YEAR 1
PARENT INFORMATION BOOK
2019

Armadale Primary School
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Armadale
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ARMADALE PRIMARY SCHOOL

WHAT TO WEAR

**Uniform** Parents may choose to purchase the school uniform by using the order form supplied to them on enrolment day. The uniform is strongly encouraged at Armadale Primary School.

**Footwear** Students are required to wear either closed-in shoes (joggers or leather) or dark leather ankle strapped sandals. No thongs or reefs. Students must have appropriate footwear for sports and science sessions. Shoes that can be put on independently would be greatly appreciated. For safety reasons, the children will be asked to keep their shoes on when playing in the sandpit.

**Hats** Please make sure your school hat is always in the school bag. We have a ‘No hat- No play,’ policy that is implemented for the entire year. This means your child will need to sit out side their classroom at recess and lunch if they don’t have a hat. We also recommend that sunscreen is applied before the child attends each day. Hats, other than the school hat, are not permitted.

**Spare Clothes** At times accidents will happen as a result of arriving late to the toilet. Please leave a spare set of clothing in your child’s bag.

It is advised that children should not wear costume or play jewellery etc to School as these could be easily lost or could cause injury. Toys should also remain at home unless it is news day.

Please ensure that all items of clothing are labelled with your child’s name.
PERSONAL REQUIREMENTS

It would be appreciated if you could supply the following items for your child. These are taken directly from the Year 1 – items list.

PLEASE LABEL ALL ITEMS WITH YOUR CHILD’S NAME FOR THE FIRST DAY OF SCHOOL

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>2 x Large box of tissues</td>
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<tr>
<td>2 x Blunt End Scissors – right or left handed</td>
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</tr>
<tr>
<td>5 x Mega space Scrapbook 100gsm, 335x245cm, 64 pages</td>
<td></td>
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<tr>
<td>1 x Sharpie Pro Metal Marker, Black, Bullet 1.5mm</td>
<td></td>
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<tr>
<td>1 x Foolscap Document Wallet, Blue</td>
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<tr>
<td>2 x Sharpie Whiteboard Markers, Black, Bullet 2.0mm</td>
<td></td>
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<tr>
<td>2 x Twistable Crayons, Assorted Colours, Pack/12</td>
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<tr>
<td>2 x Faber-Castell Junior Triangular Colour Pencils, 10 pack</td>
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<tr>
<td>1 x Sharpie Pen, Fine line, Black</td>
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<tr>
<td>5 x UHU Stic Large Glue Stick</td>
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<tr>
<td>12 x Faber Castell HB Goldfaber Graphite Lead Pencil</td>
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<tr>
<td>4 x Large Eraser, PVC Free</td>
<td></td>
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<tr>
<td>2 x Pencil Sharpener, Metal, 2 Hole</td>
<td></td>
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<tr>
<td>1 x Zip Pencil Case 340X170mm</td>
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<tr>
<td>1 x Unpolished 30cm Wooden Ruler</td>
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<tr>
<td>1 x Faber Castell Connector Pens – Assorted Colours, Pack/10</td>
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<tr>
<td>1 x Bag Book Draw String 35X42cm</td>
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<tr>
<td>1 x Office Elements Dividers 5 Tab, Brights A4 (for Music)</td>
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<tr>
<td>1 x Doculope Document Wallet, Blue (for Music)</td>
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BEFORE SCHOOL

Children are **not permitted** on school equipment **before school**. Parents waiting to pick up their child are asked not to allow younger siblings on the play equipment unsupervised. If your child is at school before 8.25 am without a parent, they must wait in the under-covered area until released by the duty teacher to go to class.

DENTAL CLINIC

The Dental Therapy Clinic (9399 4546) provides free ongoing preventative and general dental care and caters for all students from Pre Primary to Year 11. It is located at Armadale Primary School.

DO YOU OR YOUR CHILD NEED SPECIAL HELP?

We are always here to try and help you with problems concerning your child.

We have access to a **health nurse**, a **school psychologist** and **other professionals** who may be able to help you if you have a problem. You don't have to cope alone.

Please let us know of anything that is happening at home which may affect your child's state of mind. If we know things are unsettled at home we can allow for children's behaviour at school.

If your child is currently getting help, please inform the teacher so we can support your child's program.

Community Health Nurses (Schools) for Armadale Community Health Service are available to the school community on a regular basis and by appointment. Children may be assessed for developmental concerns with parent consent. Children with chronic medical conditions may be monitored and Health Care Plans developed in consultation with parents/carers and school staff.

The promotion of a healthy lifestyle and the prevention of health problems are key concerns of community health staff.

If you would like to discuss any health concerns with a Community Health Nurse please contact the school reception and leave a message.
**VOLUNTARY SCHOOL CONTRIBUTIONS**

In order to enrich the opportunities available to children at Armadale Primary School, the Education Department’s regulations provide for the establishment of a Voluntary School Contribution from which the school can purchase extra resources. These contributions can be paid to Administration at the start of the school year. An official receipt will be issued.

- One flat rate of $50 per child

**SCHOOL PARKING AREAS FOR PARENTS AND VISITORS**

Aim: The school aims to ensure the safety of the children and mutual convenience and harmony of all concerned users.

School Zone: Our school is a designated School Zone. A 40 km per hour limit applies between 7.30 am to 9.00 am and 2.30 pm to 4.00 pm.

Speed Limit: The speed limit within the school grounds is strictly 8 km per hour.

School Parking Areas for Parents and Visitors

1. **Main Parking Area - Albany Highway**
   - Entry and exit from Albany Highway
   - (51 bays available)

2. **Ring Road**
   - Entry from Albany Highway - exit via Carradine Road.
   - Please do not park in the 3 designated bus bays
   - (28 bays available)

3. **Lower Parking Area**
   - All bays are for staff and dental use only
   - Parents are not permitted to use the Staff bays.
   - (30 bays available)

4. **Upper Level Car Park:** Staff parking only plus 1 disabled bay.

5. **ACROD**
   - 4 bays marked on main school entrance are for ACROD use only. Visitors to the school who are using an ACROD bay must have a current ACROD permit on display and must leave their car to pick up children from class. Children are not to meet parents/guardians at the ACROD car bays.
General School Parking Guidelines

- Under no circumstances are parents to use the upper level Staff Car Park or the area by the Gardener's Shed to drop off and pick up children.
- Visitors and parents are strongly urged to use the Main Parking Area.
- The second preferred parking option is to use the school's main Ring Road. Please do not park in the Bus Bays.
- The lower level parking area is only to be used by staff.
- No parking in bays marked for specific purposes, eg dental, delivery or service vehicles.
- No double-parking under any circumstances.

Reversing into bays is requested for safety reasons. Driver visibility is restricted when backing out of a bay.
<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
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<tbody>
<tr>
<td><strong>ADDRESSES</strong></td>
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<tr>
<td><strong>BAG</strong></td>
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<tr>
<td><strong>BRAIN FOOD</strong></td>
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<td><strong>BIRTHDAYS</strong></td>
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<td><strong>RECESS</strong></td>
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<td><strong>LUNCH</strong></td>
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<td><strong>ILLNESS</strong></td>
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**JEWELLERY**  No jewellery, other than stud or sleeper earrings and a watch. Medic alert necklaces or bracelets are allowed. All exceptions must be applied for in writing through the principal.

**LIBRARY**  Children will visit the library regularly and will require a library bag. Children are encouraged to take special care with books they take home and to always use their library bag. They must bring their books back on their library day each week.

**READING FOLDER**  Children require a plastic document folder, (which is on their personal item list) to take home their nightly reading books, sight words and any notes home to parents. Please check these folders nightly and please bring them in daily.

**MONEY**  If money is required to be brought in, we request that it is placed in an envelope with your child's name and the purpose written on the front.  
 e.g. Shelly Black  $3.00 - Incursion. It is then to be placed in the mail slot located outside the Admin building.

**TOYS**  Children are not to bring toys or costumes to school as they may get lost or damaged. (See birthdays) News days will be allocated by the teacher. Children are permitted to bring in an unbreakable item to share with the group. (Show and Tell)

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**INDEPENDENCE**

To assist in the transition from home to Year one, it would be very helpful if the children already know simple skills, eg
- ability to go to the toilet independently
- ability to flush the toilet and wash their hands
- ability to turn taps on and off
- ability to put on socks and shoes
- ability to tie their shoe laces (at least by the end of first term)

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**COMMUNICATION**

**Notes:** The school newsletter is published every second Wednesday. Please read it carefully as it contains important whole school information The newsletter is sent out via Connect and also published on our School Website.

You are encouraged to contact the teacher on any matter concerning your child. If required please make an appointment for a suitable time slot.
TRIBES

Armadale Primary School operates a whole school program called TRIBES. The aim of the program is to ensure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world. The five main concepts are: 1) Attentive Listening; 2) Mutual Respect; 3) Appreciation (No Put Downs); 4) Right to pass; 5) Personal Best

PARENT HELPERS

Parent help is of great assistance to the program and is a valuable way of observing your child’s interaction at school. It also gives your child a great deal of pride to have you visit the classroom. Parents need to abide by our privacy policy and not discuss other children with people outside the classroom.

Next year you will receive more information on Parent Helpers. In the past we have had parents to assist in morning reading from 8.25 am-9.00 am and writing helpers from 9am-9.30 am.

Throughout the term we need assistance in Art/Craft and Technology and Enterprise activities. Notes home will advise you of when.

DELIVERY/PICK UP

Class room doors are open at 8.25 am. We suggest your child is at school by 8.25am to unpack, change reading books and prepare for the day, before the siren at 8.30am. Children who arrive after the siren are marked as ‘late’ on the roll and interrupt the daily program. Lessons commence at 8.30am.

If your child attends day-care please notify the teacher.

When you need to collect your child early, you must complete an early release form from the office. This must be given to the class teacher when collecting your child. During 1st term most parents collect their children from the courtyard outside the classroom. Later in the year, children gain enough confidence to meet you in a designated area.
REPORTING AND COMMUNICATION

At Armadale P.S we like to keep parents informed of their child’s progress. Parents can meet with staff at a mutually agreeable time any time throughout the year. We also communicate through:
Term 1: Welcome session, outlining policies, homework, expectations etc.
Three Way Conference (Parents, Student and Teacher interview)
Term 2: Semester Report
Term 3: Parent Open Night
Term 4: Semester Report

DIET / ALLERGIES

It is imperative staff are notified in writing of allergies or dietary restrictions at the beginning of the year.

A record of dietary restrictions and allergies will be kept in the office and the classroom. Parents are responsible for keeping the teacher informed of any changes.

EARLY LEARNING TIPS

Here are a few tips that teachers suggest, that will help your child get off to a flying start to the school year.

- **TOUGH LOVE:** Your child will be ok at school even if they cry when you bring them to the classroom. It is a new experience for some mums and all of the children. Within minutes they will have stopped crying and will have started to join in. The longer you hang around, the harder it is for them and you to let go!

- **PENCIL GRIP:** It is very important that your child holds the pencil in the correct way. They will increase their writing time 10 fold during the year and they need to be able to hold the pencil in a comfortable, relaxed way.
• **POSTURE:** Posture is important for all writing activities. Children need to learn to sit with their backs straight, feet together at the front and two hands on the desk—one holding the pencil. Generally the bottom is pushed back into the seat and the chair is pulled forward. The children’s work needs to be on a slight angle, in line with the forearm of their writing hand.

• **WRITING:** The writing of letters and numbers start at the top of the letter and generally rotate to the left. Please discourage the children from writing in ‘Capital Letters’ and encourage correct formations.

• **EQUIPMENT:** **ALL** equipment needs to be labelled. Sharing is discouraged as children need to be responsible for their own items. Pencil cases are sent home at the end of each term. Please replenish, sharpen pencils and return on the first day back.
## SCHOOL DEVELOPMENT DAYS 2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term One</td>
<td>Thursday 31st January &amp; Friday 1 February</td>
</tr>
<tr>
<td>Term Two</td>
<td>Monday 29th April</td>
</tr>
<tr>
<td>Term Three</td>
<td>Monday 26th August</td>
</tr>
<tr>
<td>Term Four</td>
<td>Monday 14th October &amp; Friday 20th December</td>
</tr>
</tbody>
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Children do not attend school on these days.

## TERM DATES 2019

### Semester 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Monday 4th February - Friday 12th April</td>
</tr>
<tr>
<td>TERM BREAK</td>
<td>Saturday 13th April - Sunday 28th April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 30th April - Friday 5th July</td>
</tr>
<tr>
<td>TERM BREAK</td>
<td>Saturday 6th July - Sunday 21st July</td>
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### Semester 2

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 3</td>
<td>Monday 22nd July - Friday 27th September</td>
</tr>
<tr>
<td>TERM BREAK</td>
<td>Saturday 28th September - Sunday 13th October</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 15th October - Thursday 19th December</td>
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</tbody>
</table>


Children need to write using lower case letters. Capital letters will be used to start names and sentences. All letters and numbers start at the top and most rotate left to right. Please correct children before they develop bad habits.
Encouraging Reading

To ensure that your child is encouraged to become a reader, consider the following questions.

- Is my child read to every day?
- Does my child see others reading at various times?
- Is a comfortable place provided where my child can be read to? Does my child like this ‘space’?
- When reading aloud, is the tone of voice changed for different characters, or to show emotion and excitement?
- Are reading materials chosen that capture my child’s interest? Is my child encouraged to select the story to be read?
- Is attention paid to how my child is responding to the story?
- Is the reading stopped when my child loses interest?
- Is my child encouraged to join in while being read to, e.g. turning the pages, holding the book, allowing them to ‘read’ the bits they remember?
- Is my child given sufficient time to answer when questions are asked?
- Are ideas in the story linked with things that happen in my child’s life?
- Is my child encouraged to take notice of print, e.g. find letters from his or her name?
- Is my child encouraged to retell or act out stories he or she has heard?
Reading to Your Child

It is important to make reading aloud to your child part of your daily routine. Set aside a regular time every day, find a comfortable place without any distractions, and choose something interesting to read together.

Things to do before reading
- Encourage your child to select the book. Give them a pile of well-known books so they can choose which one will be read aloud.
- Familiarise yourself with the book as this will make you a better storyteller. Take a minute to look over the book before you share it with your child.
- Settle your child down and talk a little about the book, e.g. “This story looks as if it is going to be funny.”
- Browse through the book so your child becomes familiar with books and how they are handled, e.g. holding the book the right way, turning the pages.

Things to do when reading
- Read clearly. Make the story interesting by exaggerating expressions for different character voices and sounds. The more dramatic the better. You may like to add simple props so your child can identify with different characters or act out parts of the story.
- Hold the book so your child can see the pictures and writing.
- Sometimes let your child hold the book and turn the pages.
- Draw attention to the pictures.
- Sometimes point to the words as you read.
- Ask and answer questions as needed.
- Encourage your child to join in and ‘read’ too. Invite him or her to describe pictures, ‘read’ pages or join in with words that are repeated.
- Accept and praise your child’s attempts to ‘read’.

Things to do after reading
- Talk about the characters and what happened in the book.
- Help your child tell the story from the pictures.

Keep in mind that your child’s reading level and listening level are different. When you read easy books, your child will soon be joining in with you. When you read more advanced books, you instil a love of stories and you build the motivation that encourages children to become lifelong readers.
Parent Card
Encouraging Writing

To ensure that your child is encouraged to become a writer, consider the following questions.

• Does my child see others writing at various times?
• Does my child see me writing?
• When I am writing, do I talk about whom I am writing for and why I am writing?
• Is a place provided where my child can sit and write?
• Does my child have large blank paper to write on and a variety of writing materials?
• Do I encourage my child to hold a pencil correctly?
• Do I talk about print I see in the environment, e.g. signs outside shops, traffic signs?
• Do I talk about all the print I use in the home environment, such as calendars, diaries, TV guides, catalogues, newspapers, instructions, and cookbooks?
• Is my child encouraged to take notice of print, e.g. find words they know such as a Stop sign starts with the letter 's'?
• Do I display my child's attempts at writing, perhaps by displaying them on the refrigerator or wall?
• Do I praise and value all attempts at writing, and see it as 'real' writing?
• Is my child read to every day?
• Is my child encouraged to join in when being read to, e.g. turning the pages, holding the book, reading the parts they remember?
• Is my child encouraged to act out or retell stories he or she has heard?
Parent Card
Supporting Spelling

Risk-taking or ‘having-a-go’ to spell words is critical and should be encouraged, rather than using words they know just to have correct spelling. Correct spelling will develop over time. Encourage your child to use what they know about letters and sounds to spell as best they can. Praise attempts at spelling unknown words.

- Magnetic letters can be used to learn about letters and spell words. While you work in the kitchen, your child can pick out letters and try to spell words, placing them on the refrigerator.
- Talk to your child as you write, explaining why you are doing it, e.g. I am writing your name on your lunchbox so that everyone knows who it belongs to. As you write the letters say the sound each letter represents, e.g. P-A-M.
- Once your child knows the names of the letters, help them to understand that letters make different sounds, e.g. “This is the letter ‘g’ and it makes the sound /g/ as in ‘girl’ but in the word ‘giraffe’ it makes the sound /j/.”
- Accept your child’s attempts at spelling by focusing on what is correct.
- Encourage your child to ‘have a go’ at spelling new words by focusing on the first letter and representing all the sounds in a word, e.g. LRFNT (elephant).
- Help your child to learn the spelling of some high-frequency words, e.g. and, but, when. Only teach these when your child is already writing frequently and with a lot of success. You could write these words on a blank place mat to use as a learning mat and a reference when writing. Ask your child’s teacher for high-frequency words suitable for your child to learn.
- Assist your child to learn to spell new words by having your child:
  - ‘Look-Say-Cover-Visualise-Write-Check’, e.g. Look at the word and then say the word. Have them close their eyes and see if they can see the word and then write the word. Check against the original spelling of the word.
  - manipulate letters. Have the word cut up in individual letters and have your child put the letters in order. You may make your own letter tiles or use those from a game of Scrabble.
  - write the word in sand, on a doodle board, or into icing or flour.
  - clap out the syllables to help break the word into parts.
- Talk about and help your child to recognise and spell words that are meaningful to them, e.g. name of their street, town, school, pet, friends.
- Writing out words for your child rather than spelling them out orally will help them to build their visual memory of the word. This assists the child with the strategy, Does this look right?
Parent Card
Listening

We spend most of our day speaking or listening. Children spend a large amount of time listening at school, to the teacher, other students or to electronic media. Listening is also our primary means of socialising and developing both interpersonal and intrapersonal skills. There are different types of listening; for example, our listening changes when we listen to a song on the radio, follow instructions to pay a bill by phone or listen to a friend with a problem.

Parents can help their children to develop effective listening skills by modelling good listening behaviours and discussing different types of listening. Use the following suggestions to model effective listening for your child.

Demonstrate attentive listening: There are times when your child needs your complete attention, free of distractions from television, phones or chores. Maintain eye contact and show, through body language, that you are attending closely. This will demonstrate your interest in what your child is thinking or feeling.

Encourage speaking: Children are often hesitant and need prompts to help them initiate speaking. Ask open-ended questions, such as “How did you feel at the time?” Extend conversations by repeating parts of your child’s speech and building on it.

Listen patiently: Sometimes children think faster than they speak, or struggle with the vocabulary needed to explain a problem or situation. Take time to listen. Help your child with words to clarify their thoughts and develop their speaking.

Avoid hasty judgements or solutions: Try to ‘hear your child out’ before reaching any conclusion. Your child may not be asking you to jump in and solve a problem for them. They may need the opportunity to clarify thoughts or to properly understand a situation. They may need your help, or they may be able to reach a decision independently — you won’t know until you’ve heard the ‘whole story’.

Be aware of non-verbal behaviour: It is often the things that are not said that give the strongest message. Observe your child’s body language; that is, facial expressions, posture and gestures. Also note their tone of voice and any generalised statements. Point out the behaviour as you notice them and encourage your child to use words to try and express their feelings. You may have to choose another time to explore issues in greater depth.

Demonstrate empathic listening: Listening with empathy means that you can identify with the feelings of others. This is an important listening skill and requires practice. Model this type of listening by trying to mirror your child’s feelings; for example, you might say things such as “You sound angry, is that because...? I would have felt sad if that happened to me too... It seems that your feelings were hurt.”
Parent Card
Developing Vocabulary

Children will use the vocabulary they know when they are writing. It is important to continually provide your child with opportunities to learn new words and encourage them to use them in their writing. Assist your child to develop a large vocabulary by:

- talking about and helping your child to recognise words that are meaningful to them, e.g. name of their street, town, school, pet, friends.
- pointing out key words in the text and explaining words your child may not know.
- reading aloud a variety of good literature.
- reciting poems together.
- saying rhymes together.
- singing songs together.
- encouraging your child to dress up and use the language of characters from stories read.
- talking about familiar things and ensuring your child has a wide range of things to talk about.
- talking about topics of mutual interest with the expectation that your child will listen and respond.
- encouraging your child to retell the day’s events at the dinner table or on the way home in the car.
- valuing what your child says and providing a model of how to communicate, e.g. initiating and maintaining conversations.
- encouraging your child to talk with other children. This will provide opportunities to interact with different models of language.
- writing as your child dictates. This shows the relationship between the written and spoken word.
- model standard speech by repeating a phrase used in an acceptable form, e.g.
  
  Child: I wonned the race
  Parent: Yes you did win the race.
  Child: I'm the bestest runner.
  Parent: Yes, you are the best runner.
- ensuring your child has lots of interesting things to talk about that will encourage new vocabulary, by visiting museums, art galleries, farms and local events.
- playing the game that certain words are omitted from the conversation and they have to think of replacement words.
Everyday maths

In the home

• cooking (count potatoes for everyone; measure ingredients)
• laundry (sort clothes; match socks)
• tidy up (talk about positions such as in, on, under, in front, behind)
• sharing food (cut sandwich/fruit into halves and say I have cut this into two equal pieces – half for you and half for me)
• bath time (find out how many mugs of water fill a plastic jug)
• point out shapes in the home (this placemat is oval, the ball is a sphere)
• talk about time (start time of favourite TV show for young child or work out how long a program runs for with older child); write sport days/times on calendar

Here are some ideas to help you bring maths to life for your child when you are at home or out and about.

In the garden

• count and space out seedlings
• talk about the height of plants
• talk about how much mulch we need to cover the garden

Tip

When unpacking the shopping ask your child to find and group the heavy, light or tall items.

Time for play before our favourite program starts.
Everyday maths

In your neighbourhood
- point out house numbers – talk about whether they are odd or even
- count homes in your street
- talk about shapes such as signs (give-way sign is a triangle)
- give directions to a friend’s house or the shops

In the car
- count cars; for example say Let’s count all the red cars
- give and follow directions using right, left, north, south, east and west
- show your child how to read the maps in a street directory using the reference numbers and letters

Shopping
- count items into the trolley
- point to 3D shapes and say what the shape is called (for example, This can is a cylinder)
- talk about money, coins and notes
- talk about saving up for something special
- work out how many we need (5 people each want 3 sausages)

DID YOU KNOW
In some Indigenous Australian communities children learn north, south, east and west at an early age and find the idea of left and right confusing at first. On the other hand non-Indigenous children who have learned directions like Turn right or Move left may find directions like Turn east more difficult.
A summary of some important numeracy concepts is shown below:

**Numeracy concepts**

<table>
<thead>
<tr>
<th>Straight, curved, and flat are about shape</th>
<th>Sharing is about division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using everyday words to describe shapes such as 'raindrop', 'egg shape', 'curved' and 'round' is important for helping children understand shapes. Children will share out by saying 'One for you' and 'One for you' until nothing is left. Later children will learn that sharing out like about division and will know what to do with the 'left over'.</td>
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</tr>
<tr>
<td>Over time children will use words such as 'triangle', 'square' and 'circle'. These words help children to talk about shapes in their environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upside down is about position and direction</th>
<th>Height and how are measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position (where something is) and direction (where they go) are key ideas in mathematics. All of these are comparisons. Later children will learn to use centimeters (cm), kilograms (kg), degrees etc. to make comparisons.</td>
<td></td>
</tr>
<tr>
<td>'Upside down' and 'right way round' are about position. Later children learn that there are words (e.g. upside down, right way round) which describe position.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grouping things together is about number if something is the same and different</th>
<th>Unit is about position and measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lots of experiences with 'same' and different helps children later on with describing how something may be different (e.g. has more, less). Later children may then begin to count things and compare more accurately or to find out how much more.</td>
<td></td>
</tr>
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<td>Children learn that there are words (e.g. upside down, right way round) which describe position.</td>
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<tr>
<th>Big and little are about measurement</th>
<th>Heavy and light are about mass</th>
</tr>
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<tbody>
<tr>
<td>These words are important for learning about measurement. Later, when children are older, they use centimeters (cm), kilograms (kg) and degrees to measure and compare more accurately or to find out how much more.</td>
<td></td>
</tr>
<tr>
<td>When children are lifting and carrying things they will talk about 'heavy and light' and 'big and small'. Later, they may notice that the biggest thing is not always the heaviest or the smallest thing is not always the lightest. Having lots of experience like this helps children understand about 'mass' (how dense something is).</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Sorting things is about classifying</th>
<th>'Full' and 'empty' are about measurement</th>
</tr>
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<tbody>
<tr>
<td>When we unpack the shopping, we sort things as we put them away. Early on, children sort by what is the same and what is different. They may start by sorting colour and end up sorting by size. Later, children keep using the same sorting system (classification) and can tell you how they sorted. Filling a measuring cup helps children think about measurement. Words such as 'full', 'half a cup' and 'empty' help children pay attention to measurement. Later children will learn that measuring how much is in a cup is about volume and will use words such as 'fulls' or 'halffuls'.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'1, 2, 3, 4, 5' is about number patterns</th>
<th>Numbers are about 'how much', 'how long' and 'how many'</th>
</tr>
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<tbody>
<tr>
<td>There are patterns in the way we say numbers and they help children to remember their order. Children need to learn the order of the early number names by saying number rhymes and revisiting the order they hear. When the numbers begin to be repeated (21, 22, 23, 24 etc.), children notice the pattern of the numbers as they can work out what number comes next. When using number order to count objects, children need to learn that the last number tells them how many.</td>
<td></td>
</tr>
<tr>
<td>Children will hear and see numbers being used to describe 'how much', 'how many' and 'how long'. Knowing that numbers can be used in different ways is important for later learning in mathematics.</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Half and other fractions are about fraction lines</th>
<th>'Top' and 'edge' are about area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children hear words like half or 'quarter' every day. Having lots of experiences with splitting things into equal amounts helps children understand fractions later.</td>
<td></td>
</tr>
<tr>
<td>When we talk about 'top' and 'bottom', we can help children learn about area. Children often don't think about area. Helping children pay attention to it helps them later when they will measure these surfaces and make comparisons.</td>
<td></td>
</tr>
</tbody>
</table>