


Welcome to PWPS
Pre-primary

Parent Workshop



PIARA WATERS
PRIMARY SCHOOL

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Mathematics




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By the end of Kindergarten,
your child should master
these skills in Mathematics

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- 1 Fluently counting to and from 10.
- 2 Recognise all numerals to 10 and order them.
- 3 Identify what number is missing in a number line from 1-10
- 4 Counting a collection of objects and recall how many there are
- 5 Compare collections of objects and describe which one has more or less.
- 6 Subitise regular dice formations. E.g. know 3 is this pattern 

4

- 1 Identify simple 2-dimensional shapes.
- 2 Describe the sequence of familiar events
- 3 Understand and use positional language e.g. in, on, under, be
- 4 Use appropriate language to describe, compare and order objects by size e.g. big, medium, small
- 5 Use appropriate language to describe, compare and order objects by height and length, e.g. tall and short and long and sho

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How to help your child at home

Setting the table – Ask you child to get you a certain number of plates out or forks.

Building towers with blocks and counting how many blocks there are

Making snakes with play dough and putting them in order from longest to shortest

Using water and painting numbers or shapes on the driveway

Cooking together and counting how many pieces of pepperoni you put on a pizza.

Talking about shapes, you can see when driving the car. The car wheel is a circle, or the street sign was a diamond.



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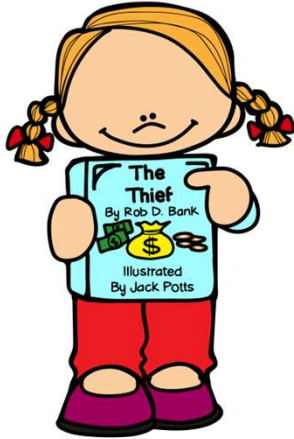
Concepts of Print

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By the end of Kindergarten,
your child should master
Concepts of Print

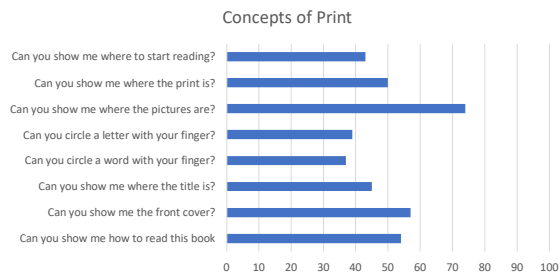
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Concepts of Print



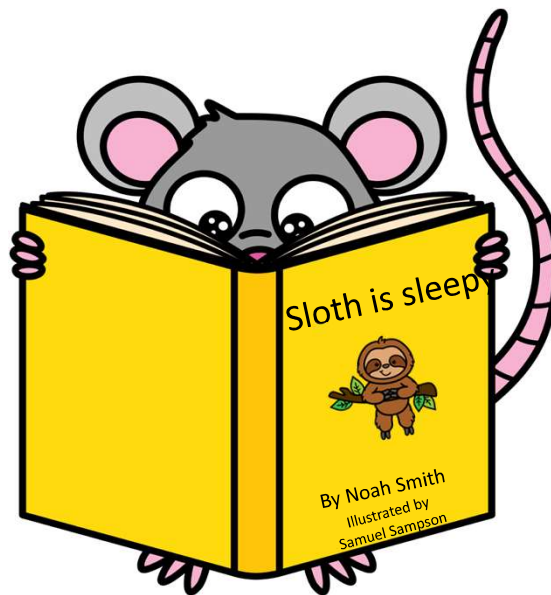
Students do not naturally learn concepts of print; they learn through explicit instruction and by practising.

They need to understand how books and language function to enable them to become fluent readers and writers.



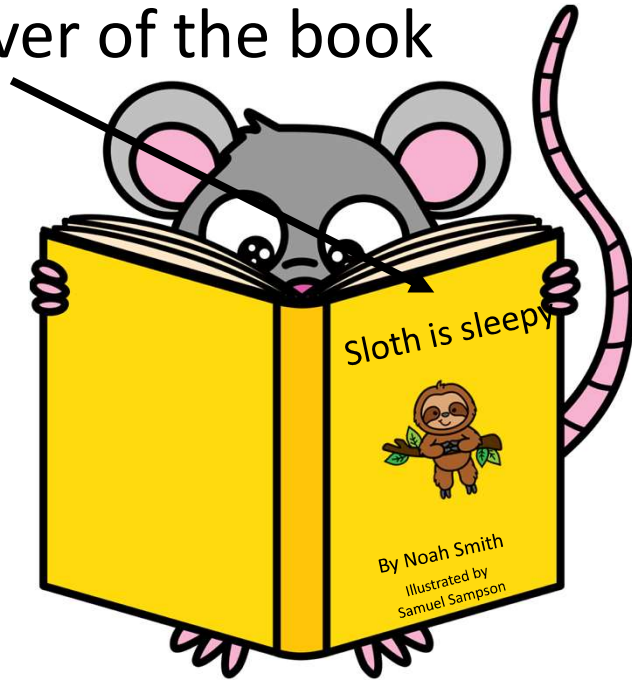
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To hold the book up the right way



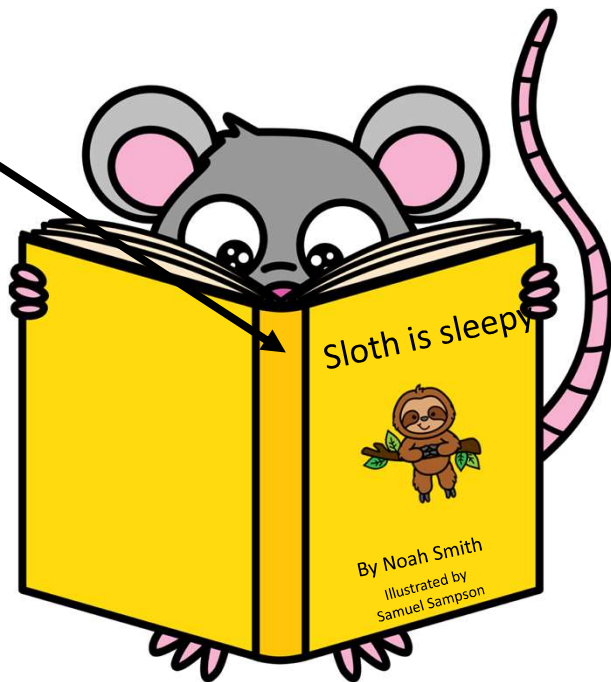
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Front Cover of the book

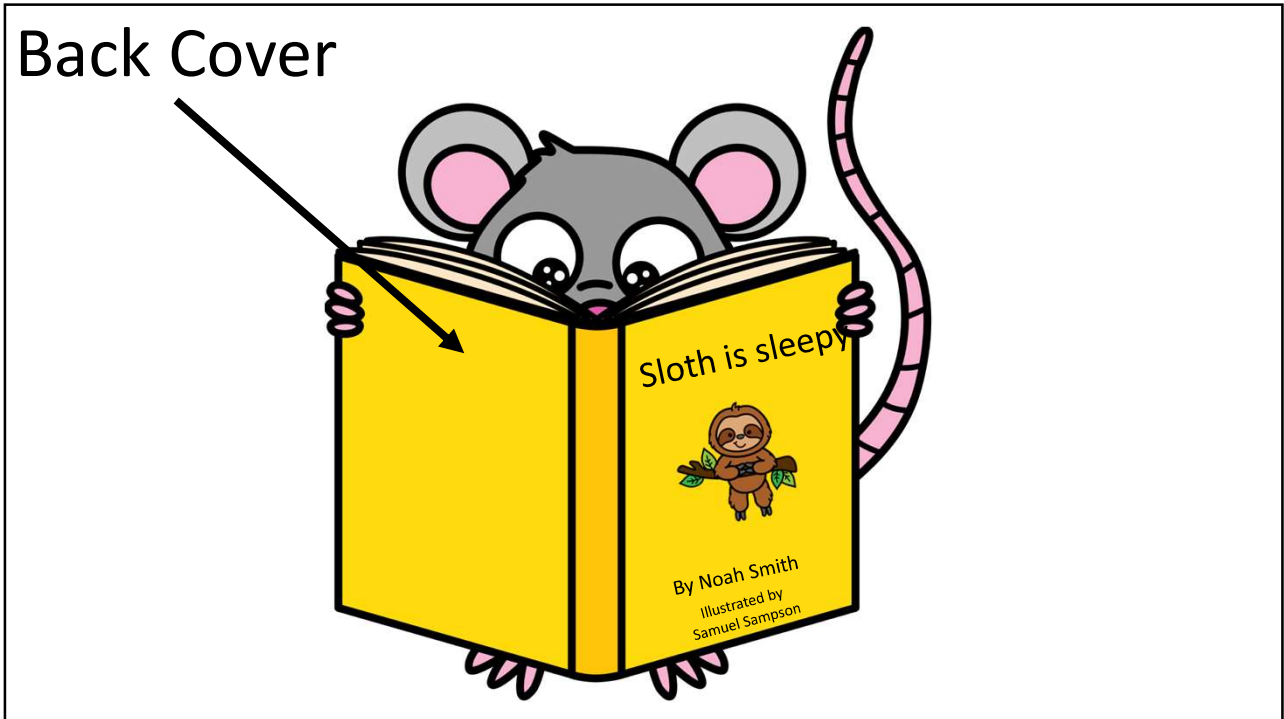


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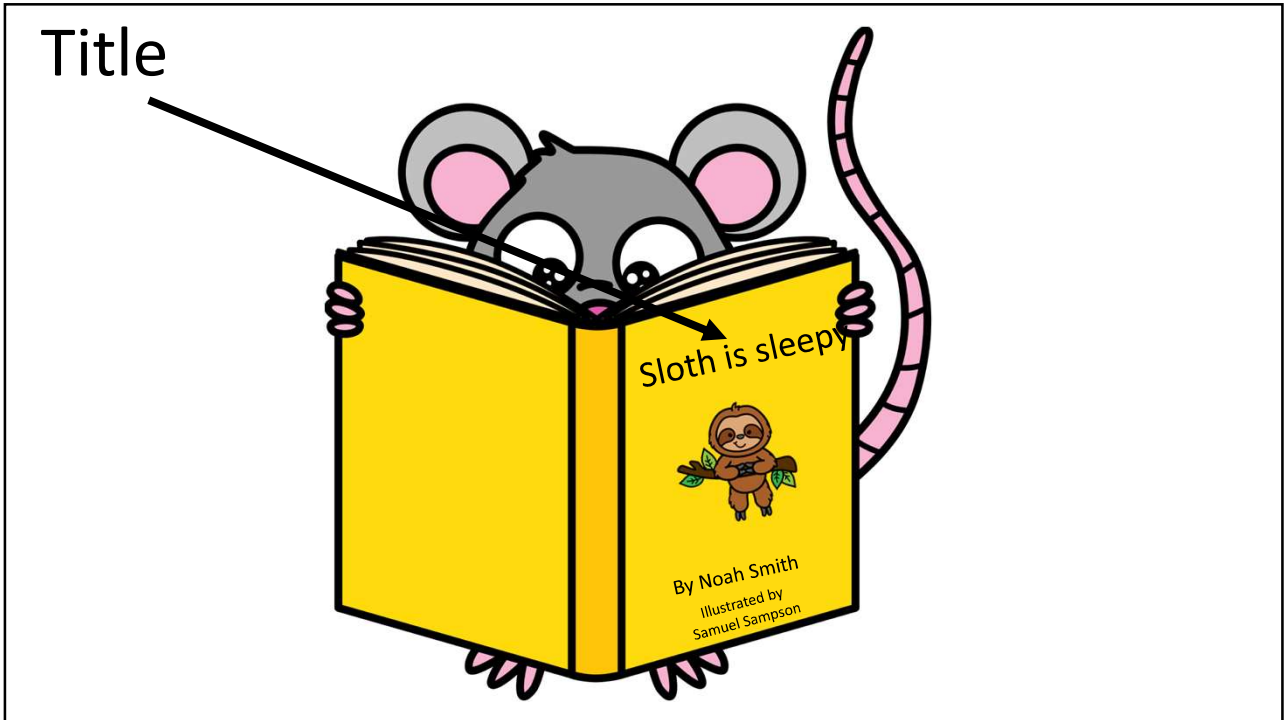
Spine



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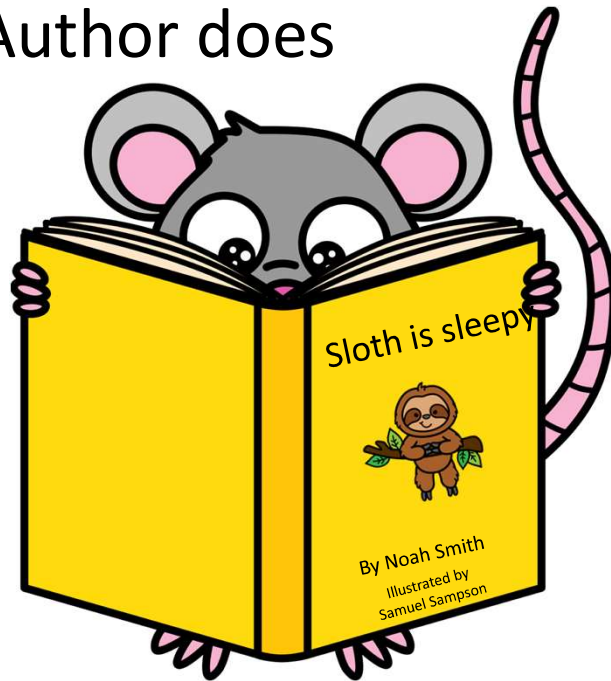


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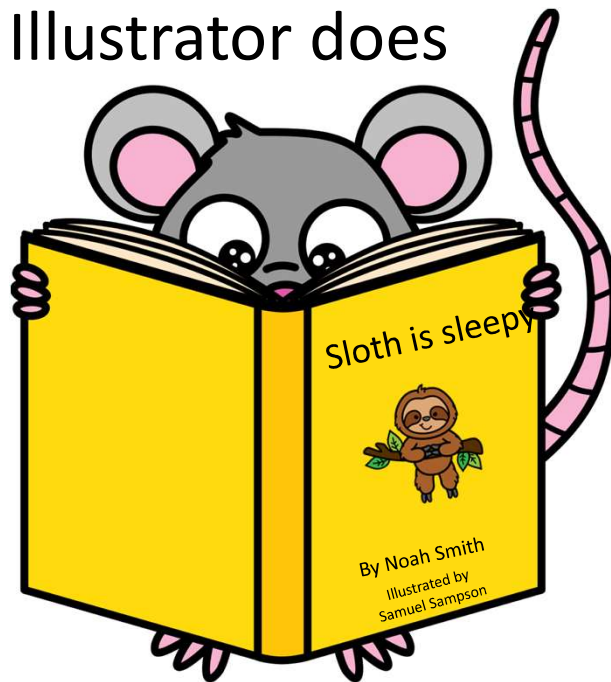
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What the Author does



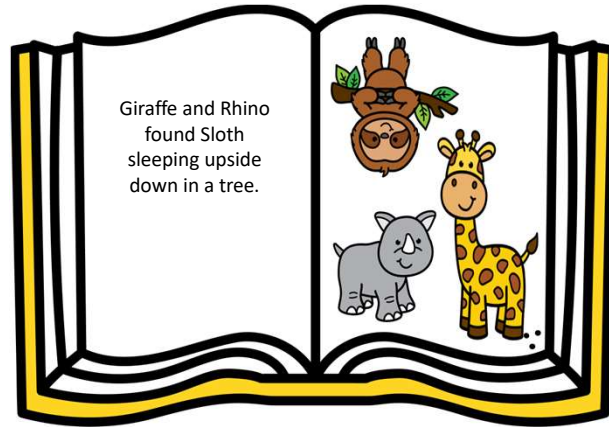
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What the Illustrator does



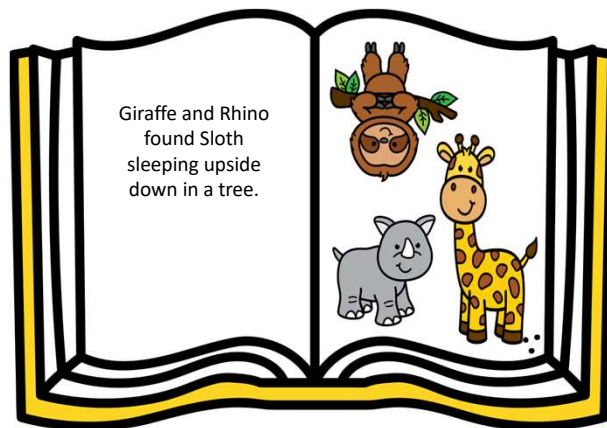
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Locate the pictures in a book



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Locate the print inside a book



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Identify letters, words and numbers

<h2>Letters</h2> <p>s h m p t z e w a x</p> <p>Letters make sounds.</p>	<h2>Words</h2> <p>sat peg hum frog pod win</p> <p>We put letters together to make words.</p>	<h2>Numbers</h2> <p>9 4 7 16 3 12 1 8 5 17</p> <p>We use these for counting.</p>
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How to help your child at home?

KINDERGARTEN HOME READING

Concepts of print

BEFORE READING

STEP ONE
Ask your child to identify or find the different parts of the book.
Front cover
Back cover
Spine

STEP TWO
Ask your child to show you where the title is. Say "The title of this book is... Can you show me where it says..."

STEP THREE
Point to the name of the Author and then the Illustrator, asking what they each do. The Author writes the words in the story. The Illustrator draws the pictures.

STEP FOUR
Ask your child to show you where the story begins.

READ THE STORY TOGETHER

RETURN YOUR BOOK EACH WEEK



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Pre- Reading

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By the end of Kindergarten,
your child should master
these
pre-reading skills...

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Orally break a short sentence into individual words and count how many words there are.



Example: Birds can fly.

Birds – can – fly
There are 3 words in this sentence

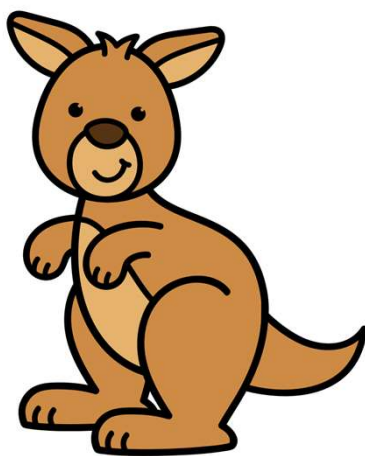
Note: There is no expectation for your child to be able to read.



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Break words into their syllables.



Example: Kangaroo

Kan – ga – roo
There are 3 syllables in this sentence



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Hear and identify rhyming words.



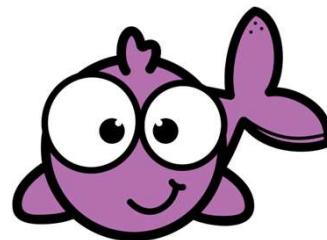
Example: Swing and Ring

These words rhyme
because they both end in
ing

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Blend together and break apart words
into onset and rime.



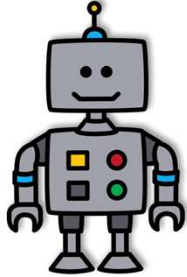
Example: Blending
L - og. The word is log

Example: Breaking apart
Fish. We can here a f- ish.

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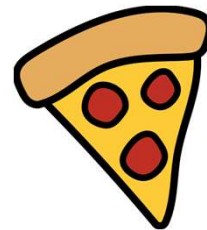
Hear and identify the beginning sound in words.



Example: What sound does Robot start with?



Example: Do Penguin and pizza start with the same sound?




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Hear and identify the last sound in words.



Example: What is the last sound in peg.

The last sound in peg is g.


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Blend together and break apart
simple three sound words.



Example: Blending

B-u-s. The word is bus



Example: Mop

What are the sounds you
can hear in mop. M-o-p


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Pre-Writing


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Fine motor control

Before we begin to learn to write, it is essential to develop the hand's small muscles. By increasing the strength and control over these muscles.



Pull apart construction bricks



Play with playdough



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Pencil grip

Not having the correct grip

can:

- Cause discomfort or pain in the forearm or fingers.
- Cause use of incorrect pressure, holding the pencil to tight or not enough pressure.
- Cause a child to easily fatigue and unable to complete the task.
- Restrict movement in the way the pencil is held.
- Cause illegible handwriting from lack of control.

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months Pincer Grasp	12-15 Months Palmar Supinate Grasp	2-3 Years Digital Pronate Grasp	3-4 Years Quadrupod Grasp
	3-4 Years Static Tripod Grasp	5-6 Years Dynamic Tripod Grasp	



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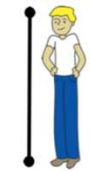
Pre-writing patterns

These are the patterns we teach in Kindergarten. They break down letters into seven movements

It is important to:

- Teach the correct starting point
- Begin with large movement before writing
- Provided different opportunities to practice these patterns.

TALL MAN



Starts at the top, pulls down and stops.

JACK AND JILL



Jack and Jill went up the hill, and down the hill.

SIDEWAYS SIDEWAYS



Sideways, sideways, to the magic land.

UNDER THE GATE



Down and under the gate.

STARTS WITH A CLICK



Starts with a click, goes around and stops.

OVER THE GATE



Up and over the gate.

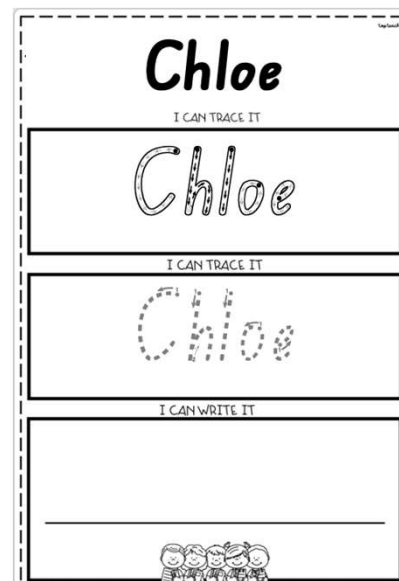
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Name writing

Learning to write their name gives children a sense of identity and accomplishment. It fosters letter and sound recognition as they begin to hear other words that start with the same sound and find the first letter in words they see.

It is important to:

- Teach the correct starting points.
- Only use a capital letter at the beginning of their name.

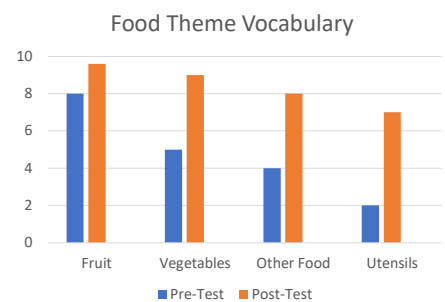
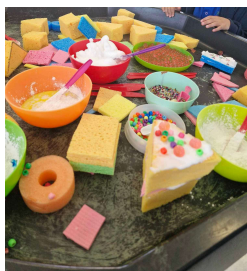


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Oral Language

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Language Express



Language Express is a program we use to teach children

- Vocabulary
- Answering questions of varying difficulties to support and extend their level of thinking
- Using grammatically correct complete sentences
- Descriptive language – when you provide more information about something. Makes the things you say more interesting and helps with their understanding.

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How to help develop your child's oral language at home.

- Use descriptive language to talk to your child about the activity as you do it together.
- Expecting your child to respond to you using a full sentence.
- Play I-spy games
- Take them to the local library and participate in
 - Storytime session
 - Rhyme time
 - Learning English through Storytime