



Weekly Newsletter

Written for the Week Beginning 4th February 2019



twitter

Dear Parents/Carers,

This week, I was fortunate to be able to accompany our Year 5 class to 'We the Curious' at Bristol. This visit was a super way to really bring their 'Space' topic to life. I was particularly impressed the 3D Planetarium experience as it really 'wowed' the children and enabled them to experience and learn about things such as meteors, asteroids and comets in a very visual way. Jack reported to me that, "It was one of the best experiences of his entire life!"

With the possibility of snow this evening, I would like to signpost you to the emergency closure procedure on our website <https://www.westpennardschool.co.uk/parents/school-closure-procedure>. School will only close if the school cannot be accessed or if not enough staff can travel in. We will make a localised decision by 7:30am and will inform you by text, on Twitter and through the website ticker banner.

Warmest wishes

Jo Hale

Menu Week 3

Quote of the week

"I am the way, the truth,
and the life."
Jesus – John 14 v6

Attendance and Lateness

Please see figures below for late marks this week:

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

0 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: **Joshua & Freddie**
- Year 2: **Ethan & Isla**
- Year 3: **Connor & George**
- Year 4: **Carmen & Daisy**
- Year 5: **Sidney & Abel**
- Year 6: **Lily & Molly**

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: Ethan (Year 2)

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.

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Headteacher Miss J. Hale

Safer Internet Day Tuesday 5th February 2019 e-pledge



Safer Internet Day is an annual opportunity for schools and families to think about how we can make the online world a positive place for children of all ages. You may remember, and may well have participated in our digital detox last year. We had many parents and children alike who found the detox a very valuable and thought-provoking exercise when considering the time they spend on digital devices. The focus this year is on gaming.

Many of our pupils enjoy gaming at home, with friends and parents. Gaming can be enjoyable, creative and can develop problem-solving and collaborative skills. However, as with all things, there can be downsides, as I'm sure you are aware.

We, alongside other Somerset schools, have made an e-pledge this year to inform you as to how you can support your child if they're gaming, including:

- how to participate
- how to manage gaming time
- how to make sure they are sharing personal information securely

As part of this, it may be useful for you to produce a 'game plan' for gaming at home. A 'game plan' is an agreement you can use to help your child game safely and positively. Please [click here](#) for a template for your family, where you can agree what it is okay for you all to do when gaming.

BBC Somerset

On Monday, BBC Somerset came in to record some of the children's views. They were asked about current topics including Brexit, snow, their aspirations and jobs in school.

Listen to them on

<https://www.bbc.co.uk/schedules/p00fzl8m/2019/01/30>

Volunteer Inductions Packs

Thank you to our volunteers who have read the induction pack and sent the form in - we really appreciate it. We have a few people who have not yet returned. If you no longer wish to be a volunteer, please can you send the letter back to let us know so that we can update our records. Thank you for your support

Year R Construction

Our Reception Class had great fun working together to build a house or building from marshmallows and cocktail sticks. Great team work Year R!



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Subtraction Stations

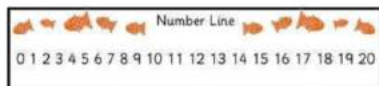
Following my previous explanation of how we perform addition calculations using concrete (physical) resources and visual (pictorial) representations, we are now going to explore how we carry out subtractions in Key Stage 1. An explanation of the subtraction into Key Stage 2 will follow next week.

Reception Class

Year R children need to learn how to count backwards. A number line is useful for this.

- Use objects to subtract two single-digit numbers by counting back to find the answer.

The first step into subtraction is to learn how to count backwards.



Let's count backwards from 14!

Children will then utilise this strategy to solve simple subtractions:

4...

3...

2...

1

4 - 3 = 1

There were 4 ladybirds on a leaf. How many will be left if 3 fly away?

They use 10 frames like the one below. 10

frames are easy to make. You can use

anything to represent the number – milk

bottle tops re particularly useful. They

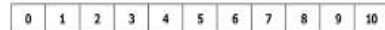
would make the arrangement below with

milk bottle tops and subtract 4 of the tops to

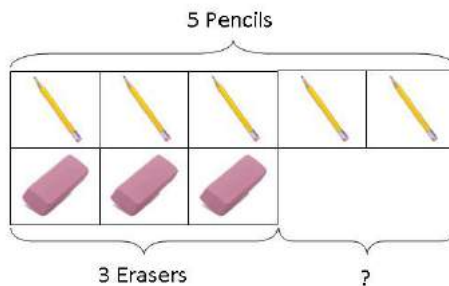
get the answer.



$$8 - 4 = \underline{\quad}$$



The children also use visuals to solve problems e.g. how many more pencils are there than rubbers?



As with addition, 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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Year 1

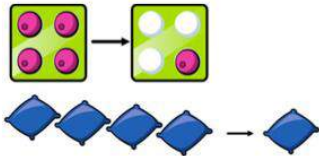
In Year 1 we tend to use the following vocabulary when teaching children to subtract: part, whole, subtraction, subtract, take away, distance between, difference between, more than, minus, less than, equals = same as, most, least, pattern, odd, even, digit.

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.

Children in Year 1 physically 'take away' objects from a whole amount, they draw the amount and cross off what they are 'taking away' and also draw part/whole and bar models (as per the picture far right below)

Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).

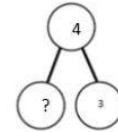
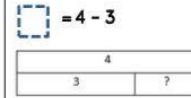
$$4 - 3 = 1$$



Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.



$$4 - 3 =$$



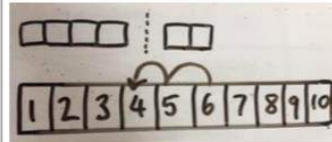
Children in Year 1 also count back using a number line or a drawing that they make.

Counting back (using number lines or number tracks) children start with 6 and count back 2.

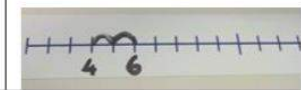
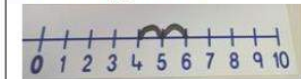
$$6 - 2 = 4$$



Children to represent what they see pictorially e.g.



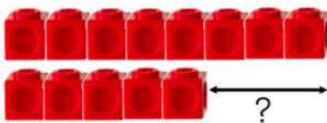
Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line



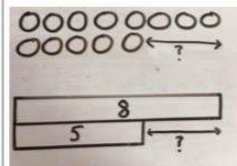
The children progress from Reception to do a lot more work finding the difference. To do this they use counters, drawings (difference bar models (see middle picture below)) and 10 frames.

Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.

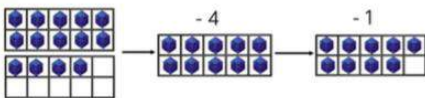


Find the difference between 8 and 5.

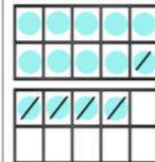
$$8 - 5, \text{ the difference is } \square$$

Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

Making 10 using ten frames.
 $14 - 5$



Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

$$14 - 5 = 9$$



$$14 - 4 = 10$$

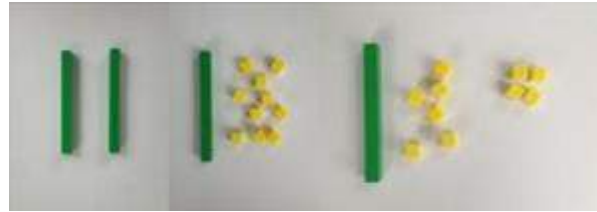
$$10 - 1 = 9$$

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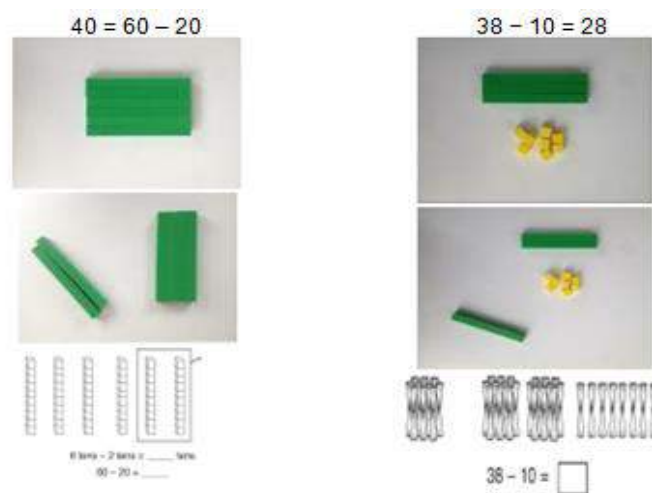
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When subtracting using Dienes Year 1 children are taught to regroup a ten rod for 10 ones and then subtract from those ones (see below)...the second green 'rod' of 10 is swapped for 10 yellow 'ones'. 4 of the ones are then taken away.



$$20 - 4 = 16$$

Year 1 children also subtract multiples of 10 (numbers in the 10 x table). Using the vocabulary of 1 ten, 2 tens etc alongside 10, 20, 30 is very important here as pupils need to understand that it is a 10 not a 1 that is being taken away



Year 2

In Year 2 we tend to use the following vocabulary when teaching children to subtract: part, whole, Subtraction, subtract, take away, difference, difference between, minus tens, ones, partition, near multiple of 10, tens boundary, Less than, one less, two less... ten less...

In Year 2 the children use objects and pictures to subtract 1-digit numbers from 2-digit numbers e.g.

<p>Column method using base 10. 48-7</p> <table border="1"> <tr> <th>10s</th> <th>1s</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>4</td> <td>1</td> </tr> </table>	10s	1s					4	1	<p>Children to represent the base 10 pictorially.</p> <table border="1"> <tr> <th>10s</th> <th>1s</th> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>4</td> <td>1</td> </tr> </table>	10s	1s			4	1	<p>Column method or children could count back 7.</p> <table border="1"> <tr> <td></td> <td>4</td> <td>8</td> </tr> <tr> <td>-</td> <td></td> <td>7</td> </tr> <tr> <td></td> <td>4</td> <td>1</td> </tr> </table>		4	8	-		7		4	1
10s	1s																								
4	1																								
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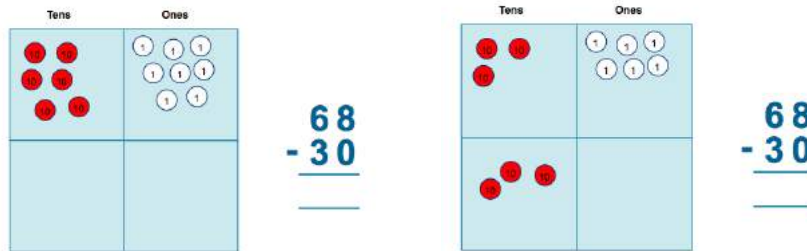
As you can see they need to be able to have experience with resources and also visuals before they are ready to perform calculations the way we recognise (far right).

Year 2 children use place value counters and grids to subtract 10s from 2-digit numbers.

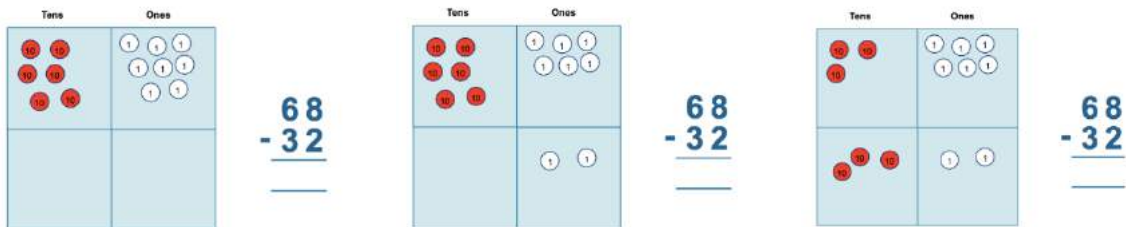
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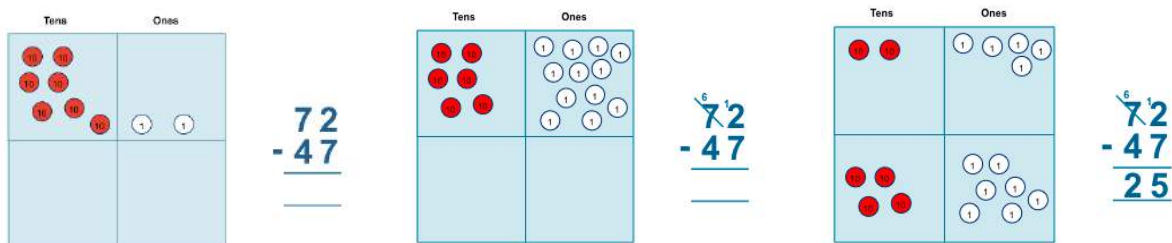
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You can see from the way that these are arranged, following the process from left to right, that it is a precursor to and necessary step before formal column subtraction (subtraction by decomposition).



Greater Depth:



Year 2 children are also taught how to use the inverse to check their answers. They do this by using bar models e.g.

76		?	
23	?	23	53

$$76 - 23 = 53$$

$$\text{so } 53 + 23 = 76$$

You can see that, as with addition, when they are ready, they move from using the resources to drawing visual representations and then to abstract numbers. 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 subtraction in KS1 useful. Next week we will explore how we teach subtraction in Key Stage 2.

Mr Wheat

Year 6 Residential to Osmington Bay (May 2019)

Please note that the final payment for this trip is due on **Monday 4th February**.
If your child receives Free School Meals and you are experiencing financial difficulties, then please speak to the Headteacher in confidence.

We will be holding an information evening next half term and we will supply a kit list etc.

Many thanks for your support.

Year 5 Trip

Year 5 had a brilliant day at We The Curious on Wednesday. We had great fun completing all sorts of Science experiments, just like Tim Peake on the ISS! As well as exploring all the exhibits, our visit to the 3D Planetarium really brought space to life, allowing us to fly to all corners of the Solar System.



Dates for the week ahead

Tuesday 5 th February	Safer Internet Day
Wednesday 6 th February	Year 3 & 4 Production of Jonah 'A Fishy Tale' 2pm and 6.30pm
Friday 8 th February	Year 4 Hockey Quicksticks Event – Wells Cathedral KS2 Spelling Bee

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