

# Grade 3/4 Parent Information 2018



The Patch Primary School  
Kallista-Emerald Road, The Patch 3792  
Telephone 9756 7463 Fax 9752 0211  
Email: [the.patch.ps@edumail.vic.gov.au](mailto:the.patch.ps@edumail.vic.gov.au)  
Website: [www.thepatchps.vic.edu.au](http://www.thepatchps.vic.edu.au)

**Welcome to Year 3/4 at The Patch Primary School!**

**We look forward to working with your children this year and the successes and developments this the year brings. Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebration, issues, problems or questions that may arise during the year.**

**Email is an easy and effective way of keeping in touch and we will be able to make a mutually convenient time to meet if required.**

**Thanking you for your support.**

**We look forward to working in partnership with you.**

**Pauleen Goul: [gould.pauleen.p@edumail.vic.gov.au](mailto:gould.pauleen.p@edumail.vic.gov.au)**

**Andrew Hanson: [hanson.andrew.a@edumail.vic.gov.au](mailto:hanson.andrew.a@edumail.vic.gov.au)**

**Kent Agis: [agis.kent.k@edumail.vic.gov.au](mailto:agis.kent.k@edumail.vic.gov.au)**

**Deb Allan: [allan.debra.d@edumail.vic.gov.au](mailto:allan.debra.d@edumail.vic.gov.au)**

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## **SECTION ONE**

### **Routines and Administration**

## **Bell Times**

8.50 am	All students in classrooms – Circle Time and Roll
9.00 am	Beginning of first learning session
10.40 am	Recess play
11.10 am	Beginning of middle learning session
12.50	Lunch eating time
1.05	Lunch play
1.50	Beginning of last learning session
3.25	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: 29 January (school teachers start) to 29 March (Thursday) \***

**Term 2: 16 April to 29 June**

**Term 3: 16 July to 21 September**

**Term 4: 8 October to 21 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.

## Timetable

### 2018 Year 3/4 Timetable (Term 1)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9.00 - 9.50</b>	Circle Time  Reading	Circle Time  Reading	Circle Time  Reading	STEM 3A Michelle INDIG 3B PHILOSOPHY 3C	Circle Time  Reading
<b>9.50 - 10.40</b>	THRASS  Writing	THRASS  Writing	THRASS  Writing		Writing  Spelling Homework
R 10.40 - 11.10	Recess	Recess	Recess	Recess	Recess
<b>11.10 - 12.00</b>	Maths	Maths	Specialists	STEM 3C INDIG 3A PHILOSOPHY 3B	PE Skills
<b>12.00 - 12.50</b>	Maths	Maths	Specialists		PE Games
Lunch 1.05 - 1.50	Lunch	Lunch	Lunch	Lunch	Lunch
<b>1.50 - 2.40</b>	Circle Time  Inquiry	Circle Time  Inquiry - ODD Weeks Digitech - EVEN Weeks	Specialists	STEM 3B INDIG 3C PHILOSOPHY 3A	Circle Time  MATHLETICS
<b>2.40 - 3.30</b>	Inquiry	Inquiry	Assembly		Personal Learning/ Finishing Off/ Student Choice

# Wet Weather Days at The Patch PS

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and build resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they bring a raincoat to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

## Class Communication

We will aim to produce a year level newsletter once a month. Please check it for important upcoming events, curriculum information and any special requests needed to support your child's learning. Class newsletters will be emailed out to parents.

At times there will be curriculum tips on how to assist your child's learning.

We will supply our email addresses to you for your convenience, but please remember that we don't always get to check and access our email, so if there is anything urgent, please call the school.

Class Newsletters will also be available on the school website: <http://www.thepatchps.vic.edu.au>

## SECTION TWO

# Behaviour Management

### The Patch Primary School – Behaviour Management Plan

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment, and an important part of our job is to teach all students how to regulate their behaviour. If a student is continuing to interrupt the learning of others, we need a process to ensure that all children can stay on task and respect everyone's right to learn.

Each student at The Patch Primary School will create a resilience plan. This is a plan your child writes in consultation with their teacher. Essentially this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others', learning.

Teachers at The Patch will always use positive reinforcement and encouragement to redirect behaviour as a first approach. Please refer to our behaviour management flow chart to understand the progression of levels if disruptive or inappropriate behaviour continues.

If a student reaches Level 3 they will be sent to a 'buddy classroom' for the remainder of the session or day and will also be required to spend some of their lunchtime in Marmook.

### What is Marmook?

For our new parents and to clarify for existing parents, Marmook is run at lunch times in the library. Staff give up their time to supervise this space and be available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space.

Marmook is used in a multitude of ways. Students can choose to come into Marmook at lunchtime if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with. It is a lovely safe space for children who may be having friendship issues or are just needing some down time away from the business of the playground. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.

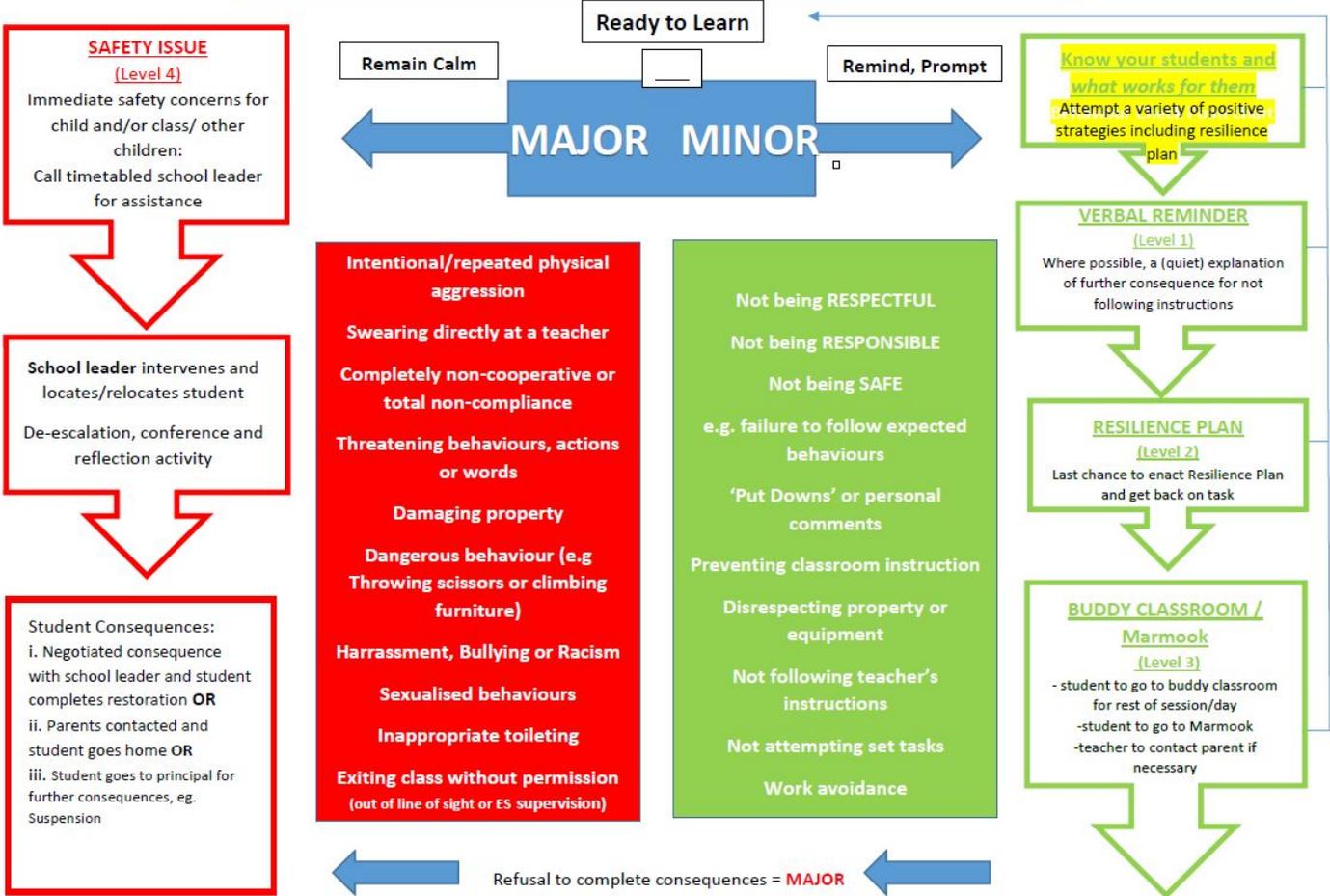
Many children use the space to continue working on projects or tasks that they started in class and wish to develop further; this is something we love to see! A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately.

We also use Marmook as a consequence for continued disruptive or unsafe behaviours that interrupt the learning of others in the classroom, or misbehavior in the school ground. Once a child has reached Level 3 (see behaviour management flow chart) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an external person to listen to them and to workshop what has been going on for them. In most situations, students are let out at the half time bell so they still have plenty of time to run around and get a drink before going back to class. We know that this is also essential to help students get back on track before entering class again.

Teachers will email/call/chat to parents if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.

The Patch PS PROACTIVE PROCESS

# Responding to Behavioural Incidents



## SECTION THREE

### Curriculum

## The new 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>)

## Digital Technologies

This year year 3/4, students will have numerous opportunities to use a range of information and communication technologies across the curriculum. They will use a range of software programs that promote creativity, problem solving and thinking processes and develop their skills in the area of Digital Technologies. They have access to a number of resources including networked computers, notebooks, iPads, coding software, robotics, interactive circuitry and smartboards..

As part of our Digital Technology program, students will also be taught about appropriate uses for computers and safety on the internet. We will be focusing on:

- Respectful communication/netiquette
- Protecting personal information
- Behaving ethically online
- Cyberbullying
- Identifying appropriate online content/places
- Cybercitizenship—interaction with online communities

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. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

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

みなさん、こんにちは！

Japanese at The Patch Primary School is an exciting undertaking, with students learning curiosity, inquisitiveness, empathy and understanding along with Japanese language and culture.

The Japanese program in 2018 will be taught using the CLIL method – content and language integrated learning. Students will be taught primarily in Japanese language, and their classroom curriculum will be integrated into the Japanese course.

The CLIL method is the top language learning method to be used in Europe and Canada at the moment. Studies have shown that students who learn using the CLIL method;  
have academic achievement that typically match or surpass traditional approaches  
develop positive gains in first language literacy development  
gain heightened levels of intercultural awareness and competence, and  
have increased levels of motivation and enthusiasm for learning.

Subjects covered in Grade 3 and 4 this year will include health and economics and business – money and food, sustainability – waste not want not, maths – telling the time, and a civics and citizenship unit that has the students running for an election.

Language learning is a fascinating journey, one that students should be excited about. Our Japanese teacher, Jessica Sensei is always up for a friendly chat, and is available at The Patch Wednesday to Friday.

## 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.

All grade ¾ students will be visiting the library on Thursdays with Pauleen who will support your child to have a just right book available in the classroom and reading materials for home.

Students are allowed to borrow 3 or 4 books for 2 weeks. Please ensure books are looked after by providing a library bag e.g. plastic bag / blue reader folder.

If books are lost please let your teacher know. The lost book needs to be replaced with a book of similar quality, topic and value.

## Literacy

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for: finding ideas for writing, writing with clear intentions and purposes, developing a working knowledge of the qualities of good writing, developing an understanding of the purpose of revision and learning to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is e.g. making connections in reading or using voice in writing.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.

- Teacher *guides students* as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Year 3/4 is divided into 5 parts.

1. Independent Literacy tasks/Conferencing.
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of our literacy tasks.
5. Guided writing.

## Spelling

*THRASS – Teaching Handwriting Reading and Spelling Skills.*

In 2018 THRASS will be introduced as a whole school approach to some components of Literacy. All staff have been trained in THRASS and will be using it in their classroom. THRASS is a phonetics teaching-tool. It has a phonographic, multisensory focus, complemented by an analogous learning model that makes reading and spelling acquisition much simpler, faster and more sustainable than conventional 'phonic' approaches. As a classroom strategy THRASS is fun, systematic, explicit and linguistically correct. For more information please visit the THRASS website:

<https://www.thrass.com.au/>

## Music

Music is an important part of school life at The Patch. All students attend music one session per week with our specialist teacher Leanne Barton. Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music with a focus on participating as a group.

Choir - In 2018 we will be offering the opportunity for students in grades 3-6 who love to sing to participate in a singing group fortnightly on Wednesday afternoons.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee. In 2018 we have Michaela Tory teaching Violin and Viola, Jess Dunn – Ukulele and Singing and Chris Walker teaching Piano and Guitar. Details for contacting these teachers are to be found at the end of our whole school newsletter. Students come out of class for 20 - 30mins per week for lessons.

**Grade 3 and 4 Recorder:**

## Numeracy

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

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. ICT is made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

## Philosophy

Philosophy sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

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 Pauleen in grade ¾ on a Thursday

## Physical Education

Physical Education is the process through which sport, sport education, outdoor adventure activities, dance, gymnastics, aquatics, 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 P-3 develop the essential fundamental motor skills - catch, kick run, vertical jump, overhand throw, ball bounce, leap, dodge, punt, forehand strike and two handed side arm strike. Mastery of these skills by students is necessary for later higher level skills to occur. They use their newly developed skills while regularly participating in moderate to vigorous activities as part of an active and healthy life. They begin to form understandings about the links between physical activity and health. They also learn that they need energy to maintain their activity levels.

During years 4-6, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball).

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

- Maintain good health and live a healthy lifestyle
- Understand the role of physical activity in ensuring good health
- Engage in physical activity
- Examine physical, social, emotional and mental health and personal development
- Examine the factors that influence food selection and the role of nutrition on health growth and development

Grades ¾ this year will have a P.E session on Fridays with games skills being developed during some other sessions during the week.

If your child cannot participate due to injury please let us know either via email or their diary, otherwise we will expect their participation.

# QuickSmart Numeracy

Students are assessed in Numeracy at the beginning of each school year. Some students from Grade 4 to Grade 6 who require extra support may qualify for inclusion in the QuickSmart Numeracy program.

QuickSmart Numeracy is designed to improve students' recall of number facts and basic computation skills. It is a structured program when selected students work in pairs for three 30 minute sessions a week with a facilitator. Over the years, we have seen students who are involved in the QuickSmart numeracy program showing a marked improvement in skills. Academic research of the program has shown an average 2 or 3 year improvement in one year. Feel free to have a look at the QuickSmart website at <http://www.une.edu.au/simerr/quicksmart/pages/index.php>

## Science/STEM

Teaching Science at The Patch PS occurs during STEM lessons and explicit Science classes. STEM stands for Science, Technology, Engineering and Mathematics, and 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 education absorbs our environmental education and sustainability programs and is 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 Tania (prep), Nina (year 1 and 2) and Michelle (years 3, 4, 5 and 6). Feel free to chat with them about their programs.

In addition to STEM education, students may also participate in explicit science lessons to ensure the Victorian Science Curriculum is delivered every year. These lessons may be conducted weekly or during a designated term and focus on two areas:

- Science inquiry skills.
- Scientific knowledge and understanding.

Four areas of science are covered each year from P-6 (chemical, physical, biological and earth and space) and each has an explicit focus on developing students' knowledge, skills, understanding and capacities in science and literacy and employ a range of strategies to encourage students to think about and to represent science.

## 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. Please ensure that your child has an art smock to be left at school.

## SECTION FOUR

### Extra-Curricular Activities

## Camps & Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School and it is expected that all children will attend. Costs of individual excursions and the number of excursions each year are kept to a minimum.

Information will be provided for all excursions. Please ensure that all details on permission slips are completed before returning to the school with payment by the due date. **Payments cannot be made at the office on Fridays.**

Children from grades 3 to 6 attend school camps. The school has a range of venues that are used to provide appropriate experiences at each year level.

**Grade 3/4 Camp:** Oasis Camp in Mount Evelyn during term 3 from 15th August to the 17th August. We will have a camp meeting for parents in term 2 to discuss preparing your child for camp and answer all of your questions.

## SECTION FIVE

### Assessment

## Assessment at Your Child's Level

Assessment at Grade 3/4 level includes the following:

- Essential Maths online testing
- PAT Reading and Numeracy (also ACER testing)
- SWST (Standardised Single Word Spelling Test)
- Running Records of reading (during individual reading conferences – known as “FP Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based databases. Data analysis is used to inform the future teaching of your child.

## SECTION SIX

### How to Help Your Child

## Homework

We strongly believe that Year 3/4 children need time to debrief when they get home from school. They need time to play, imagine, talk, and rest. They have, after all, been asked to think all day. With this in mind we are asking you to do the following with your children for up to 30 minutes per day.

### Reading

**ALL students are required to read for a minimum of 20 minutes MOST nights or mornings at home.** This can be to parents, siblings or to themselves. Students are required to fill in their diaries with a record of their reading, stating the name of the book they are reading and how many pages they have read. We would appreciate it if parents could sign the diaries at least once a week.

### Spelling

Your child will bring home a personal list of spelling words most weeks. We will provide you with ideas for simple fun activities you can do with your child at home to help them learn their spelling words. Spelling words will be tested every week.

### **Maths**

We recommend your child spending approximately 45 minutes per week on Mathletics. This may be spread across several nights or completed in one night. This may include individual set activities that will tie in with studies at school. In addition you will be asked to practise basic number facts (such as tables) with your child.

## **Parent Assistance**

As school and home is a partnership in educating your child we welcome your assistance in the classroom. The following are just some of the ways you may assist your child:

Classroom assistance: Reading, maths, cooking.

Excursions

School Fundraising Activities

School Camps

School Council Membership

Garden Team

Working Bee Involvement

If you think you have any special or extra skills, interests or hobbies that would add to our program, don't hesitate to let us know either personally or through the parent questionnaire.

## **Tips on Helping Your Child at Home.**

Some tips on helping your child at home:

- As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, problem-solving and time management skills. Help guide them through these processes but in the words of the wise "Do not do for them, what they can do for themselves".
- The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
- 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. Engage them in lots of talk. Through talk, help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because's'
- Encourage them to be critical thinkers, readers, speakers and listeners.
- Introduce them to 'powerful words'. This develops their vocabulary and encourages them to use interesting words.
- 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.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics.
- Encourage your child to make connections in their learning and with the world around them.

- Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them.