

# Grade 2/3 Parent Information 2017



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# SECTION ONE

## Routines and Administration

### Bell Times

8.50am	Long bell - all students expected to be in classrooms.
9.00am	Short bell - start of learning time.
10.40am	Recess play
	Long bell – start heading to classrooms
11.10am	Short bell - line up outside classroom
	Lunch order bell: Mon, Wed, Thurs (sushi) and Fri
	Lunch eating time
12.50pm	Lunch play
	Long bell – start heading to classrooms
1.50pm	Short bell - line up outside classroom
3.30pm	School day ends

All Prep students are dismissed at 3.15pm. Older siblings of Prep students may leave at 3.15 with their younger brothers or sisters.

### Term Dates

**Term 1:** Monday 30<sup>th</sup> January (Children commence on Wednesday 1<sup>st</sup> February), to Friday 31<sup>st</sup> March

**Term 2:** Tuesday, 18<sup>th</sup> April to Friday, 30<sup>th</sup> June

**Term 3:** Monday, 17<sup>th</sup> July to Friday, 22<sup>nd</sup> September

**Term 4:** Monday, 9<sup>th</sup> October to Friday 22<sup>nd</sup> December

### Punctuality

All students are expected to be in the classroom ready to start the day at 8.50am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

# Grade 2/3 Learning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:50 – 9am</b>	Technology – before school activities in small groups				
<b>9-9:50am</b>	Reading	Reading	Reading	Reading	Assembly Writing – reflection from morning activities
<b>9:50-10:40am</b>	Writing – journal	ART : 2/3B MUSIC 2/3C JAPANESE 2/3 A	Writing	Writing	Spelling
<b>10:40 – 11:10am</b>	RECESS				
<b>11:10am – 12pm</b>	Maths – Number	ART : 2/3A MUSIC 2/3B JAPANESE 2/3 C	Maths – Number	P.E 2/3B STEM 2/3A Library 2/3C	Measurement
<b>12 – 12:50pm</b>		ART : 2/3C MUSIC 2/3A JAPANESE 2/3 B		P.E 2/3A STEM 2/3C Library 2/3B	Inquiry/ Coding
<b>12:50-1:05pm</b>	Lunch eating				
<b>1:05 – 1:50pm</b>	LUNCH				
<b>1:50 – 2:40pm</b>	Philosophy	Maths – Number	Social	P.E 2/3C STEM 2/3B Library 2/3A	Science
<b>2:40 – 3:15pm</b>			Game	Handwriting	Game
<b>3:15 – 3:30pm</b>	Pack up/ Pick up				

# Class Communication

Once a month a Gr.2/3 Class Newsletter will be sent home via email. It will also be uploaded onto the school website. <http://www.thepatchps.vic.edu.au>. The class newsletter will contain information about our teaching and learning foci and important dates and information. We may also email you in between newsletters if any news, updates need to be communicated.

Each child will bring home a diary to document their reading. This diary is another good way of communicating directly with your classroom teachers any information that we need to know, eg. upcoming holidays, appointments etc.

This Reading Diary will be where the children document their reading at home. Parents are asked to monitor their child's reading and sign their diary every night/morning to show your child has read for at least 15-20 minutes. Children need to write the name of the book and especially in the case of 'chapter books' will write the pages read, for example, *Charlotte's Web*, pages 56- 68. Classroom teachers will check diaries and sign them weekly.

Spelling words will also be recorded in this diary along with a suggested activity to do at home to practise these words. This diary will be kept in the blue-bag along with a plastic folder to keep notes and work clean and tidy. Please return the blue bag, diary and clear folder every day.

All classroom teachers can be contacted via email. Please remember that we don't always get to check and access our email, so if there is anything urgent please call the school.

Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebrations, issues, problems or questions that may arise during the year.

Email is an easy and effective way of keeping in touch. We can also arrange a suitable time to meet to discuss any issues with you.

Karen Robinson: [robinson.karen.e@edumail.vic.gov.au](mailto:robinson.karen.e@edumail.vic.gov.au)

Haley Burke: [burke.haley.h@edumail.vic.gov.au](mailto:burke.haley.h@edumail.vic.gov.au)

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We look forward to working in partnership with you.

The Grade 2/3 Team

## SECTION TWO

# Behaviour Management

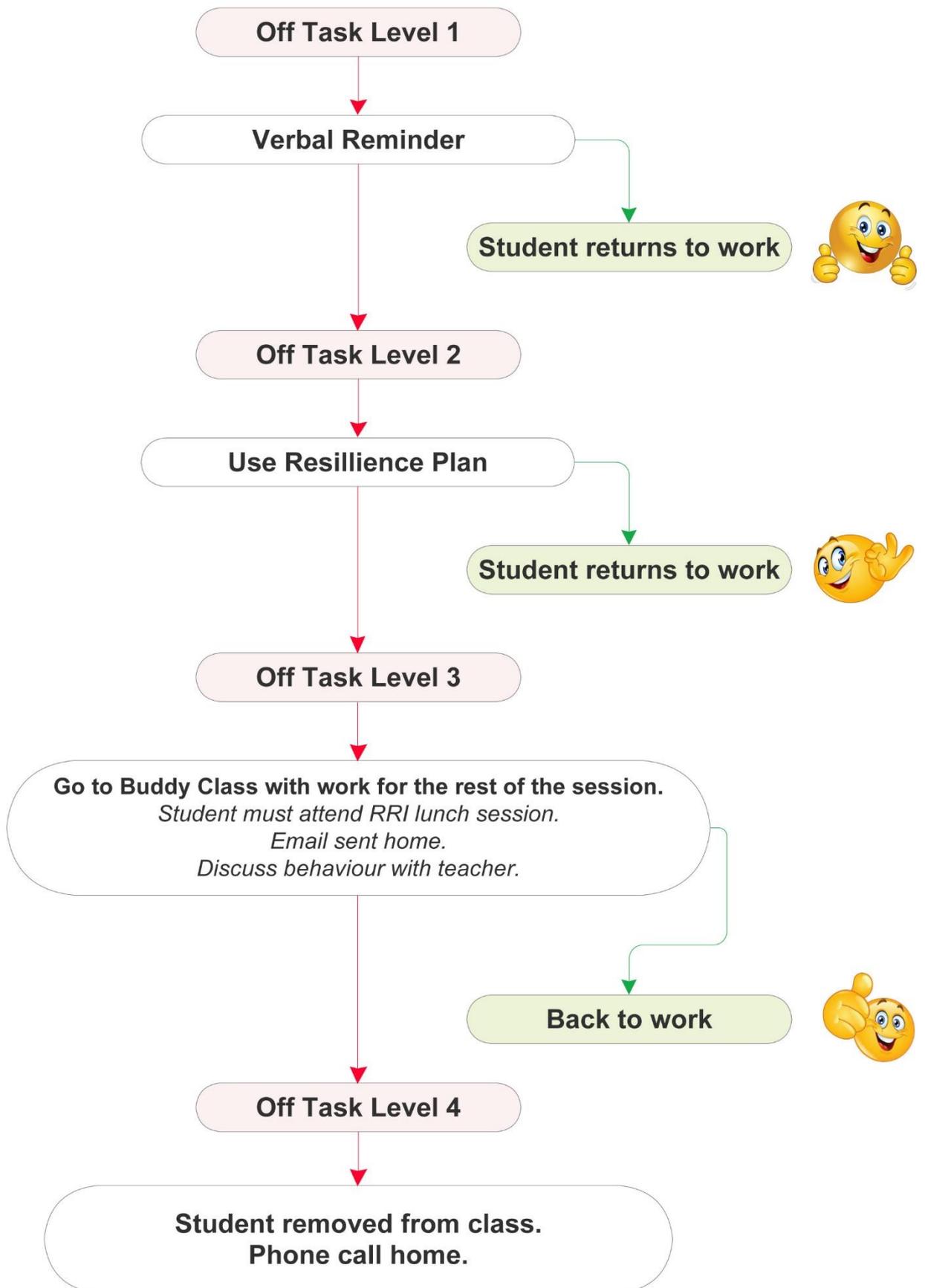
**A culture of positive reinforcement, support and encouragement underpins all our interactions with children.**

A whole school approach to behaviour management is in line with our school values **RESPECT, RESPONSIBILITY** and **INTEGRITY**. The children are supported to:

- Show **respect** for themselves, their teachers, friends and school property.
- Take **responsibility** for their learning, behaviour and belongings.
- Act with **integrity** by choosing the 'right' thing to do at the time.

# Behaviour Management Plan

Unsafe behaviour = Straight to Off Task Level 4



## SECTION THREE

### Curriculum

## The Victorian Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It is being implemented in all Victorian Government and Catholic schools this year and incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au), (<http://victoriancurriculum.vcaa.vic.edu.au>).

A range of resources have been developed to support the implementation of the Victorian Curriculum including information regarding curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities.

In addition to resources on this website and the Victorian Curriculum F–10 website, the VCAA also provides the [Curriculum Planning Resource](http://curriculumplanning.vcaa.vic.edu.au/home) portal (<http://curriculumplanning.vcaa.vic.edu.au/home>), designed to support school leaders to plan and document a comprehensive whole-school curriculum.

For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#) on the VCAA website.

## Digital Technologies

At The Patch Primary School we make extensive use of current computer technology. All pupils have regular access to the latest in multi-media computers and software as well as the Internet. Computer literacy is seen as an important part of our curriculum. Our building is equipped with a class set of 24 laptop computers which all students will have ongoing access to, as well as an interactive whiteboard in each room.

As a parent, you play an important role in helping your children have safe and positive experiences online. Become aware of how children and young people use the internet, some of the risks they face and strategies to manage these risks. Guide your child to enjoy the best of the online world. We recommend visiting <http://www.cybersmart.gov.au/Parents.aspx> for information, tips and advice to help you and your family make the most of being online and staying safe.

## Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with "Welcome to Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag. We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. We are currently in the process of incorporating this with our Japanese program. Our outdoor environmental program, 'Learning Landscapes', fosters a multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This

knowledge and understanding enriches students' ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

## Japanese

At The Patch Primary School, the Language Program focuses on Japan and the Japanese language.

By the end of Grade 6, students will have had experience in learning about the Japanese culture – including the festivals that are celebrated in Japan, and the customs and popular children's activities associated with these festivals. Students will study life in Japan, looking at the experiences of Japanese children and comparing this with their own Australian experience. They will explore the concept of tolerance - that their way and the Japanese way, although different, is not better or worse. Students will investigate what values and concepts are important to Japanese people, and how this impacts on their culture, and in particular, the Japanese language.

Students also have the opportunity this year to communicate with schools in Japan, sending messages online in English and Japanese through a password secure site, as well as participating in the "Teddy Bear Project", which involves a Teddy from Japan arriving at The Patch Primary School and be given a VIP tour, with photos, letters and work from us accompanying the Teddy back to Japan. In conjunction with Monbulk College, students from their sister school will be visiting us, and giving our students the opportunity to practise their language skills with native speakers.

Students will explicitly learn Japanese grammar structures and word order, and compare and contrast this with English grammar structures. While this allows children to learn the Japanese way, it also allows them to become more familiar with the grammar of English, and reinforces and supports the work done in their own classrooms. Numeracy is also supported through activities such as telling the time, counting money and calculating change, and exchange rates – converting the Australian dollar to Japanese yen. An understanding of the Japanese writing system is fostered, and recognition of hiragana, katakana and kanji characters is developed, as well as the correct stroke order for writing them. The Japanese way words and sentences are formulated will be introduced and reinforced through a variety of learning activities and games.

Numerous studies have indicated that learning a second language has many advantages other than being able to speak another language. Studying a second language in the earliest years of primary school is shown to advance the age of readiness in English. Language skills are transferable; what we learn in one language helps us with any other language. Learning a second language enhances the student's ability in writing and maths as well as advancing cognitive development. Research has also shown that people who learn a second language at a young age are more likely to have more advanced grey matter in their brains.

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane sensei, to make an appointment Tues – Friday.

がんばって ください！

# Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

Grade 2 and 3 spend time in the Library each week with their classroom teacher. Please make sure your child has their Library bag and books on their timetabled library day. Grade 2 students may borrow two books for 2 weeks. Grade 3 students may borrow three books for 2 weeks.

Please ensure books are looked after and borrowed and returned via a library bag e.g. plastic bag/ blue reader folder. If books are lost please let your home group teacher know and the lost book needs to be replaced with a book similar quality, topic and value.

# Literacy

## *Reading*

Students are encouraged to choose 'just right books' which are books at their own level, not too easy and not too difficult. Developing competent readers in Grade 2 and 3 continues to involve a combination of strategies:

- Decoding of text- Using regular sound patterns and contextual understanding to read unfamiliar words.
- Comprehension- Finding meaning in what we read. The children will read independently and join in shared reading activities. They will make predictions, ask questions, connections to themselves, other texts and beyond.

## *Writing*

Writing involves students in the planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on them. Writing in Grades in 2 & 3 will include, journal writing, poetry, stories, arguments and procedures.

## *Spelling*

### **Phonics and word knowledge**

Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Each week children will be given 6 words to practice, three words will be from our 'sound focus' for the week, and three from their personal 'sight word' list. Students will participate in spelling and word study activities geared to teach regular sound patterns.

## *Reading Eggs*

Students will once again have access to Reading Eggs. ABC Reading Eggs and Reading Eggspress is a program developed by the Blake Education literacy team, the publishers of Storylands, Go Facts, Sparklers, Giggles etc. The program allows students to experience a unique online world, supporting individual learning by offering one-on-one lessons where children progress at their own rate. With interactive animations, fun games and memorable songs, Reading Eggs is great fun. The program also allows teachers to keep track of individual student's progress and move children on so that each child is working at their own level.

# Music

Students will attend specialist music classes every Tuesday.

Music is an important part of school life at The Patch. We currently have two specialist music teachers and several visiting instrumental teachers. Students attend weekly music lessons in the music room as part of our rotations program. During this session, it is The Orff approach which is the underlying teaching methodology used by both specialist teachers.

This approach is designed so each child can contribute according to their ability, catering well for the range of different levels encountered in a typical class. The approach uses speech, singing, movement and instrumental playing to teach the elements of music. The emphasis is on practical music making activities rather than theory. Children learn to create their own music before learning to read and write music. Improvisation, or spontaneously created music is also a key part of this approach.

Our Music Program will be run by Leanne Barton.

# Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical concepts, strategies and language underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore maths concepts via experimentation and problem solving in a safe environment where errors are seen as learning opportunities. Open-ended tasks enable exploration, risk taking, meaningful understandings and multiple solutions to problems.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts. Our study of numeracy includes exploration and explicit teaching of number, space measurement chance and data and working mathematically.

Children will be given opportunities to use programs such as Mathletics in class on our laptops. We are able to tailor Mathletics to suit the individual child's level. If children wish to use Mathletics at home, their passwords will be sent home in their diary.

Other ways to assist your child at home:

- Play simple counting games in the car
- Talk about numbers at each opportunity presented
- Talk about money with children when buying things at the supermarket
- Discuss daily events such as what time do we go to bed and wake up in the morning?
- Utilise children's diaries at home – what is the date today? Can you find it? What month are we in etc

# The Humanities

The Patch Primary School teaches the Humanities in a biennial cycle. Through Civics and Citizenship, History and Geography students learn about Australia and its democratic principles as well as the events, processes and environments which have shaped people in Australia and other countries. They develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their cultures.

# Philosophy

Philosophy is an exciting subject that encourages students to ask questions, listen carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning through activities help us to develop a framework in which questions of how we think and know are considered alongside equally fundamental questions of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Although it is ideal to form communities of inquiry across all disciplines and subject areas when it comes to teaching children to be inquirers the discipline of philosophy has a special role to play. Philosophy commits us to persistent and disciplined thinking with social, ethical, aesthetic, affective and political components.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Philosophy will be taught by the classroom teachers.

# Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in their formative years P-3 develop basic education skills. These include the development of the essential fundamental motor skills - the catch, kick run, vertical jump, overhand throw, ball bounce, leap a, dodge, punt, forehand strike and two handed side arm strike. Students must be given the opportunity to learn essential motor skills upon which later learning is dependant. Mastery of these skills by students is necessary if optimum development of higher level skills is to occur.

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas. Over the four terms we will be covering:

- Term 1: Fitness and Athletics
- Term 2: Dance
- Term 3: Ball skills
- Term 4: Swimming  
Minor Games

P.E. will be taught by Hayden Chiswell.

# Science

During 2017, every class will participate in weekly science lessons using the Primary Connections program as a framework. This is an inquiry-based approach that helps students develop deep learning, and guides them to find scientific ways to answer their questions.

Science at The Patch Primary school covers three main areas:

- Science inquiry skills.
- Scientific knowledge and understanding.
- Science as a human endeavour.

The learning outcomes in Primary Connections contribute to developing students' scientific literacy. Scientific literacy is described as an individual's:

- scientific knowledge and use of that knowledge to identify questions, acquire new knowledge, explain scientific phenomena and draw evidence-based conclusions about science-related issues
- understanding of the characteristic features of science as a form of human knowledge and enquiry
- awareness of how science and technology shape our material, intellectual and cultural environments
- willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen

There are 4 units covered by The Primary Connections program (chemical, physical, biological and earth and space) for each year of primary school from Foundation (Prep) to Year 6. Each unit has an explicit focus on developing students' knowledge, skills, understanding and capacities in science and literacy. Units employ a range of strategies to encourage students to think about and to represent science.

## STEM Education

According to the National STEM strategy (2013) "STEM is everywhere. Our nourishment, our safety, our homes and neighbourhoods, our relationships with family and friends, our health, our jobs, our leisure are all profoundly shaped by technological innovation and the discoveries of science".

This year at The Patch PS, we are introducing STEM education into the whole school curriculum. The acronym stands for Science, Technology, Engineering and Mathematics, but it is more than the sum of its parts. It also covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. (The engineering component is found in our design and technologies curriculum which also includes the digital technologies).

STEM covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world. STEM skills and knowledge are important for all stages of our learning, jobs and everyday lives.

STEM education will absorb our environmental education, science and sustainability programs and be taught at all levels throughout the year. Students will participate in a transdisciplinary program that provides authentic contexts for modern learning and develops skills such as collaboration, critical thinking, creativity, problem solving and effective communication. Some activities will be stand alone, others will form part of rich learning tasks spread over the semester or year.

Our STEM educators are Nina (prep and year 2/3), Tania and Megan (year 1) and Michelle (year 4, 5 and 6). Feel free to chat with them about their programs.

We shall be providing more information about this program in the coming weeks. Please read our school newsletter and check our website for updates.

# Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

The Visual arts will be taught by Sophia Walsh.

## Extra-Curricular Activities

### **Incursions/Excursions**

Incursions and excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will participate in these activities. Costs of individual incursions/excursions and the number of these activities each year are kept to a minimum. Information will be provided for all activities.

Please ensure that all forms and payments required for any incursion/excursion are made prior to or on their due date. As payments and forms will not be accepted after the due date unless suitable arrangements have been made. The school's preferred method of payment is via Qkr.

**Beebots Incursion (Dig.Tech focus)** – Term 1, Thursday, 18<sup>th</sup> May. Approx. cost: \$10.00 per student.

"Beebot Robotics" will offer an introduction to robots and programing. Students will get to use colourful Beebot robots to practise simple sequencing and directional language.

**Musica Viva Incursion** - Term 2, Thursday, 15<sup>th</sup> June.

**Day at the Museum-** Term 2, Friday, 23<sup>rd</sup> June. Approx. cost: \$35.00 per student.

**Stomp the Beat-** First 3 weeks of Term 3.

### **Camp & Day Camp**

The Patch School's camp program enables students to further their learning and social skills development in a non-school setting. This year Grade 2 students will have the opportunity to participate in a 'Day Camp'. The children will spend a day at camp and participate in a range of outdoor activities. This experience will prepare students for what to expect at camp, reduce anxiety and get them excited about their 3-day camp in Grade 3.

### **Grade 2 Day Camp Experience- Oasis Camp, Mt Evelyn**

Term 3 or 4, to be confirmed. Approx. cost: \$50.00 per student.

Grade 3 will attend YMCA Recreation camp this year. They enjoyed their day camp experience at the YMCA camp last year. More information will be provided to parents when a date is confirmed.

### **Grade 3 & 4 Camp- YMCA Recreation Camp Mt Evelyn**

Term 3, Tuesday, 16<sup>th</sup> – Thursday, 18<sup>th</sup> August. Approx. cost: \$280.00 per student.

**Swimming** – Term 4, 8<sup>th</sup>-17<sup>th</sup> November.

## **SECTION FIVE**

### **Assessment**

Children are assessed in formal and informal ways which will guide teacher judgments and planning.

**NAPLAN** (Grade 3 only): 9-11<sup>th</sup> May.

## **SECTION SIX**

### **How to Help Your Child**

## **Homework**

In Grade 2 & 3 children are expected to read for at least 15-20 minutes every school night. Their book should be recorded in their diary and signed by a parent. Children will also be given spelling words for the week with suggested spelling activities to do at home. They are expected to practice these daily and will be tested weekly.

From Term 2, a short number sheet will be sent home to practise recall of adding, subtracting, multiplying and dividing.

\*Mathletics and Reading Eggs are encouraged but not an expectation. Passwords for these programs are located in their diaries.

## **Parent Assistance**

As school and home is a partnership in educating your child, we welcome your assistance in many ways. The following are just some of the ways you can help your child and [our](#) school:

Corrective Reading

Spelling

School Council Membership

Excursion Helpers

Working Bee Involvement

Garden Team Membership

The corrective reading sessions will take place in the 2/3 building every morning from 9.10 to 10.40am. An enthusiastic group of parents is needed for the program to run and be successful. Training will be provided. Please contact any of the Gr. 2/3 teachers to register your interest in supporting the program.

We'd also love to hear from anyone who can help listen to children read in the mornings or offer general classroom support. The children love having you help at school. If you can spare some time, it is greatly appreciated.

# Tips on Helping Your Child at Home.

Some Tips on helping your child at home

- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning.
- Talk to them about their learning, what they find difficult, easy, puzzling etc.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Read to and with them. Talk to them about what they are reading.
- Share their music with them and discuss the lyrics.
- Encourage your child to make connections to their learning and with the world around them.