A parent and carer guide
to supporting your child in

Mathematics Kindergarten

Scan the QR code to find out more about the Mathematics K–10 syllabus or visit: **curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022**

This guide can help you support your Kindergarten (Early Stage 1) child at home in the learning area of Mathematics.

Number and algebra

Representing whole numbers

Focuses on:

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

You can help your Kindergarten child at home by:

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

Combining and separating quantities

Focuses on:

- addition and subtraction
- number pairs which make 10.

You can help your Kindergarten child at home by:

- playing adding and subtracting board games such as Snakes and Ladders
- using everyday materials to model addition and subtraction. For example, start with 5 spoons from the cutlery drawer, now add 4 more spoons. How many are there altogether? Now take 2 spoons away. How many are left?

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Forming groups

Focuses on:

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

You can help your Kindergarten child at home by:

- teaching them to share cutlery for each place when setting the table
- sharing food items equally between siblings or family members by repeatedly giving each person one in the same order until there are no food items left. Discuss what happens if there is an odd number.
- identifying and discussing patterns in and around your home such as lounge or bed linen material colours or shapes. For example, blue square – yellow circle, blue square – yellow circle, blue square – yellow circle
- singing songs, creating dances and readings books with repeating, rhyming or rhythmic numbers, such as *There were 10 in the bed*
- noticing patterns in nature, for example a beehive, petals on a flower.

Measurement and space

Geometric measure

Focuses on:

- position and direction
- measuring length.

You can help your Kindergarten child at home by:

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

Two-dimensional spatial structure

Focuses on:

- recognising, representing and describing common 2D shapes
- describing and comparing area.

You can help your Kindergarten child at home by:

- identifying shapes such as circles, triangles, rectangles and squares around your home.

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Three-dimensional spatial structure

Focuses on:

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

You can help your Kindergarten child at home by:

- using, discussing and comparing different measuring containers when cooking, gardening or filling baths, buckets or cups. Refer to containers as being *full, empty* or *half full*
- comparing and discussing the capacity of tall/narrow with short/wide containers and how their appearance might be misleading when estimating how much they can hold.

Non-spatial measures

Focuses on:

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

You can help your Kindergarten child at home by:

- comparing the weights of objects around the house by lifting one in each hand
- using the days of the week and months of the year. Identify times of the year on a calendar or in a diary using special celebrations such as birthdays or cultural events
- using an analog wall clock in your house for hour time events. For example, the long hand is on the 12 and the short hand is on the 5. It is five o'clock, it is time to start getting dinner ready.

Statistics and probability

Data

Focuses on:

- collecting data and making meaning from a data display.

You can help your Kindergarten child at home by:

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

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Teachers should make decisions about learning goals and curriculum options for your child together with you, their caregiver.

Find out more by scanning the QR code or visiting: **curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners**

Supporting all learners

We develop syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.

Aboriginal students

For success at school, teachers should support students to maintain and further develop their Cultural identities by building on their understanding of students' Cultural and Community needs, and respect for Aboriginal Cultural Knowledge.

Parents and carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.

Students learning English as an additional language or dialect (EAL/D)

Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English and to learn subject content.

Gifted and talented students

Gifted students and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.

Students with disability

Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including drawing from outcomes from previous stages of schooling or using content specifically developed to support students with significant intellectual disability who are working towards Early Stage 1 outcomes.

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