Our Approach to Teaching Numeracy

We aim to engage our Foundation students through a healthy balance of *experiential play* and *formalised lessons*.

A positive first year at school lasts a lifetime and helps your child develop a lifelong love of learning.

We work hard to build meaningful relationships with **you and your child**, working together to meet the individual needs of each student.

From 2013 “Prep” is now referred to nationally as “Foundation”.
Mathematics is the teaching of numeracy.

In 2013 the “Australian Curriculum” was implemented in Mathematics.

From 2013 a national curriculum is now delivered in the subject areas of:
- English
- Mathematics
- Science
- History

Other subject areas will be rolled out over the coming years.

• Counting- recognising values, looking for patterns
• Problem Solving- through investigation
• Applications- addition and subtraction

• Size and shape- language development, classifying
• Positioning- location, orientation
• Measurement- height, mass, distance, capacity
• Time- language development; days, weeks, hours, calendars
• Interpreting Data- meaningful applications, pictographs
• Probability- language development; likelihood, impossible, certain
THE STUDENTS ARE AT THE CENTRE OF EVERYTHING WE DO

AT HOME
- Songs and rhymes
- Playing shop
- Making patterns
- Measuring things
- Asking questions
- One-one counting

AT SCHOOL
- Concrete tools
- Relationships
- Recording
- Discussions
- Cross-curricular
- Asking questions

AT PLAY
- Positioning
- Following rules
- Life-play
- Exploration
- Grouping objects
- Applications

Creating meaningful relationships and a love of lifelong learning
In Foundation, Mathematics is taught on a daily basis:

- Specific focus lessons are conducted between recess and lunchtime
- Lessons are integrated with the Inquiry unit
- Connections are made with real-life
- Relevant technology and concrete aides are accessible.

Learning through doing

Becoming “numerate” involves an understanding of both words and numerals.
In Foundation a Mathematics lesson can involve:

- Teacher-focus groups are formed, based on regular and ongoing assessments
- Concrete tools are used to allow “experiential learning”
- Technology (eg: Ipads, IWB’s, netbooks) is heavily incorporated.

**Numeracy Lesson Structure**

- **The Warm Up:** Engage the students
- **The Introduction:** Identify and articulate the maths. Record key concepts. Ask students what they know.
- **The Student Activity:** Do your teaching – explicit and at the point of need
- **Share/Reflection:** Talking and writing about maths
A Mathematics Lesson

The Gradual Release of Responsibility

- **TEACHER RESPONSIBILITY**
  - Focus Lesson
  - Guided Instruction
  - Collaborative
  - Independent

- **STUDENT RESPONSIBILITY**
  - “I do it”
  - “We do it”
  - “You do it together”
  - “You do it alone”
You may feel that the maths that your child is doing at school is different from how you were taught at school, but you can still help your child in many ways.

*Research tells us that children needs lots of experiences in making, counting, drawing and talking about numbers.*

*Help your child get a strong start in Numeracy by encouraging your child to:*

- talk about age and recognise some numbers
- count groups of objects using one-one correspondence
- relate activities to time, such as “Tomorrow we are...”
- join in cooking meals

*Build meaningful relationships with your child’s teachers.*
Young children need to play with mathematical ideas before they are introduced to the “adult concept” of written sums.

Help your child get a strong start in Numeracy by encouraging your child to:

- **sort things** into “similar” and “different” categories and talk about **why**

- use **words** to compare items “This one is longer than that one” “My drink bottle is half empty”

- use **words** to describe the position of things “It’s under the chair” “I am second in line”

- **ask questions** “What is the chance of rain today?” “Do we have enough plates for everyone?”

Build mathematical concepts into your everyday language.
Where Can I Find Out More?


DOING MATHS TOGETHER AT HOME

Children need lots of experiences in making, counting, drawing and talking about numbers. Make connections for your child by explaining how numbers and counting are a part of everyday life. The activities below will help your child develop these skills.

You may feel that the maths your child is doing at school is different from how you were taught, but you will still be able to support your child in many ways.

Playing shop

Collect food and grocery items and label them with prices written on sticky notes or prices cut out of shopping catalogues.

50. Talk about how we pay for items using notes and coins.
51. Make paper money or use play money to buy and sell goods from the shop.
52. Order the food items by height (tallest to the shortest) or by cost (least expensive to most expensive).
53. Introduce kitchen scales to the shop to weigh some foods such as a box of tea bags or a bag of rice and order items by weight.

MEASURING things

54. Use a wall measuring chart to measure the height of people in your family, your child or any other objects in your house.
55. As your child grows, ask if they would like to make their own chart and use it to keep track of their growth.
56. Estimate or predict the length of objects using a yardstick, metre stick, or tape measure.
57. Build a tower of blocks that is taller than a favourite toy. Ask your child to identify what is the tallest block that has the most blocks.

GO on a number hunt

With your child, find numbers around you. For example: house numbers, calendars, clocks, dominoes, number lines, signs, posters, shopping catalogues, number clothes, signs, calendars...

Ask your child to write down what they see. Ask them to write down what they see. Ask them to write down what they see.

Visit the classroom

Ask your child’s teacher

Offer to help out in the classroom

Approach the Level Leaders

Speak to your child
Glen Waverley Primary School

LEARN · GROW · ACHIEVE

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