Helping Children To Learn

Information Booklet for Parents

Numeracy in Prep

WALT AND WILF?

A Little bit of Theory..

We want to encourage our students to be actively involved in their learning because research shows that they are more motivated when they understand not just the task but the learning objective of the task. We want them to understand what they are being asked to do and what we hope they will learn in order to help them to make better decision about how they tackle a set task.

Learning is more effective if they are asked to help create the success criteria (i.e. How will we know we've achieved this?) because they can be clear about how their work will be judged and what the teacher wants to see in the finished task. By inviting children to help create the success criteria, we are involving them in their own learning and encouraging them to evaluate their performance.

Children need to know why they are learning something so that they can see how their work fits into the "bigger picture".

WALT** is short for **We Are Learning To…

These are the learning objectives for the lesson.

WILF is short for What I'm Looking for…

These are the success criteria against which the children and teacher judge how well they are doing.

Example of WALT and WILF in Maths	
Year 1	
WALT **We are learning…** **To use shapes in an AB pattern**	**WILF** **What I'm looking for…** 2 shapes that repeat in an AB pattern 

You can help by asking your child "**What did you learn today?"** rather than **"What did you do today?"**

PROBLEM SOLVING STRATEGIES

Problem Solving Strategies are built up across the year levels and enable students to use a range of strategies to answer a variety of mathematical problems.

Problem Solving Strategies Taught Across Prep			
Term 1	***Term 2***	***Term 3***	***Term 4***
Concrete Materials **Games** **Draw a picture** **Mental Strategies**	**Concrete Materials** **Games** **Draw a picture** **Mental Strategies**	**Concrete Materials** **Games** **Draw a picture** **Mental Strategies** **Part-Part-Whole**	**Concrete Materials** **Games** **Draw a picture** **Mental Strategies** **Part-Part-Whole**

Patterns

Look at a series of objects, colours or numbers to see if you can find a pattern. The pattern should repeat.

Act It Out

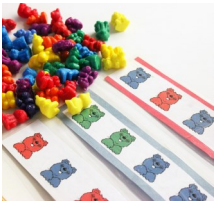
By using actions and materials, you may see a relationship to lead you to a solution. This might make the problem and solution easier to see.

Draw a Picture

Drawing a picture gives you a visual and helps you to see the problem and find a solution.

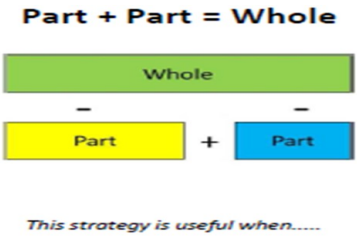
Concrete Materials





Pat-Part-Whole

All addition and subtraction problems can be represented using the Part-Part-Whole Model. The Part-Part-Whole strategy enables students to identify the correct operation and represent the situation using the appropriate mathematical numbers and symbols**.**



Mental Strategies—Make Ten (Rainbow to 10)

Make Ten is a key strategy for any addition facts. We want children to think "How many more are needed to make 10?"

Games

Playing games to consolidate learning is important.

Number Facts

Students in Prep will develop fluency and confidence with numbers and calculations by saying number sequences.

- Count in ones forward to 20
- Count backwards from 10
- Subitising - the process of immediately recognising how many items are in a small group

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WARMUPS

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Goal: Warmups are designed to promote fluency with core skills in a variety of contexts (to move core curriculum content from short term memory to long term memory).

In Prep we use songs, chants, rhymes, stories, games and flash cards.

Concepts taught across Prep

Term 1

Number and place value

- Recall counting in ones
- Identify numbers in the environment
- Represent quantities
- Visualise arrangements to five
- Match numerals to quantities
- Count forwards and backwards from different starting points
- Compare quantities using 'more', 'less', 'same'
- Identify numbers before, after and next in a sequence
- Order quantities and numerals

Patterns and algebra

- Identify how objects are similar or different
- Sort objects based on similar features
- Identify a rule for a 'sort'
- Identify questions
- Identify patterns in the environment
- Copy and describe simple patterns
- Identify patterns within counting sequences

Location and direction

- Use positional language to describe location
- Identify positional opposites
- Representing locations with models and images

Measurement

- Sequence stages within an activity
- Compare duration of events using time language
- Directly compare the size of objects
- Describe the objects

Concepts taught across Prep

Term 2

Number and place value

- Recall forwards and backwards counting sequences
- Subitise collections to five
- Count to identify how many
- Represent counting sequences
- Compare quantities
- Connect number names and quantities
- Sequence quantities
- Identify parts of a whole
- Represent different partitioning of a whole
- Describe a quantity by referring to its parts

Patterns and algebra

- Copy and describe repeating patterns
- Continue repeating patterns
- Describe repeating patterns using number

Location and transformation

- Identify and describe pathways
- Give and follow movement directions
- Represent movement paths
- Describe locations

Measurement

- Compare the length of objects using direct comparison
- Compare the height of objects
- Describe the thickness and length of objects
- Describe the thickness and length of objects
- Compare the length of objects using indirect comparison
- Describe the duration of events
- Compare and order durations

Shape

- Compare and sort objects based on shape and function
- Name familiar three-dimensional objects
- Construct using familiar three-dimensional objects
- Copy and describe lines
- Describe the shape of faces and objects
- Sort and describe familiar two-dimensional shapes

Concepts taught across Prep

Term 3

Number and place value

- Compare quantities
- Equalise quantities
- Combine small collections
- Represent addition situations
- Identify parts and the whole
- Partition quantities flexibly
- Share collections
- Identify equal parts of a whole

Patterns and algebra

- Identify, copy, continue and describe growing patterns
- Describe equal quantities

Measurement

- Make direct and indirect comparisons of mass
- Explain comparisons of mass
- Sequence familiar events in time order
- Sequence the days of the week
- Connect days of the week to familiar events

Data representations and interpretations

- Identify questions
- Answer yes/no questions
- Use data displays to answer simple questions

Concepts taught across Prep

Term 4

Number and place value

- Represent quantities
- Compare numbers
- Match number names, numerals and quantities
- Identify parts within a whole
- Combine collections, making equal groups, describing the joining process

Measurement

- Directly and indirectly compare the duration of events
- Directly and indirectly compare the mass, length and capacity of objects

Concepts taught across Prep
Term 4 continued…
Location and transformations Describe position Describe direction **Shape** Describe, name and compare shapes **Data representation and interpretation** Generating yes/no questions Identifying and interpreting data collected

ACKNOWLEDGEMENTS

We appreciate and acknowledge the following groups who have assisted in the development of this brochure.

Parent and Engagement Committee
Chairperson - June Riley
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