

mathematical vocabulary
amount, numeral, number, sequence, value

KS1 | The KS1 National Curriculum for Mathematics states that children should be able to identify and name the coins and banknotes used in everyday transactions.

mathematical vocabulary
front, back

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mathematical vocabulary
amount, numeral, number

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mathematical vocabulary
length, distance, shape

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mathematical vocabulary
time, size

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mathematical vocabulary
amount, numeral, number, currency

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mathematical vocabulary
time

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mathematical vocabulary
cube, shape, square, area, volume

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mathematical vocabulary
speed, number, shape

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mathematical vocabulary
shape, sphere, volume

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mathematical vocabulary
time

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mathematical vocabulary
length, distance, shape

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mathematical vocabulary
measure

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mathematical vocabulary
around

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mathematical vocabulary
measure, volume

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mathematical vocabulary
distance, shape

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mathematical vocabulary
distance, length

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mathematical vocabulary
weight, measure

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mathematical vocabulary
long, wide, deep, narrow

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mathematical vocabulary
speed, fast, slow

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mathematical vocabulary
order, classify, sequence, horizontal, shape, length

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mathematical vocabulary
measure, length

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mathematical vocabulary
volume, plus, minus

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mathematical vocabulary
time

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What thinking identifies the focus and details of a topic

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Black hat thinking examines the problems associated with a topic

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Yellow hat thinking focuses on the positive aspects of a topic

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Red hat thinking looks at a topic from the point of view of emotions and feelings

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Green hat thinking requires creativity, imagination and lateral thinking about a topic

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Blue hat thinking focuses on reflection, misapprehension, thinking about the thinking that is required, and the need to understand the 'big picture'

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Do you have a dog? Would children like to visit? Do they help with a garden?

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Class Friends and Class Pets

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Hand Washing

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Effective hand washing prevents the spread of infectious disease

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Please demonstrate for all 10 to 15 to be in good times and explain the reasons for the m

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Don't forget to give your child support when they need it.

Relationships

Relationships are important for children's development. They help them learn to share, cooperate and solve problems. Children who have good relationships are more confident and happy.

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Being respectful. Listening to and valuing children will lead to lasting relationships.

How can we assist each child to build their self-esteem, confidence and friendships?

FRAGILE
handle with care

Label the behaviour not the child.

How do you engage children in interesting conversations at mealtimes?

Every child is unique due to temperament, cultural background and capabilities. We need to respect differences to support each child.

Expressing and exploring ideas is a key role for children to learn.

We are sensitive to how children feel during the day and change our approach as needed.

No anger
No physical force
No isolation
No punishment
No threat
No shouting
No shaming

Just positive guidance.

Cooperation that's how we do it best.

Are you modelling positive behaviours with peers?

We learn by watching adults.

Learning to manage feelings starts when adults help us to recognise and label them.

Sometimes disputes can start if there isn't enough material.

How would that feel for somebody else?

Do you acknowledge good behaviour?

To avoid frustration you may need to assist children when necessary.

Appreciate the pleasure children derive from independence and competence.

Children need to learn many techniques for dealing with conflict. Try a role play and show appropriate behaviour.

Families may need to discuss and agree. How could you discuss and agree with them? What support material can you provide?

Encourage conflict among children. Develops problem solving skills which assist in conflict resolution.

Speak positively in front of children. Convey patience, genuine interest and respect.

Did you know ...

Words are only 7% of your communication. 38% is voice tone, 55% is body language. Professor Mehrabian

Emotions are linked to your body language. If you feel good you'll smile. If you force yourself to smile you'll feel good.

Eye contact

If there are several children you are talking to, show them some eye contact to create a better connection and see if they are listening.

Use the 5 finger technique. Use the 5 finger technique to help children remember the 5 steps to a good conversation.

If you want to show that you are interested in what children are saying, lean forwards the child talking.

Encourage children to listen to each other. Encourage children to communicate their own ideas.

We live learning in a relaxed atmosphere that's not too loud.

Brothers and sisters like to see each other during the day.

Children who are learning to communicate need support and assistance. How do you help children when they are having difficulties?

What is too loud? What are unsafe activities?

Do you have positive strategies to modify children's behavior?

Encourage children to manage their feelings by talking.

Nod when children are talking. Nod once in a while to signal that you are listening.

Remember to be:

- Sensitive and supportive.
- Aware and caring.
- Perceptive and encouraging.
- Responsive and helpful.
- Receptive and kind.

8 ways to build self esteem

- Show interest in the children.
- Show children that their ideas/ideas to a conversation are valid.
- Encourage children to work out their own solutions before offering a solution.
- Use positive language.
- Praise when appropriate.
- Take the time to hear children's questions/ideas/ideas.
- Encourage children to form friendships with other children.
- Offer children the opportunity to be leaders.