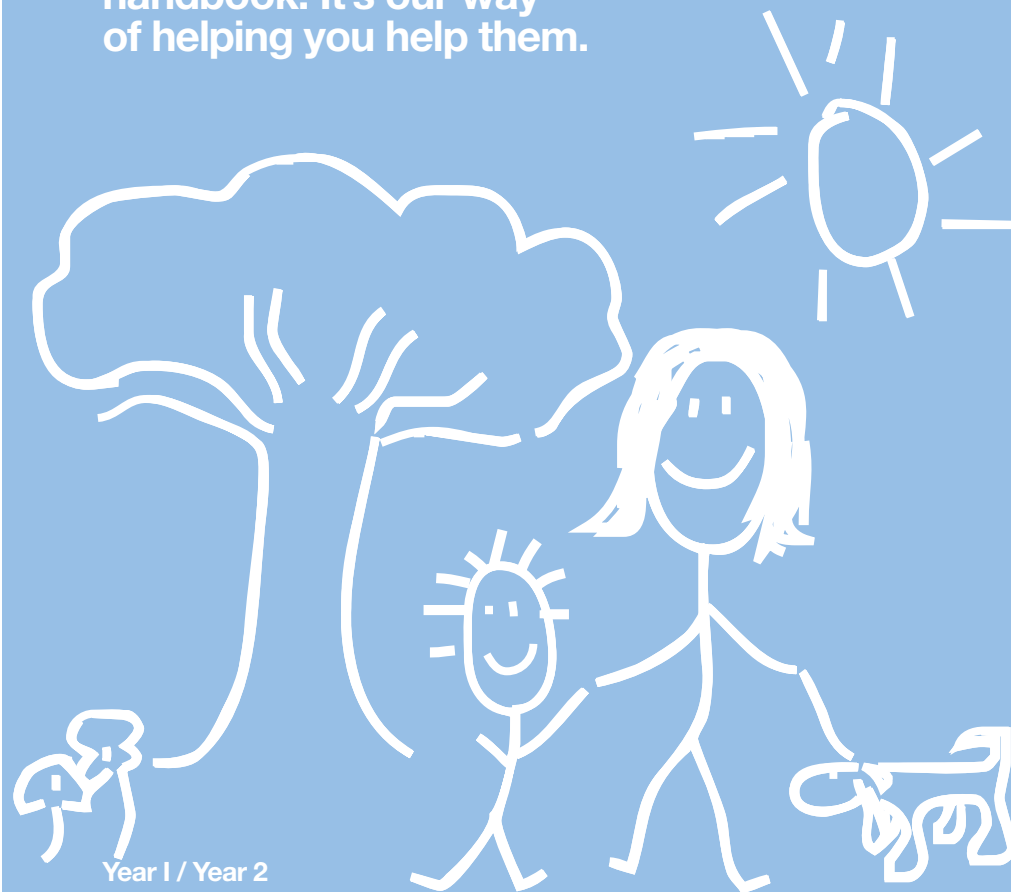


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This is our little parents
handbook. It's our way
of helping you help them.



Year 1 / Year 2

“Parents are amongst those who have the greatest influence upon the values that their children learn in everyday life.”

This booklet is set in the context of our belief that children should have opportunities for joy; opportunities for discovery and opportunities for wonder. Our aim is for the children to *delight in effort; delight in achievement and delight in acceptance.*

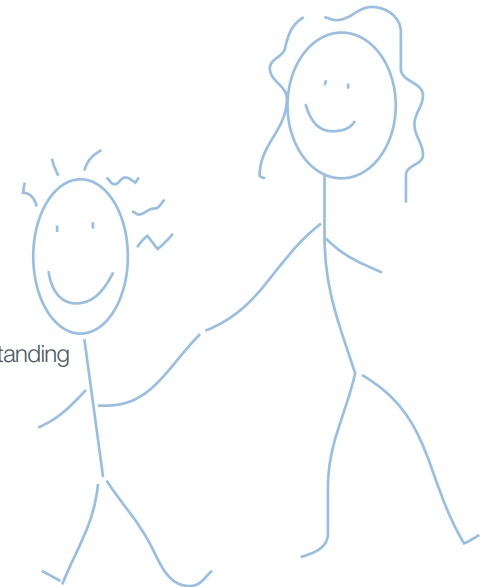
Parent Potential

From birth children are learning from their parents, for example, through communication and first hand experiences. When a child begins school the role parents play in educating their children does not come to an end.

This booklet has been produced to provide you with an insight into the foundation stage and to help you to help them.

Contents

Number and other areas of maths
Language and Literacy
The Arts
The World Around Us
Personal Development and Mutual Understanding
Thinking Skills
Assessment for Learning
P.E.



U + US = A better understanding of maths and how it can be fun.



What it means.

Children will acquire early mathematical concepts through activities that involve sorting, matching, comparing, classifying, and making patterns and sequences in a variety of contexts.

These activities should involve children in playing, exploring and investigating, doing and observing, talking and listening and asking and answering questions.

Many everyday situations involve mathematics. Confidence and positive attitude are crucial. It is important to talk to your child about mathematics being more than finding out the correct answer. Sometimes we 'try out' answers to see if they make sense. Allow your child to take risks and let them think about whether their answers make sense. As they learn to explain how they arrived at their solutions, children begin to link different ideas in mathematics.

How you can help.

- Involve your child in the everyday use of maths
- Count out money for lunch orders or shopping
 - Count groups of objects
 - Measure ingredients when cooking
 - Use diaries and calendars
 - Estimate the timing and length of car trips
 - Sort laundry, toys, buttons, etc

Complete jigsaw puzzles and create structures using lego or other materials.

Practise counting backwards and forwards, starting at different numbers.

Play games such as snakes and ladders or dominoes.

Talk about the element of chance in your child's life - it might rain today.

Literacy develops skills which enable children to interact effectively in the world around them, to express themselves creatively and to communicate confidently, using the four modes of communication - Talking & Listening, Reading and Writing.

Talking and Listening

Children should have opportunities to develop their talking and listening in a range of contexts and for a variety of purposes, for example, to describe their needs and experiences, to ask and answer questions, to take part in conversations, to talk about stories, poems or rhymes, to explain and to make predictions.

Reading

Children should be encouraged to develop a love of books and should have opportunities to listen to a range of interesting and exciting fiction, non-fiction, poetry and rhymes. They should have access to a variety of reading materials throughout each day, for example, menus, catalogues, magazines, books, and on-screen text.

Reading experiences should be informal and enjoyable!

Writing

In order to help children experience and understand the purposes of writing, they should have opportunities to talk about why people write and be given opportunities to experiment with their own written communication. As adults write in a range of situations, children should see him/her as a role model.

How you can help.

Enjoy lots and lots and lots of stories, rhymes and poems with your child!

Involve your child in day to day reading and writing opportunities e.g. writing a shopping list, reading the TV guide.

Talk to your child about shared experiences and encourage them to talk about their day at school.

What it means.

Phonological awareness means awareness of sounds in words. Words can be broken up into smaller parts called syllables or individual sounds.

Phonological awareness involves a range of skills including:

Syllable awareness – being able to break words up into smaller parts e.g. kan-ga-roo

Rhyme awareness e.g. hen, ten, pen

First sound – awareness of words that start with the same sound e.g. fork, farm, four, finger

Recognising that words are made up of separate sounds e.g. book (b-oo-k)

How you can help.

Sing lots of Nursery Rhymes with your child e.g. Humpty Dumpty, Incy Wincy, Baa Baa Black Sheep. When your child is familiar with these leave out the last word and see if they can fill it in e.g. Humpty Dumpty sat on a

Have fun with strings of rhyming words, real or made up e.g. fun, bun, lun, sun, mun. You can also have fun with your child's name e.g. mark, park.....

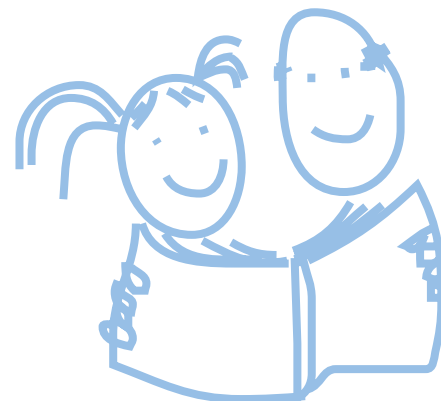
Teach your child that words have smaller parts by clapping words e.g. elephant: el-e-phant (3 claps).

Play more games with rhyme for example: I hear with my little ear something that rhymes with e.g. frog (dog).

Get your child to find all the things in the house that start with the sound 's' e.g. sink sock, salt, sofa, sandwich.

Use a magazine, for example an Argos catalogue, and get your child to cut out all the things beginning with the sound 'p' e.g. pillow, pens, puzzles, Postman Pat.

Play a stepping stones game: cut out some stone shapes from paper and place on the floor. Each time your child steps on a 'stone' you say a sound e.g. 'c' and your child tells you a word that starts with that sound.



Children's creative, expressive & physical development is closely linked with all aspects of their learning.

What it means.

Children should be given opportunities to explore and share their thoughts, ideas and feelings through a variety of art and design, music, movement, dance, dramatic and role-play activities. Their fine and gross motor skills will develop, they will gain confidence in what they can do and this will help build their self esteem.

Encourage them to...

Art

Observe and respond to things seen, handled, remembered and imagined.

Look at, and respond to a piece of work by artists, designers, illustrators or craft workers.

Explore and use a wide range of materials.

Create and develop ideas using colours, lines, shapes, textures and patterns.

Talk about own and other people's work and how the work was made.

Music

Clap along to a familiar song on the beat.

Distinguish between loud/quiet sounds, high/low sounds, long/short sounds and fast/slow music.

Listen to and repeat simple rhythms.

Make music, for example, by using vocal and body sounds and by tapping, shaking and scraping simple percussion instruments.

Drama

Express their thoughts and feelings.

Develop their creativity through imaginative play.

Engage in dramatic play to extend the learning.



What it means.

Children are naturally curious and often ask profound questions about themselves and the nature of the world around them.

The purpose of this Area of Learning is to help children explore and find age appropriate answers to some of these big questions. Before starting school, they will have had opportunities to explore their world in the home, pre-school setting and the local area. These experiences should be valued and children's natural curiosity should be fostered and extended.

Children should have opportunities to use their senses in order to develop their powers of observation, their ability to sort, classify, explore, predict, experiment, compare, plan, carry out and review their work. In the Foundation Stage they should also have opportunities to investigate the world they live in.

Encourage them to...

Ask questions about why things happen.

Look closely at similarities, differences, patterns and change.

Talk about topics which arise naturally from children's own experiences.

Explore and examine photographs, objects and other items.

Listen to stories that introduce a sense of time.

Develop an awareness of aspects of the environment.

Talk and find out about the past and present events in their own lives, and in those of their families and others.

What it means.

PDMU focuses on encouraging each child to become personally, emotionally, socially and physically effective.

Children are encouraged to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

Encourage them to...

Personal Understanding and Health

Recognise uniqueness and value personal qualities and abilities.

Recognise and manage a variety of feelings.

Recognise what constitutes a healthy lifestyle.

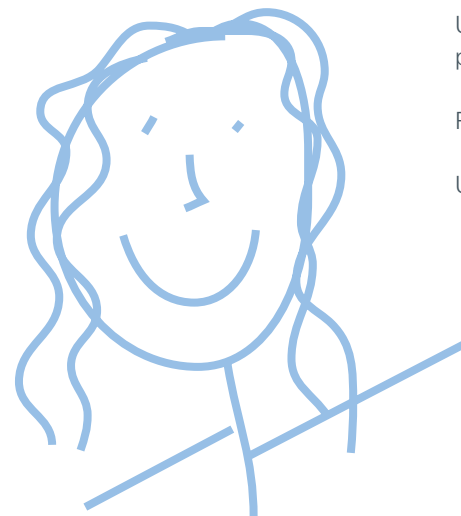
Mutual understanding in the local and wider community

Understand the importance of positive relationships with family and friends.

Understand the necessity for classroom rules and positive management of conflict.

Recognise and value diversity.

Understand their role in the school community.



What it means.

Thinking skills are tools that help children to go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their own progress.

Encourage them to...

Managing Information

- Ask and respond to questions to clarify a task.
- Suggest ways to obtain information.
- Follow directions.
- Record information in a simple way.

Thinking, problem solving + decision-making

- Recall experiences and stories.
- Observe and provide descriptions.
- Sequence and order events and information.
- Identify big picture and see the smaller parts.
- Make simple predictions and see possibilities.
- Relate similar experiences.

Being Creative

- Be curious and ask questions about the world around them.
- Talk about memories and experiences.
- Play for pleasure and as a form of creative expression.
- Take on challenges and experiment with ideas.

Working with Others

- Learn to work and play cooperatively.
- Develop the skills of listening, turn taking, sharing and cooperating.
- Be aware of how their actions can affect others.
- Adapt behaviour to suit different situations.
- Interact confidently with adults and other children.

Self management

- Talk about what they are doing and what they have learned.
- Develop the ability to sustain attention and persist with tasks.
- Be able to make choices and decisions.
- Know what to do when they need help.

What it means.

Assessment for Learning should underpin every aspect of a child's development. The focus is on children taking ownership and responsibility for their own learning.

It reassures children that new learning always involves struggles and challenges and equips them with confidence that they can move forward.

How you can help.

Challenge your child to do things for themselves.

Celebrate mistakes as a learning opportunity.

Don't be afraid of children 'failing' things - they, like us, learn more from what doesn't work than from what does.

Talk about things you, as a grown up, have learned today and about problems you've had and how you've overcome them.

When you are in the middle of a problem talk through it with your child.

Talk about the things your child has learned and revisit them often.

Remember, whatever your child wants to learn is far more important than what you want them to learn.



What it means.

Physical Development and Movement is about experiencing and developing a range of fundamental movement skills that will improve co-ordination, locomotion, control, balance and manipulation.

In addition, physical development helps children gain confidence and self esteem and enables them to feel the benefits of being healthy and active.

Encourage them to...

Experiment with different ways of moving and exploring personal and general space.

Develop confidence, imagination and some understanding of safety through participating in a range of movement activities.

Use a range of small equipment to develop skills of rolling, pushing, patting, throwing, catching, aiming, hitting, kicking and passing.

Play/create/modify simple games.

Explore, refine and improve simple movements.

Use a range of movement vocabulary to discuss actions.

Observe, describe and copy what others have done.



We hope you have found this book helpful. If you are interested in finding out more please speak to your child's teacher.

Thank you.