

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.



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/about-the-curriculum/diversity-of-learners

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 Knowledges.

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.

EAL/D students*

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.

*Students learning English as an additional language or dialect



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A parent and carer guide to supporting your child in Mathematics 3–6



Mathematics 3–6

You have an important role in supporting your child at home in their learning.

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/overview



What will my child learn?

By studying mathematics, students develop essential numeracy knowledge and skills and develop an understanding of concepts in Number and Algebra, Measurement and Space, Statistics and Probability.

Students develop understanding of and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems to communicate their thinking, and reasoning both coherently and clearly.

How will my child benefit?

The study of Mathematics can benefit your child by helping them to:

- become a confident user and communicator of mathematics
- develop an increasingly sophisticated understanding of mathematical concepts and processes
- interpret and solve problems
- make connections within mathematics and the world around them.

What can I do to help?

You can help your child at home by:

- expressing a positive attitude towards learning by using phrases like *let's work it out together* and avoiding phrases like *I was bad at maths*
- playing games that involve counting or addition, subtraction, multiplication and division, like card games, bingo or dominoes
- playing games that involve strategy or looking for patterns such as boxes, noughts and crosses, guessing games
- estimating how long it takes to get to locations such as the shops, a friend's house or school
- reading the time on digital displays and analog clocks
- discussing how you use mathematics every day such as estimating time, adding amounts of money, reading the temperature, reading speed signs
- discussing how you use benchmark amounts, such as half, one-quarter, three-quarters in different ways, such as knowing 50% is half
- noticing and discussing how to read large numbers such as game scores
- sharing your strategies for working out everyday mathematics problems such as finding the 'best buy' in the supermarket, how to calculate if you have been charged the correct amount
- using and discussing different units of measurement when cooking such as grams, millilitres, litres, fractions ($\frac{1}{4}$ of a cup, $\frac{1}{2}$ a cup, $\frac{1}{2}$ a tablespoon)
- naming days of the week and months of the year, contextualising times of the year using special celebrations such as birthdays or cultural events
- collecting data together about something you both find interesting, such as the kinds of pets people have.