

Connect to Prep

Maths and Numeracy Skills

Talking, everyday activities, play and reading help your child develop communication, imagination and other skills for understanding maths concepts. Here are some ideas:

Use maths concepts to describe what you and your child are seeing and doing together. For example, 'Look at the fast cars' or 'This bag is heavy '.	When you're preparing food, talk about what you're doing. For example, 'I'm cutting this orange in half ' or 'Let's share these sultanas – one for me and one for you'.	Point out and name the numbers you see, like the numbers on mailboxes, buses, road signs, catalogues and receipts.
Talk about activities that happen at certain times of the day. For example, 'We eat breakfast at 7 am', or 'Let's go to the park before we have dinner at 6 pm'.	Make counting part of your everyday life. For example, count shells at the beach, fruit at the shop and trees on the street. Or count toys together as your child packs them away.	Play simple board games, card games and puzzles with shapes and numbers , like 'Snap', or matching pairs or dominoes.
Build and stack with blocks and other everyday objects. You can ask your child whether the tower they're building is tall or short and narrow or wide .	Help your child to arrange their toys in order from shortest to tallest .	Race toy cars and talk about which came first, second or third .
When you're out and about, encourage your child to describe or compare shapes of leaves, colours of flowers or sizes of birds.	Involve your child in cooking. Your child can help stir, pour, fill and mix. This helps your child get familiar with concepts like counting, measuring, adding and estimating .	Sing songs and read books with repeating, rhyming or rhythmic numbers .



Connect to Prep

English and Literacy Skills

Talking and communicating with your child helps them learn to talk, listen and understand words as they get older. Here are some ideas:

Talk with your child – the more talk, the better. You can talk about the everyday things you’re doing and seeing together. For example, ‘Let’s get the washing now’, ‘Look at the red bird’ or ‘Yum, what a nice lunch we’re having’.	Make a point of the sounds, words and facial expressions when you talk. Talking and responding like this encourages conversation.	Point out the different parts of words or different letters to help your child understand that words can be broken down into parts (segments). For example, you could say ‘ball’ and highlight the ‘b’ sound or ‘ba-na-na’ and highlight each syllable.
Repeat mispronounced words with the correct pronunciation. For example, if your child says ‘pasghetti’, you can say, ‘Yes, we’re having spaghetti for dinner’.	Encourage your child to hold the book the right way up and turn the pages in the right direction.	Slide your finger underneath words as you read, pointing out each word. This shows your child that we start on the left and move to the right when reading English. You could ask, ‘Where should I start reading on this page?’ or ‘Do you know this letter?’
Explain the meaning of new words. For example, if there’s a picture of a lighthouse, you could say, ‘That’s called a lighthouse. A lighthouse shines a light so boats don’t come too close to the rocks’.	Make connections between the book and your child’s life. For example, you might point to a picture and say, ‘There’s a koala. That’s like the koala we saw at the wildlife park’.	Point out pictures and talk about the pictures your child points to.

