for schools.

## Adjustments for children with disability

All students are entitled to access and progress through the NSW curriculum. NESA syllabuses have been developed to be inclusive of the learning needs of all students.

Schools are obligated to provide adjustments to teaching, learning and assessment activities for some students with disability. The [Disability Standards for Education 2005](#) describe the legislative requirements of schools to support students with disability. Decisions about adjustments are made through a collaborative planning process that involves the student, parent and carer, teacher and other professionals. Further information can be found in the [Diversity in learning](#) section on the NESA website.

## Access content points to support learning

Access content points have been developed to support students with significant intellectual disability who are working towards Early Stage 1 outcomes. These students may communicate using verbal and/or nonverbal forms.

In Early Stage 1, access content points provide content that help students with significant intellectual disability to work towards each outcome. The access content points are not additional content, but act as a supplement to support students' learning of the curriculum. Teachers can use the access content points on their own, or in conjunction with other syllabus content. If students are able to access outcomes in the syllabus they should not require the access content points.

# NSW K–2 English and Mathematics syllabuses

The NSW school curriculum has undergone the first comprehensive reform in 30 years after an extensive curriculum review and consultation.

The curriculum review has been informed by consultation with teachers and education experts from around the state, as well as a detailed examination of quality international education systems. In 2018 and 2019, parents and carers took part in the review through consultation.

Reform recommendations include the priority of building strong foundations for future learning with new English and Mathematics syllabuses for Kindergarten to Year 2. The reformed English and Mathematics K–2 syllabuses highlight foundational literacy and numeracy skills to develop competence in:

- oral language
- reading
- writing
- mathematics.

In this guide you will find an outline of the outcomes your child will learn while engaging with the reformed English and Mathematics K–2 syllabuses during their Early Stage 1 and Stage 1 years. Included in the outline are some suggestions about what you can do as a parent or carer to support your child in these important areas of learning. Use these suggestions to speak, read and write with your child in the language you know best.

## English K–2

The organisation of outcomes and content highlights the importance of strong foundations in the early years across oral language, reading and writing. It supports the development of early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

All the outcomes for English K–2 fall under:

- Understanding texts
- Creating texts.

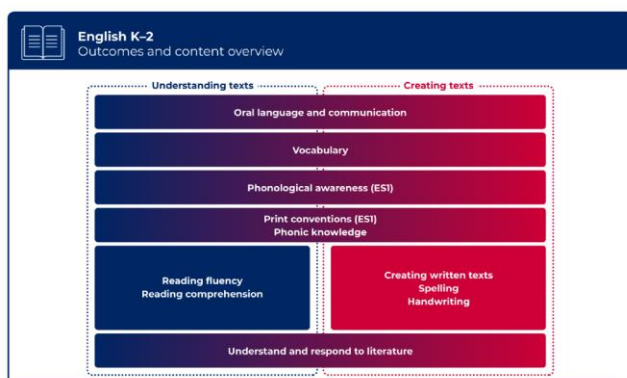


Figure 1: English K–2 outcomes and content overview

# Mathematics K–2

Learning Mathematics in K–2 enables students to become confident, effective users and communicators of mathematics. They develop an increasingly sophisticated understanding of mathematical concepts and processes that helps them interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

The reformed Mathematics K–2 syllabus organises the outcomes and their related content into 3 areas:

- Number and algebra
- Measurement and space
- Statistics and probability.

The important role of Working Mathematically is incorporated into all areas of mathematics.

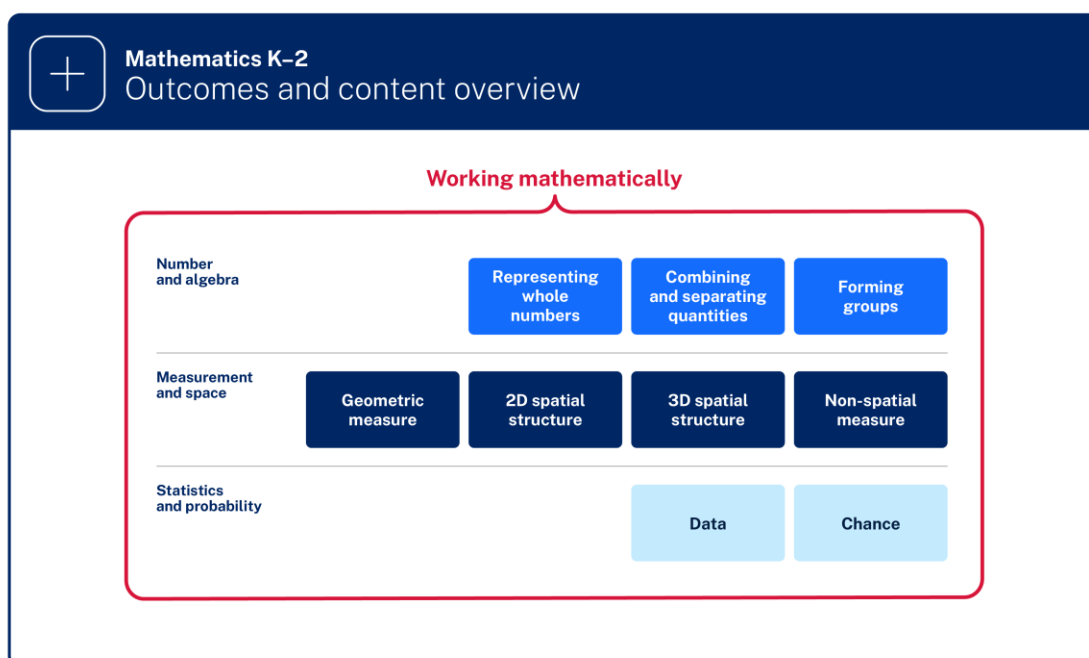


Figure 2: Mathematics K–2 outcomes and content overview

# Helping your Early Stage 1 child at home with English

This guide can help carers and parents support their Kindergarten child at home with the learning area of English.

## Home languages

For children learning English as an additional language or dialect, continuing to develop literacy skills in their home language is important for their development of literacy in English. Speaking regularly to your child in your home language, reading to your child from books written in your home language, and modelling writing in your home language, will help them to develop English language skills.

## Oral language and communicating

*Oral language and communicating* focuses on developing speaking, listening and interacting skills.

You can help your Kindergarten child at home by:

- modelling listening skills by taking turns when speaking with your child and waiting for them to respond
- asking your child open-ended questions about their day or surroundings. For example, *Tell me about a book you read today.* Or *How did you make that artwork?*
- gradually building the number of verbal instructions from 1 single direction to 2 directions then up to 3 directions for your child to follow. For example, *pack your bag, brush your teeth and put on your shoes.*

## Vocabulary

*Vocabulary* focuses on developing the knowledge of words, their meaning and how they are used and understood while speaking, listening, reading and writing.

You can help your Kindergarten child at home by:

- using descriptive words for people and objects when you are speaking with your child. Instead of saying, *There's a dog going for a walk*, say *There's a big, brown dog going for a walk with our neighbour, Mr Smith.*
- discussing the meaning of new words that come up in everyday conversations with your child. *Dad is going to **reverse** the car now. The word 'reverse' means to go **backwards**.*
- talking about objects that you notice your child showing particular interest in such as *That butterfly has such beautiful wings. They are red, blue and yellow.*

## Phonological awareness

*Phonological awareness* focuses on the sounds within spoken words such as syllables and rhymes.

You can help your Kindergarten child at home by:

- clapping or tapping the syllables they can hear in words when reading together. For example, dog (one syllable – one clap), zeb/ra (2 syllables – 2 claps) and el/e/phat (3 syllables – 3 claps)



- playing rhyming games such as starting with a base word and taking turns to say a new rhyming word. For example, *the base word of hat, can be rhymed with bat, sat, mat and flat*. Made-up words can also be used such as *blat, lat and zat*
- reading or listening to nursery rhymes, songs and poetry.

## Print conventions

*Print conventions* focus on the knowledge of how books and written language work. This includes understanding how books are used, the reading direction and the difference between letters, words and sentences.

You can help your Kindergarten child at home by:

- pointing your finger under words when you are reading with your child
- making sure your child can see how your finger moves from the end of a line to the next line in a 'return sweep'
- using different voices to show different characters are speaking when you see speech marks ( ' ' ).

## Phonic knowledge

*Phonic knowledge* focuses on the letter symbol in the alphabet (grapheme) that is used to represent a spoken sound (phoneme) in a word.

You can help your Kindergarten child at home by:

- stretching some simple words into sounds, such as d- o- g, while you are reading and writing together. Make sure you say the sound, **not** the letter name
- starting an alphabet book and choosing a new word to add after each book you read. For example, your child loves the word 'pudding' that they have found in a book. Discuss what sound the word starts with and then they can add the word *pudding* to the 'pP' page of the alphabet book
- playing 'I spy with my little eye, something beginning with ...' Make sure you use the sound, **not** the letter.

## Reading fluency

*Reading fluency* focuses on developing a reading style that is smooth and expressive. Frequently used words are recognised straightaway.

You can help your Kindergarten child at home by:

- using a steady speed and expressive voice when reading with your child
- re-reading favourite books with your child to encourage confidence and instant recognition of familiar words
- reading a variety of everyday materials with your child such as street signs, shop names, food labels or shopping lists.

## Reading comprehension

*Reading comprehension* focuses on understanding the meaning of words and sentences that are read, while recalling information about characters, events and ideas.

You can help your Kindergarten child at home by:

- talking about the front cover, title and illustrations before reading begins
- asking questions about a story while you or your child are reading. For example, *Why do you think that happened?* or *What might happen next?*
- drawing pictures together about the main events in a story in order
- discussing the meaning of new words found in books and around your everyday life.

## Creating written texts

*Creating written texts* focuses on writing texts using simple sentences.

You can help your Kindergarten child at home by:

- encouraging them to first draw what they want to write about to gather their ideas
- asking them to read their writing to you and talk about their thoughts and pictures
- writing new stories together
- using a writing journal to write and draw in every day.

## Spelling

*Spelling* focuses on using different strategies to spell high-frequency words.

You can help your Kindergarten child at home by:

- cutting out individual letters from magazines to make high-frequency words. Glue the letters in the correct order to make the words
- talking about how some words can be made plural by adding the letter 's' at the end. For example, *dog/dogs, car/cars*
- making word jumbles for high-frequency or sight words for your child to rearrange the letters to find the word. This could be done using fridge magnet letters. For example, present your child with the letters *a- t- c* which they then re-arrange into *c- a- t*. Help them with a clue if they are having trouble, like *it purrs when it's happy*
- investigating words which sound the same but have different spellings and meaning (homophones). For example, *great/grate, stare/stair, wood/would, knight/night*
- investigating words which look and sound the same but have different meanings (homonyms). For example, *bark* on a tree / *bark* the sound a dog makes, *rose* a flower in a garden / *rose* went upwards, *right* to be correct / *right* the opposite of left.

## Handwriting

*Handwriting* focuses on the clear production of all lower-case and upper-case letters in NSW Foundation Style.

You can help your Kindergarten child at home by:

- assisting your child to write the letters of the alphabet and make simple words using a variety of materials or supplies. For example, using brightly coloured pens and pencils on paper, chalk on concrete, flattened sand in a sandpit or with Lego pieces on the floor
- encouraging your child to write with the hand that feels most comfortable, using a grip that is flexible and allows for movement in the fingers and wrist
- practising matching lower-case letters to their corresponding upper-case letters.

## Understand and respond to literature

*Understand and respond to literature* focuses on the reactions, thoughts and opinions children have when reading.

You can help your Kindergarten child at home by:

- discussing and comparing your favourite characters after reading
- discussing the morals and ideas behind a story, why the story was written and what might be the message the author wishes to convey to send to readers
- recalling some interesting facts, such as how tall a Tyrannosaurus Rex was, or naming the parts of a bicycle
- encouraging and supporting your child to participate in the [NSW Premier's Reading Challenge](#) which runs each year from March to September. See your child's teacher or the school's PRC Coordinator for details.

## Helping your Stage 1 child at home with English

This guide can help carers and parents support their Year 1 or Year 2 child at home with the learning area of English.

### Oral language and communicating

*Oral language and communicating* focuses on using more advanced speaking and listening skills to clearly communicate with greater detail and socially connect with peers and teachers.

You can help your Year 1 or Year 2 child at home by:

- using and explaining language that describes position such as *left/right, near/far, above/below*. Play games such as 'Simon Says' or design a map to go on a treasure hunt
- comparing and discussing different aspects of life around you. For example, what is the same or different about the *seasons, movies, books, food, clothes, cars* or *weather*
- continuing to support your child to successfully complete 2- and 3-step instructions. For example, *make your bed – put on your jacket – turn out the light*
- introducing more detailed texts to your child, such as beginning chapter books, so they can focus and listen to you read about one topic over a longer period of time. For example, reading one or 2 chapters per night.

### Vocabulary

*Vocabulary* focuses on developing the knowledge of words, their meaning and how they are used to extend ideas while speaking, listening, reading and writing.

You can help your Year 1 or Year 2 child at home by:

- discussing the meaning of subject-specific words. For example, 'volume' in mathematics, 'habitat' in Science and Technology, and 'artefact' in HSIE (History)
- talking about characters from books you have read together using describing words (adjectives). Describe their appearance, using words such as *short, red, spikey* and describe their personalities using words such as *happy, kind, jealous*
- playing opposite word games (antonyms). Give your child a word where they need to reply with the opposite word. For example, you say *yes*, your child says *no*. You say *high*, they say *low*.

## Phonic knowledge

*Phonic knowledge* focuses on continuing to use existing knowledge of letter–sound relationships as well as digraphs (2 letters which make 1 sound) and trigraphs (3 letters which make 1 sound).

You can help your Year 1 and Year 2 child at home by:

- finding and discussing words which have common digraphs during reading and writing. These digraphs include *sh, th, ch, ck, ng, ph* and *wr*
- discussing and grouping words using the vowel digraphs *er, ir* and *ur* found in *term, bird* and *fur*
- finding and grouping words which have the same trigraph, such as *air* found in *hair, lair, stair* and *pair*. Other trigraphs include *ear* as in *tear* and *hear*. Also *igh* as in *high* and *sigh* and *tch* as in *catch* and *witch*.

## Reading fluency

*Reading fluency* focuses on developing a reading style that is smooth, which uses an expressive voice. Self-correction is used when meaning or reading flow is interrupted.

You can help your Year 1 or Year 2 child at home by:

- reading a range of literature for rich experiences and providing a wide exposure to words, language and text structures
- showing how to read in a steady manner
- continuing to listen to your child read familiar texts so they can practise an expressive voice with confidence
- practising and performing a short, scripted play with you, your child, and other family members as characters.

## Reading comprehension

*Reading comprehension* focuses on understanding the meaning of words and sentences within longer and more complex texts, while using background knowledge and personal experiences to increase comprehension.

You can help your Year 1 and Year 2 child at home by:

- giving them opportunities to read to themselves for enjoyment
- encouraging them to ask you questions about the book if they are unsure about word meanings or the storyline
- remembering and talking about your family's experiences about a topic in a book you are reading such as moving house, welcoming a new baby, gardening or looking after a pet
- asking them if their opinions may have changed about a character's actions or personality as the book progresses. Was there a twist in the storyline that surprised them?
- enjoying discussing idioms found in books you read together. Idioms are sayings or expressions that are not to be taken as they are written but have a hidden meaning. Some examples include *It was raining cats and dogs* (it was raining heavily) and *It was like finding a needle in a haystack* (it was hard to find).

## Creating written texts

*Creating written texts* focuses on creating texts that use knowledge of grammar, vocabulary and punctuation while using paragraphs to structure sentences and ideas.

You can help your Year 1 or Year 2 child at home by:

- encouraging them to write about recent experiences. Some opportunities for writing could come from events such as birthday parties, school excursions or family holidays
- helping them to edit their own writing if they have concerns about spelling and word choices
- displaying their writing around the house to give them a sense of pride about their work
- helping them post their letters, labelled pictures or texts to family and friends.

## Spelling

*Spelling* focuses on using a range of strategies to spell high-frequency words as well as less familiar words for different writing purposes.

You can help your Year 1 or Year 2 child at home by:

- showing how to use a dictionary to discover the correct spelling of words
- talking about how prefixes, such as *un-*, *re-*, and *dis-*, change the meaning of base words. For example, *happy/unhappy*, *play/replay* and *agree/disagree*
- investigating the origin of interesting words as you read and write together. For example, words such as *triangle* come from Greek and Latin origins with *tri* meaning *three*. Other *tri* words include *tricycle* (3 wheels) and *tripod* (3 legs)
- discussing the use of contractions in texts you are reading together and how they can be used when writing. Examples include *he's* (he is), *they've* (they have), *she'd* (she did) and *I'm* (I am).

## Handwriting

*Handwriting* focuses on using a clear and fluent handwriting style to confidently form all upper-case and lower-case letters in NSW Foundation Style. Keyboard skills are also developed using digital technology and word-processing applications.

You can help your Year 1 or Year 2 child at home by:

- encouraging them to leave a finger space between words as well as placing letters on the line
- helping to reinforce consistent letter height formations for tall letters, such as *t*, *b* and *k*, tail letters, such as *g*, *y* and *j* as well as short letters such as *a*, *c* and *v*
- assisting them to become familiar with a computer keyboard to type familiar words and simple sentences using punctuation such as full stops.

## **Understand and respond to literature**

*Understand and respond to literature* focuses on the reactions, thoughts, opinions and ideas that are inspired by fiction (imaginative) and nonfiction (informative) books and texts.

You can help your Year 1 or Year 2 child at home by:

- comparing characters in texts and discussing similarities and differences
- discussing different cultures that are represented in literature
- engaging with the same narrative in different ways
- discussing how particular events in texts make you feel and why
- encouraging and supporting your child to participate in the NSW Premier's Reading Challenge which runs each year from March to September. See your child's teacher or the school's PRC Coordinator for details.

# Helping your Kindergarten child at home with Mathematics

This guide can help parents support your Kindergarten children at home with the learning area of mathematics.


## Number and algebra

### Representing whole numbers

*Representing whole numbers* focuses on:

- how whole numbers show quantity
- reading and representing numerals to at least 20.

You can help your Kindergarten child at home by:

- helping them represent numbers from 0 to 10 with words, numerals and finger patterns. For example, the number 5 would be represented as 'five', 5 and 
- using household items to represent numbers 0 to 20. For example, counting out 15 pegs, 9 pencils, 11 marbles or 5 lollies
- counting objects you see while you are out walking. For example, you might count how many dogs you see, fence palings or flowers on a plant
- counting backwards by ones when your child is confident counting forwards. Practise the 'Rocket ship countdown 10–1 Blast-off'
- using dice in board games to identify the number pattern
- playing a game of Bingo with the numbers 1 to 20
- playing Snap with a deck of cards
- identifying numbers on coins or letterboxes.

### Combining and separating quantities

*Combining and separating quantities* focuses on:

- addition and subtraction
- number pairs which make 10.

You can help your Kindergarten child at home by:

- playing adding and subtracting board games such as Snakes and Ladders
- using a deck of playing cards to add two number cards together from the same suit. For example, 4 hearts added to 3 hearts is 7 hearts. Count all the hearts by ones, from one, to begin. Alternatively, start the count from the largest number, as in  $4 + 5 = 9$ ,  $6 + 7 = 13$
- using Lego pieces to model addition and subtraction. For example, start with 5 blue Lego pieces connected. Now connect 4 more red Lego pieces. How many are there altogether? Now take 2 red Lego pieces away. How many are left?

- playing Ten Pin Bowling with toilet rolls and a tennis ball for a subtraction game. Count how many pins have fallen down and how many are left standing
- getting to know number bonds, or 'friends of 10', which are number pairs which add together to make 10. These number pairs are *1 and 9, 2 and 8, 3 and 7, 4 and 6, 5 and 5*.

## Forming groups

*Forming groups* focuses on:

- forming groups through sharing and counting objects
- making and continuing patterns which repeat.

You can help your Kindergarten child at home by:

- teaching them to share cutlery for each place when setting the table
- sharing a packet of lollies equally between siblings or family members by repeatedly giving each person one in the same order until the packet is empty. Discuss what it would be fair to do if there are leftover lollies
- identifying and discussing patterns in and around your home such as lounge or curtain material colours or shapes. For example, *blue square – yellow circle, blue square – yellow circle, blue square – yellow circle*
- singing songs, making dances and readings books with repeating, rhyming or rhythmic numbers
- making patterns from objects in nature. Start with a repeating pattern of 2, then 3 and then 4. For example, *leaf – rock – leaf – rock – leaf – rock* (repeating pattern of 2). Also, *flower – stick – rock – flower – stick – rock* (repeating pattern of 3).

## Measurement and space

### Geometric measure

*Geometric measure* focuses on:

- position and direction
- measuring length.

You can help your Kindergarten child at home by:

- reading *Going on a bear Hunt* by Michael Rosen. Act out the positional language or sing the song using the actions
- playing time-measured or distance-measured races using toy cars, marbles or paper aeroplanes. Use the language of *1st, 2nd* and *3rd* to describe their positions at the end of the race
- singing, dancing and playing left and right games and songs. For example, singing and dancing *The Hokey Pokey*
- comparing lengths of socks from toe to top while matching pairs from the washing pile.

### Two-dimensional spatial structure

*2D spatial structure* focuses on:

- recognising, representing and describing common 2D shapes



- describing and comparing area.

You can help your Kindergarten child at home by:

- identifying shapes such as circles, triangles, rectangles and squares around your home
- using digital technology and word-processing applications to make a variety of 2D shapes on the computer
- using pop sticks to make a variety of 2D shapes on flat surfaces
- using flattened playdough with cookie cutters in a variety of 2D shapes
- designing 2D shape picture collages
- collecting a variety of leaves and comparing their area by placing one on top of the other to see which takes up the more/less surface space
- investigating a collection of different coins to see which uses the greatest/smallest area by stacking them.

### **Three-dimensional spatial structure**

*3D spatial structure* focuses on:

- recognising, representing and describing common 3D shapes
- describing and comparing volume.

You can help your Kindergarten child at home by:

- using and discussing different measuring containers when cooking, gardening or filling baths, buckets or cups. Refer to containers as being *full*, *empty* or *half full*.
- comparing the capacity of 2 different containers by pouring their contents, such as sand, water or rice, into 2 containers that are identical
- stacking blocks or other items into different spaces to compare capacity
- comparing and discussing the capacity of tall/narrow with short/wide containers and how their appearance might be misleading when estimating how much they can hold.

### **Non-spatial measures**

*Non-spatial measures* focuses on:

- describing and comparing the masses of objects
- sequencing events and reading the hour time on clocks.

You can help your Kindergarten child at home by:

- comparing masses of objects around the house by hefting one in each hand (hefting means to hold or lift something to estimate its weight)
- naming the days of the week and months of the year. Contextualise times of the year using special celebrations such as birthdays or cultural events
- looking at the phases of the moon and the position of the sun

- involving them with weekly routines for school and home life. For example, Library day at school is Thursday, it's PE uniform day on Monday and our family goes to Nanna's house for lunch every Sunday
- referring to an analog wall clock in your house for hour time events. For example: The long hand is on the 12 and the short hand is on the 5. It must be five o'clock: time to watch our favourite show on TV.

## Statistics and probability

### Data

*Data* focuses on:

- collecting data and making meaning from a data display.

You can help your Kindergarten child at home by:

- collecting data together about something that you both find interesting. For example, what kinds of pets are most popular with your extended family or friends?
- designing a simple data display from blocks, pegs or counters to represent the data gathered. For example, 5 blocks mean there are 5 dogs, 3 blocks for 3 cats, 1 block for a rabbit and 6 blocks for 6 birds
- asking questions to understand and make meaning from your data display. For example, *What pet was the most popular?* and *What pet was the least popular?*

# Helping your Year 1 and Year 2 child at home with Mathematics

This guide can help parents support your Year 1 and Year 2 children at home with the learning area of mathematics.

## Number and algebra

### Representing whole numbers

*Representing whole numbers* focuses on:

- understanding place value and two-digit and three-digit numbers
- representing numbers to 1000 and partitioning (splitting) numbers to record quantities.

You can help your Year 1 and Year 2 child at home by:

- counting the odd and even numbers on houses as you walk around your neighbourhood. Walk in the opposite direction and count them backwards
- counting numbers by ones up to 120 while skipping rope or throwing a ball to each other. Change the starting point of counting, for example beginning to count from 93
- counting backwards by ones from different starting numbers
- practising partitioning (or splitting) two-digit and three-digit numbers into smaller units. For example, *396 can be broken into 3 hundreds, 9 tens and 6 ones*
- using a hundreds chart to practise counting on and off the decade. For example, *10, 20, 30, 40, 50 ... , 3, 13, 23, 33, 43, 53 ...*

### Combining and separating quantities

*Combining and separating quantities* focuses on:

- using addition and subtraction to solve problems.

You can help your Year 1 and Year 2 child at home by:

- practising quick recall of double numbers to 10. Use double domino tiles to extend thinking to doubling numbers to 20
- finding and discussing numbers in everyday life that are not meant to be used with place value, such as phone numbers, pin numbers, bus numbers and postcodes
- using number bonds, or 'friends of 10', to assist with simple addition and subtraction problems. For example,  $4 + 6 = 10$ ,  $6 + 4 = 10$ ,  $10 - 4 = 6$ ,  $10 - 6 = 4$
- using number bonds to solve addition problems by making groups of 10. For example, the problem of  $26 + 8$  can be solved by taking 4 from the 8 and adding it to the 26. The new problem of  $30 + 4$  is much easier to solve
- solving problems using their knowledge of doubles. For example, the problem  $8 + 9$  can be seen as double 8 ( $8 + 8$ ) which is 16. Add one more to make 17
- building number bond knowledge to understand 'friends of 20'. These number pairs are *11 and 9, 12 and 8, 13 and 7, 14 and 6, 15 and 5.*

## Forming groups

*Forming groups* focuses on:

- using groups to solve multiplication problems or share to solve division problems.

You can help your Year 1 and Year 2 child at home by:

- playing skip counting games or taking turns to count by 2s, 3s, 5s, and 10s
- using 5 cent, 10 cent or 2 dollar coins to skip count money
- drawing a skip counting hopscotch path with chalk. Use the hopscotch path in reverse to skip count backwards
- using collections of objects to show groups. For example, share a container of marbles equally between groups. Discuss the number of groups and the number of objects in each group. Refer to the leftover marbles as remainders.

## Measurement and space

### Geometric measure

*Geometric measure* focuses on:

- describing the position of objects
- measuring and recording lengths
- halves, quarters and eighths to measure lengths.

You can help your Year 1 and Year 2 child at home by:

- practising kicking a ball to each other's left foot. Then change feet and kick the ball to each other's right foot. This helps understanding the perception of their left/right and your left/right when you are facing each other
- taking turns hiding an object in the house and giving directions to the find the object
- measuring the length of objects around the house and backyard using informal units of measurement. Examples include, *How many dominoes long is the table? How many of my feet long is the bedroom? or How many pencils long is my bicycle?* Make sure when using informal measurements the chosen units are placed touching end to end
- measuring your child's height vertically on a wall with both formal and informal units to compare results. For example, stacking and counting plastic connector blocks, using a ruler to measure in centimetres and using a tape measure to measure in metres and centimetres
- measuring the length of household items with a piece of string or a strip of paper. Find half the length by folding the paper or string in half.

### Two-dimensional spatial structure

*2D spatial structure* focuses on:

- recognising, representing and describing a range of polygons (flat shapes which have 3 or more sides) and quadrilaterals (4-sided shapes)
- measuring and comparing area.

You can help your Year 1 and Year 2 child at home by:

- identifying polygons, quadrilaterals (4-sided shapes), pentagons (5-sided), hexagons (6-sided) and octagons (8-sided) around your home or yard
- using folding, colours, lines or patterns to find symmetry of shapes in everyday objects. Examples could include reflections of trees and mountains in water, butterflies, people's faces, buildings, a dart board, floor tile or brick patterns and windows
- completing origami art from symmetrical paper folding
- using grid paper to design a house for your pet or another animal. Areas could include places to eat, store equipment/food, areas to relax or exercise. Use the grid squares to find the area of each room and the total house area
- using Lego base plates to design flat shapes and patterns using different size and colour pieces. Add and compare the area of each colour by counting the Lego studs.

### Three-dimensional spatial structure

*3D spatial structure* focuses on:

- recognising, representing and describing a range of familiar 3D objects
- measuring and comparing volume.

You can help your Year 1 and Year 2 child at home by:

- discovering and naming 3D shapes around your home and backyard. Examples include dice (cube), bread (rectangular prism), ball (sphere), toilet roll (cylinder), ice-cream cone (cone)
- making a variety of 3D shapes, such as a cube, rectangular prism, square pyramid, sphere and cylinder from playdough
- creating a 3D snack food plate. Find food that is in the shape of a cube, rectangular prism, sphere or cylinder. Some ideas could include *cheese cubes, caramels, cheese sticks, baby tomatoes, wafer biscuits, pretzel sticks, meatballs, rigatoni pasta, croutons* or an *orange*
- filling different size and shape containers with water, marbles, rice or sand to compare which can hold the most.

### Non-spatial measures

*Non-spatial measures* focuses on:

- measuring recording, comparing and estimating the masses of objects
- describing, comparing and ordering durations of events, and reading half- and quarter-hour time.

You can help your Year 1 and Year 2 child at home by:

- using hefting (holding 2 items in each hand and lifting to test the weight) to order a variety of household items from lightest to heaviest. For example, *a mug, a book, a metal spoon* and *an apple*. Check this order by using kitchen arm balance scales
- discussing important family dates by using a standard calendar to illustrate when these events will occur. Calculate how long until these events happen, for example, *It's 5 days until your sister's birthday, It's 2 weeks and 3 days until school holidays* or *It's 4 months and 2 days to Christmas*
- using both analog and digital clocks around the house to understand how to read half past the hour,

quarter past the hour and quarter to the hour time

- using the time measures of hour, minute and second in everyday life. For example, *It's 1 hour before bedtime, The food will go into the microwave for 30 seconds or Brush your teeth for 2 minutes – that means counting to 60 twice.*

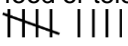
## Statistics and probability

### Data

*Data* focuses on:

- gathering and organising data in tables and picture graphs
- interpreting and describing the results.

You can help your Year 1 and Year 2 child at home by:

- assisting them to interview members of your family about a topic of interest. Some examples could be finding what categories of food or television shows family members enjoy the most. Use tally marks to record the answers 
- representing this data as a simple graph using pictures to show the largest to smallest values. For example, *5 people like seafood, 9 people like fast food and 3 people like vegetables*
- describing the information by comparing the data. For example, *4 more people like fast food than seafood, 6 fewer people like vegetables than fast food.*

### Chance

*Chance* focuses on:

- the element of chance in everyday life.

You can help your Year 1 and Year 2 child at home by:

- using the language of chance such as *certain, impossible, more likely, equally likely* and *less likely* when describing everyday events. For example, *I have an equally likely chance of tossing heads or tails on a coin flip.*