

A parent and carer guide  
to supporting your child in

# Mathematics

## 1-2



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](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022)

This guide can help you support your Year 1 and Year 2 (Stage 1) child at home in the learning area of Mathematics.

## Number and algebra

### Representing whole numbers

**Focuses on:**

- understanding place value and two-digit and three-digit numbers
- representing numbers to 1000 and partitioning (splitting) numbers to record quantities.

**You can help your Year 1 and Year 2 child at home by:**

- discussing the odd and even numbers on letterboxes or houses as you walk around your neighbourhood
- counting numbers by ones up to 120 while skipping rope, throwing a ball to each other or clapping the beats in a song. Change the starting point of counting, for example beginning to count from 93
- counting backwards by ones, starting from different numbers
- practise counting on and off the decade. For example, 10, 20, 30, 40, 50 ..., 3, 13, 23, 33, 43, 53 ...

### Combining and separating quantities

**Focuses on:**

- using addition and subtraction to solve problems.

**You can help your Year 1 and Year 2 child at home by:**

- practising quick recall of double numbers to 10. Use double domino tiles or 2 dice, to extend thinking to doubling numbers to 20
- finding and discussing numbers in everyday life that are not meant to be used with place value, such as phone numbers, pin numbers, bus numbers and postcodes.

### Forming groups

**Focuses on:**

- using groups to solve multiplication problems or share to solve division problems.

**You can help your Year 1 and Year 2 child at home by:**

- playing skip counting games or taking turns to count by 2s, 3s, 5s, and 10s
- using 5c, 10c or \$2 coins to skip count money
- drawing a skip counting hopscotch path with chalk. Use the hopscotch path in reverse to skip count backwards.



## Measurement and space

### Geometric measure

#### Focuses on:

- describing the position of objects
- measuring and recording lengths
- halves, quarters and eighths to measure lengths.

#### You can help your Year 1 and Year 2 child at home by:

- practising kicking a ball to each other explicitly using the left, then the right foot. This helps understanding the perception of their left/right and your left/right when facing each other
- taking turns to hide an object in the house and give directions using positional language and without pointing, to guide the location of the object
- regularly measure your child's height vertically on a wall with both formal and informal units to compare results. For example, stacking and counting plastic connector blocks, using a ruler to measure in centimetres and using a tape measure to measure in metres and centimetres.

### Two-dimensional spatial structure

#### Focuses on:

- recognising, representing and describing a range of polygons (flat shapes which have 3 or more sides) and quadrilaterals (4-sided shapes)
- measuring and comparing area.

#### You can help your Year 1 and Year 2 child at home by:

- identifying polygons, quadrilaterals, pentagons (5-sided shapes), hexagons (6-sided shapes) and octagons (8-sided shapes) around your home or yard
- using folding, colours, lines or patterns to find symmetry of shapes in everyday objects. Examples include reflections of trees and mountains in water, butterflies, people's faces, buildings, cross-hatching in Aboriginal artworks, floor tile or brick patterns and windows.

### Three-dimensional spatial structure

#### Focuses on:

- recognising, representing and describing a range of familiar 3D objects
- measuring and comparing volume.

#### You can help your Year 1 and Year 2 child at home by:

- naming 3D shapes around your home. Examples include, bread (rectangular prism), ball (sphere), toilet roll (cylinder), ice-cream cone (cone)
- filling different size and shape containers with water, marbles, rice, sand or ochre to compare which can hold the most.

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## Non-spatial measures

### Focuses on:

- measuring recording, comparing and estimating the masses of objects
- describing, comparing and ordering durations of events, and reading half- and quarter-hour time.

### You can help your Year 1 and Year 2 child at home by:

- using hefting (holding 2 items in each hand and lifting to test the weight) and ordering a variety of household items from lightest to heaviest. For example, a mug, a book, a metal spoon and an apple
- discussing important family dates by using a standard calendar to illustrate when these events will occur. Calculate how long until these events happen, for example, *It's 2 weeks and 3 days until school holidays*
- using both analog and digital clocks around the house to understand how to read half past the hour, quarter past the hour and quarter to the hour time
- using the time measures of hour, minute and second in everyday life. For example, *It's 1 hour before bedtime, The food will go into the microwave for 30 seconds or Brush your teeth for 2 minutes – that means counting to 60, twice.*

## Statistics and probability

### Data

#### Focuses on:

- gathering and organising data in tables and picture graphs
- interpreting and describing the results.

### You can help your Year 1 and Year 2 child at home by:

- comparing data and information. For example, *In our family, 3 people like fast food and 2 people like seafood. Which is the least favourite?*

### Chance

#### Focuses on:

- the element of chance in everyday life.

### You can help your Year 1 and Year 2 child at home by:

- using the language of chance such as certain, impossible, more likely, equally likely and less likely when describing everyday events. For example, *I have an equally likely chance of tossing heads or tails on a coin flip or We are in the Summer season, so it is certain to be hot again tomorrow.*

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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](https://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.