

## *It makes sense to talk about cents*

Over the next few weeks, we will be exploring Australian money, including cents, dollar coins and notes. What is very evident in our investigations is how many of our students lack familiarity with money, to the extent that they don't instantly recognize a 5c or \$2 coin.

What's happening here?

In our modern world, many families pay for everything online and via card. Clearly, this doesn't leave a lot of room for exposing children to developing a deeper understanding of money.

What are children missing out on?

When children aren't exposed to coins every day, **in real life contexts**, they miss out on the following mathematical opportunities:

- Collecting and keeping money in a money box
- Looking at shopping receipts
- Counting by 1s, 2s, 5s, 10s, 20s, 50s (by using cents)
- Multiplication strategies, such as 5 groups of 20 make 100 (or \$1)
- Addition skills: If I have \$3 and I add \$7, what will I have?
- Subtraction skills: If my toy costs \$2.50 and I have \$5, what change will I get?
- Learning to read and order dates (look at the heads side)
- Learning to read numbers up to thousands (look at the heads side)

These are just a few of the many ways you could be exploring mathematical concepts with your child.

Next time your child is with you in the supermarket, and you take out your plastic card, think:

Does this make cents?

## Money Counting App

This is not a promotion, but you might like to investigate this app to assist your child with learning more about money.



## Investigations

Recyclable materials are always welcome. We encourage our learners to create and invent using these materials, so any of the following are welcome (and needed):

- Plastics (bottles, containers, odd molds, bottle tops)
- Cardboard (boxes, rolls)
- Craft materials (large foam bits, pipe-cleaners, feathers)

## Home Learning

### Maths

This week, we explored the properties of 2D and 3D shapes. We talked about **proof**, which is the evidence we need to prove that a square is actually a square (4 equal sides, angles and corners). Identify some shapes at home and **PROVE** it.

### Writing

We talked about what makes a sentence a sentence and developed success criteria so that we know we have created one correctly. What do you **know** about sentences? Talk to your child about them and create some together.

### Reading

This week, ask your child 3 literal questions about their text. A **literal question** is one that can be answered by directly sourcing facts from the book.

**Example:** The fox jumped over the fence.

**Lit Q:** What did the fox jump over?

### Past, Present & Future

We have been comparing classrooms from the past, present and future today. Visit <http://splash.abc.net.au/home#!/media/85844/school-in-the-1940s> and discuss what you see.