



St. Colman's Primary School
and
All Saints' Nursery Unit
(Annaclone)
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Banbridge,
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November Update Newsletter

Please take time to read our November newsletter as there are important dates and information for all parents to be aware of between now and the Christmas holidays.

Beginning of Year Mass

Thanks to everyone who came and supported the mass last month. Canon Kearney gave a beautiful sermon and the whole occasion was a fitting tribute to Mr Donaghy's time at St. Colman's. The evening encapsulated all that is great in our community and was the perfect note from which to start the school year. Once again can I extend my gratitude to the GAC, the PA, our children and our dedicated staff without whom the mass and warm hospitality would not have been possible.

First Aid Training

Congratulations to Mrs Hanna, Mrs Hanlon & Miss Heaney who all completed recent accredited First Aid training. This now increases the number of our first responders and makes the school a safer place for children and adults alike.

Going Paperless

In accordance with our vision to become a sustainable school, this is our first paperless newsletter. Our school eco-council wish to look after their environment and to reduce paper costs. The newsletter is available to download from the school website.

Breakfast Club

Dear Parents and Carers,

From the beginning of the November 2016, the charges per child, per day for the **Breakfast Club** will be as follows:

Single child: **£1.00**

Two or more children from the same family: **£2.00**

ASC/EASC

We are progressing further with our application to become a fully registered sessional day care provider with the Southern Trust. I hope to have more details on this in the December newsletter.

ASC - Fee **£2.00/day for each child.** (NURSERY – P3 1.45pm – 2.35pm)

EASC (NURSERY – P7 2.35pm- 6pm) - Fee **£8 per session (2.35pm up to 6pm)/£5 per ½ session (2.35pm up to 4pm.)**

2017/18 P1/NU Parental Information Meeting/Parents' Association AGM

The above will both take place in the school on Thursday 24th November at 1900 & 2000 respectively.

Family Health Initiative

The program continues to run for Nursery (and now P1) families on Thursday mornings and for older children on Thursday evenings. For more information please contact Dianne on:

Shared Education

Well done P2 on completion of their Shared Education project with Fairhill PS. P3 are the next class to take part and will be visiting Kinallen during the month of November. ETI (Schools Inspectorate) will also be monitoring the project this term and we expect them to be suitably impressed with the partnership and the blossoming friendships between the two schools.

ERASMUS+

Good luck to Mrs Burns and Mrs Hanna who this month will represent the school in Rome as part of the two-year project. Thanks also to the Young at Heart Association who came in school for a discussion with Primary 5 about their childhood and the games that they played in their youth.

Colours Day/School House System

Congratulations to our elected House Captains and Vice-captains from P7. All children (P1-P7) will be allocated to one of four houses and will work together to be the lead house in the school. The four houses are Ulster (Yellow), Leinster (Blue), Connacht (Green) and Munster (Red). On **Friday 18 November** we will officially launch our House Cup and children will come to school that day in their designated colours. **(Non-uniform day)**

IXL Maths

Congratulations to P4 on once again being the class of the month (October). Almost 75,000 questions were answered from P1-P7. It is now up to the other classes to put a stop to the P4 monopoly or can P4 make it **three in a row?** Time to get mastering those skills!

Parental Literacy Survey

Thanks to all those that submitted their online feedback. There was a high level of recognition and support for the work we do with reading partnerships and for those using our accelerated reading program. The results will feed into our new school development plan.

Shoebbox Appeal

Thank you for your kind donations. Over 90 boxes were collected from the school (almost one per family) and will be making their way across Europe to Romania and Bulgaria in time for Christmas. Pupils showing empathy with other children across the world is a key part of our school Catholic ethos.

Cycle4Safety

Thanks to all those that took part on October 18. We are now accepting marked envelopes with family donations that will go towards ensuring Mr Hamilton can continue to provide his invaluable patrol for the year ahead.

Welcome

We are delighted to have four students from the Southern Regional College on placement with ourselves this year. All are working towards a Level 3 in Childcare and I am delighted to introduce Miss Cara McShane (P4/7), Mrs Fiona Watters (Nursery), Miss Agnes Tucker (P1) and Mrs Claire Quail (P2).

Transfer

May I just wish our P7 children all the very best of luck as they sit their GL/AQE transfer tests this month. We are already very proud of you and continue to be blown away by your attitude to hard work and the aptitude you have shown in preparing yourselves as best as you could for the tests.

Mr K O'Neill
Acting Principal

Calendar November/Dec


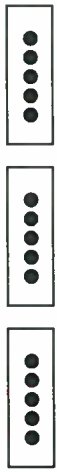
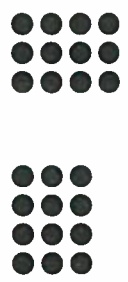
monday	tuesday	wednesday	thursday	friday
	1	2	3 P7 Swimming	4
7 P7 Booster Library Van	8	9 P7 Library	10 P2 Assembly P7 Swimming	11
14 P7 Booster	15	16 P6 Library	17 P7 Swimming	18 House Colours Day – Non Uniform
21 Library Van	22	23	24 P7 Swimming Info Meeting NU/P1 2017/18- 7PM PA AGM – 8PM	25
28	29	30	1 P7 Swimming	2
5 Library Van	6	7 P7 Library	8	9 Christmas Dinner
12	13 FS/KS1 Nativity – 7pm	14 NU Nativity – 10am P6 Library	15 KS2 Carol Service – 7pm	16
19	20	21		

Home/School



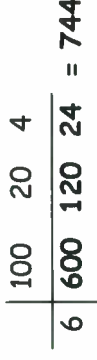
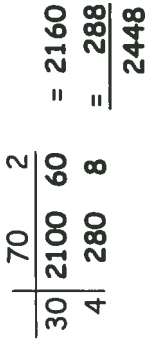
- The reading prompts issued with the September newsletter proved to be popular and we will continue to offer further help each month. This month is an overview of the mathematical operations and various methodologies used throughout the school.
- Please contact Mrs Dale and provide her with your email details in order to open up an account for your family to make online payments for EASC/ASC/Milk/Trips etc Your help is greatly appreciated on this matter.
- Bright clothing should be worn if commuting to school on foot by all pedestrians. Parents dropping children off early for breakfast club can you please escort them inside the school grounds and through to the side gate.

MULTIPLICATION

Children are taught to understand multiplication as repeated addition and scaling. It can also describe an array.

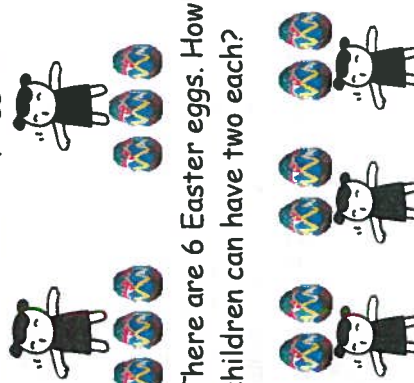

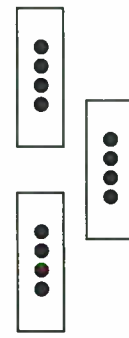

<p>2x4= Each child has two eyes. How many eyes do four children have?</p>  $2 + 2 + 2 + 2$	<p>Again a picture can be useful.</p>
<p>5x3= There are 5 cakes in a pack. How many cakes in 3 packs?</p>  $5 + 5 + 5$	<p>Dots or tally marks are often drawn in groups. This shows 3 groups of 5.</p>
<p>4x3= A chew costs 4p. How much do 3 chews cost?</p>  <p style="text-align: center;">or</p>	<p>Drawing an array (3 rows of 4 or 3 columns of 4) gives children an image of the answer. It also helps develop the understanding that 4x3 is the same as 3x4.</p>

MULTIPLICATION

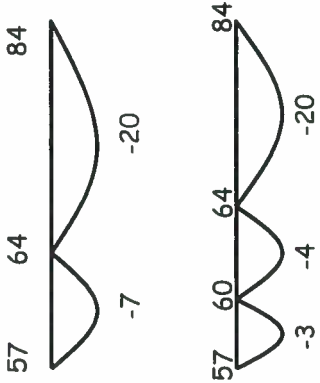
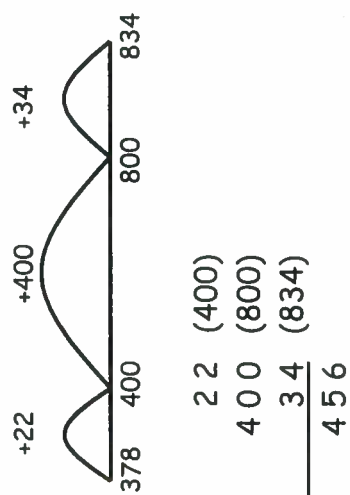
<p>6x4= There are 4 cats. Each cat has 6 kittens. How many kittens are there altogether?</p>  $0 \quad 6 \quad 12 \quad 18 \quad 24$	<p>Children could count on in equal steps, recording each jump on an empty number line. This shows 4 jumps of 6.</p>
<p>13x7= There are 13 biscuits in a packet. How many biscuits in 7 packets?</p>  $+70 \quad +21$	<p>When numbers get bigger, it is inefficient to do lots of small jumps. Split 13 into parts (10 and 3). This gives you two jumps (10x7 and 3x7).</p>
<p>6x124= 124 books were sold. Each book cost £6. How much money was taken?</p> 	<p>This is called the grid method. 124 is split into parts (100, 20 and 4) and each of these is multiplied by 6. The three answers are then added together.</p>
<p>72x34= A cat is 72cm long. A tiger is 34 times longer. How long is the tiger?</p> 	<p>This method also works for 'long multiplication'. Again split up the numbers and multiply each part. Add across the rows, then add those two answers together.</p>

DIVISION

Children are taught to understand division as sharing and grouping.

<p>6 ÷ 2 =</p> <p>6 Easter eggs are shared between 2 children. How many eggs do they get each?</p> <p style="text-align: center;">Sharing between 2</p>  <p>There are 6 Easter eggs. How many children can have two each?</p> <p style="text-align: center;">Grouping in twos</p> 	<p>More pictures!</p> <p>Drawing often gives children a way into solving the problem.</p>
<p>12 ÷ 4 =</p> <p>4 apples are packed in a basket. How many baskets can you fill with 12 apples?</p>  <p style="text-align: center;">Grouping in fours</p>	<p>Dots or tally marks can either be shared out one at a time or split up into groups.</p>
<p>28 ÷ 7 =</p> <p>A chew bar costs 7p. How many can I buy with 28p?</p> 	<p>To work out how many 7's there are in 28, draw jumps of 7 along a number line. This shows you need 4 jumps of 7 to reach 28.</p>

SUBTRACTION

<p>84 - 27 =</p> <p>I cut 27cm off a ribbon measuring 84cm. How much is left?</p>  <p>or</p>	<p>Children could count back using an empty number line. This is a really good way for them to record the steps they have taken (start on 84, -20, then -7).</p>
<p>834 - 378 =</p> <p>The library owns 834 books. 378 are out on loan. How many are on the shelves?</p> 	<p>Children could count up (from the smallest number to the biggest) using an empty number line. It is easiest to count up to a multiple of 10 or 100 (a friendly number). The steps can also be recorded vertically. This method works really well with any numbers, including decimals!</p>

SUBTRACTION

Children are taught to understand subtraction as taking away (counting back) and finding the difference (counting up)

5-2=

I had five balloons. Two burst.
How many did I have left?



Take away

A teddy bear costs £5 and a doll costs £2. How much more does the bear cost?



Find the difference

7-3=

Mum baked 7 biscuits. I ate 3.
How many were left?



Take away

Lisa has 7 felt tip pens and Tim has 3. How many more does Lisa have?



Find the difference

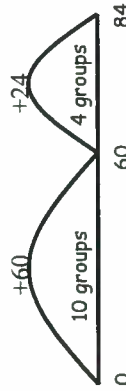
Drawing a picture helps children to visualise the problem.

Using dots or tally marks is quicker than drawing a detailed picture.

DIVISION

84 ÷ 6 =

I need 6 drawing pins to put up a picture. How many pictures can I put up with 84 pins?



192 ÷ 8 =

8 pencils fit in each packet. If you have 192 pencils, how many packets can be filled?

192 = 160 + 32



20 groups + 4 groups = 24

It is helpful to split 192 into sensible 'chunks' before dividing. As you are dividing by 8, the 'chunks' chosen must also be multiples of 8. Divide each 'chunk' (how many groups of 8?) and then add the answers together.

184 ÷ 7 =

I need 184 chairs for a concert. I arrange them in rows of 7. How many rows do I need?

$$\begin{array}{r} 184 \\ - 140 \\ \hline 44 \\ - 42 \\ \hline 2 \\ = 26 \text{ r}2 \end{array}$$

This method is known as chunking. In this example, you are taking away chunks of 7. First subtract 140 (20 groups of 7) and you are left with 44. Then subtract 42 (6 groups of 7), to leave 2. Altogether, that is 26 sevens with a remainder of 2.

COUNTING IDEAS

- ⊙ Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers - 4, 5, 6 ...
- ⊙ Sing number rhymes together - there are lots of commercial tapes and CD's available.
- ⊙ Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Encourage them to touch and move each object as they count.
- ⊙ Count things you cannot touch or see (more difficult!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag.
- ⊙ Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects).
- ⊙ Look for numerals in the environment. You can spot numerals at home, in the street or when out shopping.
- ⊙ Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in orders.
- ⊙ Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- ⊙ Choose a number of the week e.g. 5. Practise counting to 5 and on from 5. Count out groups of 5 objects (5 dolls, 5 bricks, 5 pens). See how many places you can spot the numeral 5.



ADDITION

487+546=

There are 487 boys and 546 girls in a school. How many children are there altogether?

$$\begin{array}{r} 546 \\ + 487 \\ \hline 13 \\ 120 \\ \hline 900 \\ \hline 1033 \end{array}$$

Children will be taught written methods for those calculations they cannot do 'in their heads'. Expanded methods build on mental methods and make the value of the digits clear to children. The language used is very important (6+7, 40+80, 500+400, then 900+120+13 - *add this mentally NOT in columns*).

12 786 + 2 568=



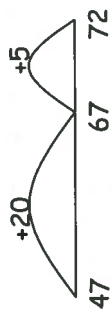
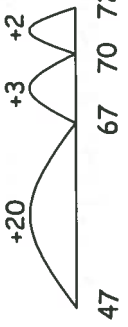
12 786 people visited the museum last year. The numbers increased by 2 568 this year. How many people altogether visited this year?

$$\begin{array}{r} 12786 \\ + 2568 \\ \hline 15354 \\ \hline 111 \end{array}$$

When children are confident using the expanded method, this can be 'squashed' into the traditional compact method.

ADDITION

Children are taught to understand addition as combining two sets and counting on.

<p>2+3= At a party, I eat 2 cakes and my friend eats 3. How many cakes did we eat altogether?</p> 	<p>Children could draw a picture to help them work out the answer.</p>
<p>7+4= 7 people are on the bus. 4 more get on at the next stop. How many people are on the bus now?</p> 	<p>Children could use dots or tally marks to represent objects (quicker than drawing a picture)</p>
<p>47+25= My sunflower is 47cm tall. It grows another 25cm. How tall is it now?</p>  <p>or</p> 	<p>Drawing an empty number line helps children to record the steps they have taken in a calculation (start on 47, +20, then +5). This is much more efficient than counting on in ones.</p>

REAL LIFE PROBLEMS

- * Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
- * Buy some items with a percentage extra free. Help your child to calculate how much of the product is free.
- * Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.
- * Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day / each week?
- * Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later?
- * Help your child to scale a recipe up or down to feed the right amount of people.
- * Work together to plan a party or meal on a budget.



These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.

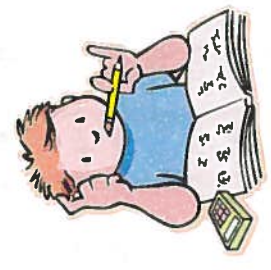


PRACTISING NUMBER FACTS

- ▶ Find out which number facts your child is learning at school (addition facts to 10, times tables, doubles etc).
- ▶ Try to practise for a few minutes each day using a range of vocabulary.
- ▶ Have a 'fact of the day'. Pin this fact up around the house.
- ▶ Practise reading it in a quiet, loud, squeaky voice. Ask your child over the day if they can recall the fact.
- ▶ Play 'ping pong' to practise complements with your child. You say a number. They reply with how much more is needed to make 10. You can also play this game with numbers totalling 20, 100 or 1000. Encourage your child to answer quickly, without counting or using fingers.
- ▶ Throw 2 dice. Ask your child to find the total of the numbers (+), the difference between them (-) or the product (x). Can they do this without counting?
- ▶ Use a set of playing cards (no pictures). Turn over two cards and ask your child to add or multiply the numbers. If they answer correctly, they keep the cards. How many cards can they collect in 2 minutes?
- ▶ Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- ▶ Give your child an answer. Ask them to write as many addition sentences as they can with this answer (e.g. $10 = \square + \square$). Try with multiplication or subtraction.
- ▶ Give your child a number fact (e.g. $5+3=8$). Ask them what else they can find out from this fact (e.g. $3+5=8$, $8-5=3$, $8-3=5$, $50+30=80$, $500+300=800$, $5+4=9$, $15+3=18$). Add to the list over the next few days. Try starting with a x fact as well.

When faced with a calculation problem, encourage your child to ask...

- ★ Can I do this in my head?
- ★ Could I do this in my head using drawings or jottings to help me?
- ★ Do I need to use a written method?
- ★ Should I use a calculator?

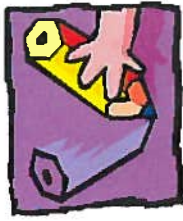


Also help your child to estimate and then check the answer. Encourage them to ask...

Is the answer sensible?

CALCULATION

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work mentally, where possible, using personal jottings to help support their thinking. Even when children are taught more formal written methods (from late year 3 onwards), they are only encouraged to use these methods for calculations they cannot solve in their heads.



Discussing the efficiency and suitability of different strategies is an important part of maths lessons.

Talk to your child about how you work things out.

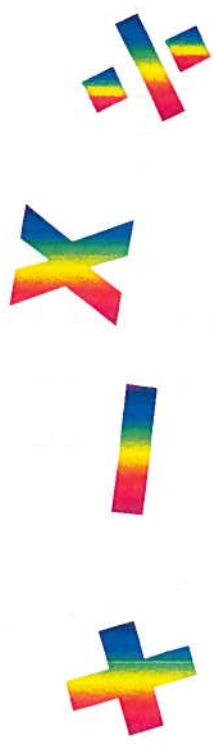
Ask your child to explain their thinking.



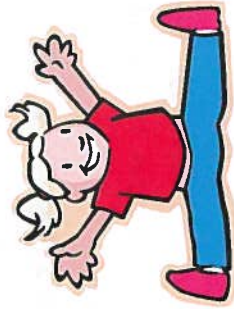
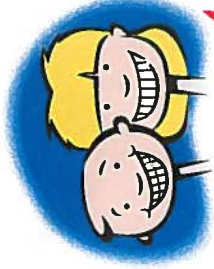
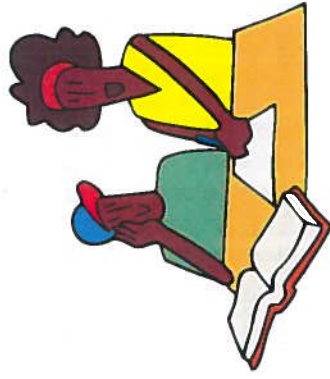
SHAPES AND MEASURES



- ❖ Choose a shape of the week e.g. cylinder. Look for this shape in the environment (tins, candles etc). Ask your child to describe the shape to you (2 circular faces, 2 curved edges ...)
- ❖ Play 'guess my shape'. You think of a shape. Your child asks questions to try to identify it but you can only answer 'yes' or 'no' (e.g. Does it have more than 4 corners? Does it have any curved sides?)
- ❖ Hunt for right angles around your home. Can your child also spot angles bigger or smaller than a right angle?
- ❖ Look for symmetrical objects. Help your child to draw or paint symmetrical pictures / patterns?
- ❖ Make a model using boxes/containers of different shapes and sizes. Ask your child to describe their model.
- ❖ Practise measuring the lengths or heights of objects (in metres or cm). Help your child to use different rulers and tape measures correctly. Encourage them to estimate before measuring.
- ❖ Let your child help with cooking at home. Help them to measure ingredients accurately using weighing scales or measuring jugs. Talk about what each division on the scale stands for.
- ❖ Choose some food items out of the cupboard. Try to put the objects in order of weight, by feel alone. Check by looking at the amounts on the packets.
- ❖ Practise telling the time with your child. Use both digital and analogue clocks. Ask your child to be a 'timekeeper' (e.g. tell me when it is half past four because then we are going swimming).
- ❖ Use a stop clock to time how long it takes to do everyday tasks (e.g. how long does it take to get dressed?). Encourage your child to estimate first.



Helping your child with maths



**Give your child lots of
praise and encouragement!**