



We are growing
our learning

St John's Green Primary School

Learn to Live, Live to Learn

Newsletter

Volume 31 Issue 11

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We ♥
Maths

We are all
writers ...

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Please remember that today is the last day of the Spring Term. The Summer Term starts on Monday 11th April.

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

Jane D. Hull

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Diary Dates

- Monday 11th April. First day of the Summer Term.
- Tuesday 12th April—Inter House Cross Country Competition.
- Wednesday 13th April. 3.30—4.15 p.m. Open School.
- Wednesday 20th April. Positive Parenting Group starts.
- 25th April—29th April. Shakespeare Week.
- Monday 2nd May. Bank Holiday Monday.
- Wednesday 27th April. 9.00—10.15. Open Morning.
- Tuesday 3rd May—Friday 6th May. Year 4 Residential Danbury.
- Monday 9th May—Thursday 12th May. Year 6 SATs.
- Monday 23rd May—Friday 27th May. Year 2 SATs.
- Monday 30th May—Friday 3rd June. Half Term.
- Monday 13th June—Friday 17th June. Year 1 Phonics Screening.
- Thursday 22nd July. Last day of Summer Term

Holidays

I always have more requests for a child's leave of absence in the Summer Term. Please remember that in line with the policy which is on the school website, I cannot authorise a holiday request. I can however, authorise, 'Leave of Absence.' Leave of absence's can only be authorised if a child's attendance is above 97% in the 14 weeks preceding the date of the leave of absence and a maximum of ten school days only. In other words, if you're wanting a leave of absence during term time, please make sure your child has excellent attendance. A number of fixed term penalty notices for unauthorised absence have been issued this year. Please also remember that no requests for leave of absence in September will be authorised.

Ye Hah

Over the last few days, our Year 3 and 4 children have been dazzling and amazing us with their school production, 'Ye Hah.' It was, without doubt, a truly amazing show with some stunning singing and incredible solo performances from the children. I thought all the children were brilliant and gave their all to keep us amused and entertained. A special mention to Cameron Catrall, Brooke Rogers and Evan Jones who sang their solos with such confidence and skill and Lilly Horgan, who had over 100 lines to learn. My thanks as always to everyone who came along to support and to all the staff who have given their all to make it such a special show. In total £359 was donated at the end of the productions, many thanks for your generosity.

For those of you that were there last night—there is a video of the encore doing the rounds on facebook. I've been told that it was hysterical, presumably those comments are directed at Mr Bates rather than myself! If we can get hold



Egg Competition

A fantastic array of eggs has adorned the two school halls over the last few days. There really was an am-egg-zing variety of cr-egg-tive designs.

My thanks to everyone who took part and particular thanks to the PTA for arranging the competition and for collecting and labelling the eggs each morning—ter-egg-fic.

The win-egg-ing designs are:



- Year 5/6—Alice de la Cruz, Ella Horgan
- Year 2/3/4 -Lily Horgan/Noah Cahill
- Year 1- Isabel Cahill/Corey Adler
- Foundation—Maisie Forsyth/Caleb Dean
- Parent/Staff—Mrs Doyle/Rachel Cottham

Team Points

The children have been busily accruing team points this term, competing for the coveted non uniform day. Points totals are as follows:

1st, 3659—Priory

2nd, 3473—Abbey

3rd, 3302—Colne

4th—3090 Temple

5th, 2967—Siege

Very well done Team Priory.

Foundation Easter Egg Hunt

Thanks to our PTA, the children in Foundation enjoyed an Easter Egg hunt this morning in



their learning garden with a plethora of coloured eggs to be found An absolute treat for the children and something future Foundation children will be able to enjoy.

Primary Mathematics Challenge

A few of our children participated in Primary Mathematics Challenge this year. This is a national competition run by the Mathematical Association. Congratulations to Ben Chang who qualified for a medal with a score of 19/25. Only 500 children received a medal during the competition this year. Well done Ben an excellent achievement.



Maths Challenge

Last week's challenge—
A prime number can only be divided by itself and the number 1. The first prime number is 2, what is the 10th prime number?
The prime number's in sequence from 2 are
2,3,5,7,11,13,17,19,23,29
So the 10th prime number is 29.

Attendance

You can never under estimate how important attendance is and the huge impact regular attendance has on both a child's learning and their enjoyment of school. The class with the best attendance this term and off to Go banana's in the Summer Term as their reward is class Icenii with 98.6% attendance.

The class attendance percentages are as follows: 95.1% Star, 96% Eagles, 96.1% Chariot, 96.6% Mercury, 96.9% Castle, 97% Claudius, 97.2% Dutch, 97.4% Circus, 97.4% Jumbo, 97.8% Trinovantes, 98% Roses, 98/1% Oysters, 98.6% Icenii.

And Finally ...

It's always nice to be famous and it seems both Mrs O'Shea and myself have been immortalised as eggs this year.

Have a Good Easter Break

Simon Billings





Do you remember how excited your children were about maths* when they were young? How they were excited by patterns in nature? How they rearranged a set of objects and found, with delight, that they had the same number? Before children start school they often talk about maths with curiosity and wonder, but soon after they start school many children decide that maths is confusing and scary and they are not a “math person”. This is because maths in many schools is all about procedures, memorization and deciding which children can and which cannot. Maths has become a performance subject and students of all ages are more likely to tell you that maths is all about answering questions correctly than tell you about the beauty of the subject or the way it piques their interest.

Given the performance and test-driven culture of our schools, with over-packed curriculum and stressed out students, what can parents do to transform maths for their children? Here are some steps to take:

1 Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with a dice really – will help kids enjoy maths, and develop number sense, which is critically important.

2 Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...

3 Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as <https://bhi61nm2cr3mkdkgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2015/03/FluencyWithoutFear-2015.pdf>

4 Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.

5 Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out $29 + 56$, if you take one from the 56 and make it $30 + 55$, it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.

6 Perhaps most important of all – encourage a “growth mindset” let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not “a math person”. One way in which parents encourage a fixed mindset is by telling their children they are “smart” when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead use growth praise such as “it is great that you have learned that”, “I really like your thinking about that”. When they tell you something is hard for them, or they have made a mistake, tell them: “That's wonderful, your brain is growing!”

 * I use maths, rather than math, partly because I am from the UK and we say maths there and partly because maths is short for mathematicS, it is a plural noun. Mathematics was chosen to be plural to reflect all the many parts of mathematics - drawing, modeling, asking questions, communicating, etc. Math sounds more singular and narrow (Do the math, usually means do a calculation!), and I prefer to keep the idea that maths is a multidimensional and varied set of mathematical forms and ideas.