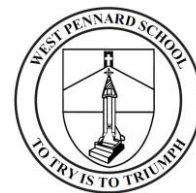




# Weekly Newsletter

**Written for the Week Beginning 21<sup>st</sup> January 2019**



Dear Parents/Carers,

It was lovely to have our first Celebration Assembly of the New Year today with children receiving awards for a range of reasons. The children at West Pennard always amaze me and are an absolute credit to their families. When I showed a prospective family around the school today, they were extremely positive about your children and the class monitors were able to explain their learning so articulately. It was particularly lovely going into Year 6 hearing such enthusiasm for reading with our Head Boy and Head Girl passionately explaining their class reader. It was also super to hear George (our Head Boy) proudly explain that he has now read 1 million words since starting on Accelerated Reader.

Wishing you all a great weekend ... wrap up warm!

**Jo Hale**

## Menu Week 1

### Quote of the week

*You are never too old to set another goal or to dream a new dream.*  
C.S Lewis

### **Attendance and Lateness**

Please see figures below for late marks this week:

38 children recorded as late (between 8.50am-9am)

4 children recorded as unauthorised (after 9am)

**If a child has had 10 sessions of unauthorised absence in the last 12 school weeks parents may be subject to a penalty notice.**

**Please ensure your child arrives at school on time.**



### **Stars**

Well done to the following children, who were chosen as the class 'Stars of the Week' for today's assembly:

- Year 1: **Thomas & Arthur**
- Year 2: **Martha & Meg**
- Year 3: **Adam & Willow**
- Year 4: **Elliot & Sydney**
- Year 5: **Felicity & Maiya**
- Year 6: **Ruby & Sam**

The children are able to wear their 'star' badge for the week. Please can children return their badges to the school office after this time.

**Writer of the Week: Erin (Year 6)**

*If your child has received an award outside of school, then we would love to be able to present them with it in our weekly celebration assembly.*

**Tel: 01458 832866**

**Email: westpennardprimary@gmail.com**

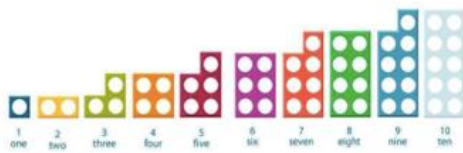
**Headteacher Miss J. Hale**

## Addition Mission

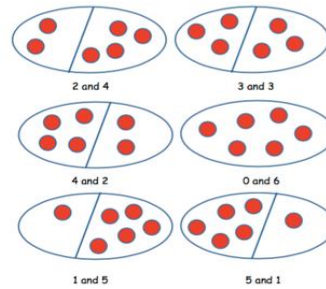
As methodology changes over time in terms of how we teach certain concepts in Maths, I thought it would be helpful to explain how we teach for understanding using concrete (physical resources) and visual representations (pictures) as per our calculation policy. I will focus on each of the number operations in turn, starting this week with **addition** in Key Stage 1. Next week we will explore how this progresses into Key Stage 2

In Year R we tend to use the following vocabulary when teaching children to add: part, whole, add, more, plus, and, make, altogether, total, equal to, equals, double, most, count on.

Children use Numicon to help them develop a mental representation of number and to compare numbers, saying what is one more or less



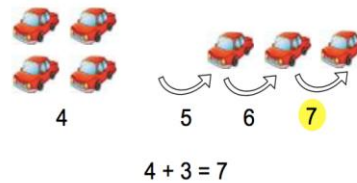
They use visuals to record calculations e.g. make 6...



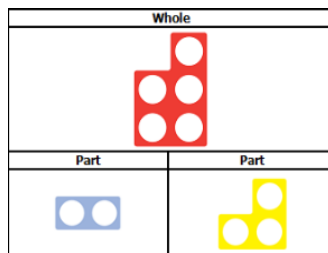
They use part whole models to add e.g. 3 parts add 2 parts = 5 parts



- Use objects to add two single-digit numbers by counting on to find the answer.



They use 10 frames to represent numbers and to find totals to 10



	$6 + 4 = 10$
	$4 + 4 = 8$
	$5 + 2 = 7$
	$2 + 4 = 6$

One of the best things you can do to prepare children for the mathematical world is to get them to subitise – to immediately recognise a number. We do this, for example, using dice. We immediately know that the number rolled is a 5, as we have experience of the arrangement of dots. Children in Year R need to recognise the value of numbers at speed.

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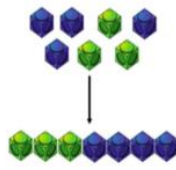
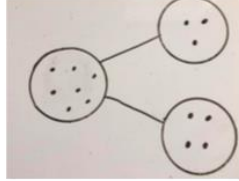
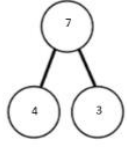
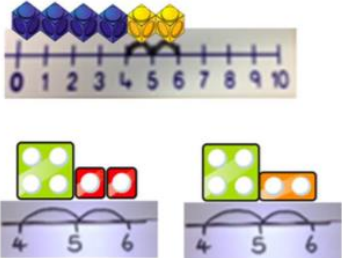
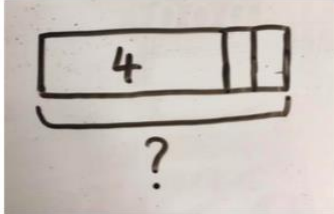
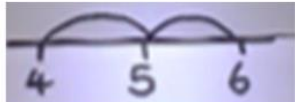
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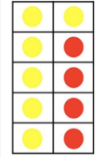

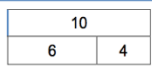
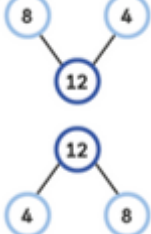
## Year 1

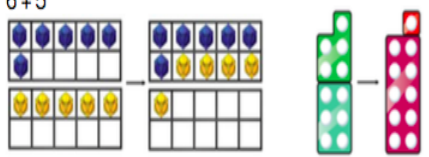
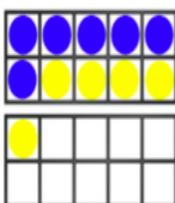
In Year 1 we tend to use the following vocabulary when teaching children to add: part, whole, addition, add, forwards, put together, more than, total, altogether, distance between, difference between, equals = same as, most, pattern, odd, even, digit, counting on.

The children are still taught how to use resources to aid their understanding, but move on to using visual representations that they or their teachers draw using working drawings e.g.

<p><b>Combining two parts to make a whole</b> (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p><math>4 + 3 = 7</math> Four is a part, 3 is a part and the whole is seven.</p> 
<p><b>Counting on using number lines</b> using cubes or Numicon.</p> 	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? <math>4 + 2</math></p> 

Year 1 children learn the number bonds to 20 and their related number facts. To do this they use bar models, part whole models and 10 frames,,,

 <p> <math>6 + 4 = 10</math>  <math>4 + 6 = 10</math>  <math>10 - 4 = 6</math>  <math>10 - 6 = 4</math> </p> <p>Tens Frame</p>	 <p> <math>6 + 4 = 10</math>  <math>4 + 6 = 10</math>  <math>10 - 4 = 6</math>  <math>10 - 6 = 4</math> </p> <p>Part Whole Model</p>	 <p> <math>6 + 4 = 10</math>  <math>4 + 6 = 10</math>  <math>10 - 4 = 6</math>  <math>10 - 6 = 4</math> </p> <p>Bar Model</p>	 <p>Part whole models (like the ones immediately left) help children to create number sentences e.g.</p> <p> <math>8 + 4 = 12</math>  <math>4 + 8 = 12</math>  <math>12 - 8 = 4</math>  <math>12 - 4 = 8</math> </p>
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<p><b>Regrouping to make 10;</b> using ten frames and counters/cubes or using Numicon.</p> <p><math>6 + 5</math></p> 	<p>Children to draw the ten frame and counters/cubes.</p> 	<p>Children to develop an understanding of equality e.g.</p> <p> <math>6 + \square = 11</math>  <math>6 + 5 = 5 + \square</math>  <math>6 + 5 = \square + 4</math> </p>
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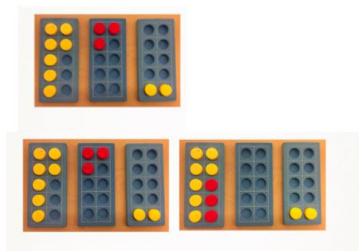
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Headteacher Miss J. Hale

## Year 2

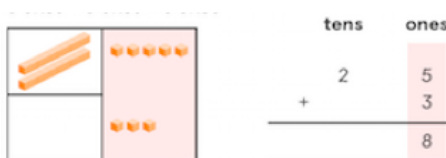
In Year 2 we tend to use the following vocabulary when teaching children to add: part, whole, +, add, addition, more, plus, make, sum, total, altogether, how many more to make...? how many more is... than...? how much more is...? =, equals, sign, is the same as, tens, ones, partition, near multiple of 10, tens boundary, more than, one more, two more... ten more...

Year 2 children use 10 frames and pictures to add three 3-digit numbers e.g.  $7+3+2$

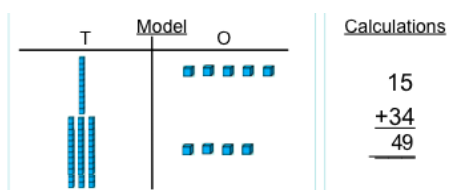


$$7+3+2 = \text{ leads to } 10 + 2 =$$

They use dienes apparatus (bars and ones) to add 1-digit and 2-digit numbers e.g.



This leads them to being able to add pairs of 2-digit numbers e.g.



Year 2 children can then use the same method to add pairs of numbers where an exchange is necessary e.g.

<p><b>TO + TO using base 10.</b> Continue to develop understanding of partitioning and place value. <math>36 + 25</math></p>	<p>Children to represent the base 10 in a place value chart.</p>	<p>Looking for ways to make 10.</p> <p><math>36 + 25 =</math></p> <p>30 + 20 = 50 5 + 5 = 10 50 + 10 + 1 = 61</p> <p>1    5    36</p> <p>Formal method:</p> $\begin{array}{r} +25 \\ 36 \\ \hline 61 \\ 1 \end{array}$
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You can see that when they are ready, they move from using the resources to drawing visual representations and then to abstract numbers (see pictures directly above (left to right)). If children move too quickly to the abstract or don't have experience of the resources they may not understand the maths behind the concept. This is where, as adults we can go wrong sometimes, as we forget the journey we made to get to our own understanding or were taught a procedure rather than actually understanding what is going on mathematically.

Anyway, I hope that you have found this insight into how we teach maths useful. Next week we will explore how we teach addition in Key Stage 2.

Mr Wheat

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Headteacher Miss J. Hale

**Year 4 Squash & Biscuits**  
**- change of date!**

Please note this has been changed to **Friday 15<sup>th</sup> February.**

**Christmas Cards Request**

If you have any used Christmas cards you no longer want please bring them into the school office. During Enrichment time they will be used as part of the Eco-Education project to be made into decorations for next year's Christmas Fayre.

**Frequently asked questions**

**Reading**

We are really fortunate at West Pennard to have parents who encourage their children to read at home, but I am often asked - **'How much reading should my child be doing at home?'**

We have an expectation at school that children will read at least 4 times per week at home.

Beginner readers benefit from having an adult sit with them when reading and parents should record what and how much their child reads on the home side of the planner. Generally children who are still learning to decode the text will find 10 minutes of reading per session enough. At this stage it is better to hear your child most days but for a shorter time.

Older children and more advanced readers do not always need to read to an adult, but should still have this experience so that vocabulary and content can be discussed. As a general guideline, fluent readers should read for a sustained period of at least 20 minutes per reading session, building up to a sustained period of at least 30 minutes per session. Older children or their parents should record what they read at home in their planner.

This positive partnership of school and home reading generally results in better than expected progress and a passion for reading.

Thank you for your continued support.

**After School Club Phone Line**

Our After School Club has a dedicated phone line for use in emergencies after 3:15pm.  
**01458 833224**

**Stars of the Week Badges**

If your child received a Star of the Week badge in the Autumn Term please return it to the office as soon as possible. Many thanks

**Dates for the week ahead**

Monday 21 <sup>st</sup> January	IEP Surgeries
Wednesday 23 <sup>rd</sup> January	Year 6 SATs Information Evening for parents

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