

**St Mary's Catholic Primary School**

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St Mary's Catholic Primary School Newsletter

Friday 6th October 2023

Parents Open Afternoon

Please come and join us to look at your child's work on Monday and catch-up with their teacher. Doors will be open from 3.25-4.30pm.

Reception Attendance



It is generally accepted that children's early experiences have the biggest impact on their later life. In the first five years, children develop physically, cognitively, and emotionally at a faster rate than at any other time. In reception, teachers work hard to embed positive attitudes towards school and learning. In addition to setting the expectations for children's behaviour

and building a sound understanding of key concepts such as reading and numbers.

It is believed that children who are taught well in their first school year go on to achieve better GCSE results in English and maths. Sir Kevan Collins, an education specialist, said "The early years are a crucial time for development, and we know that quality of teaching has the single biggest impact on how well children do in school." Put simply, by the end of reception, the ability to read, write and use numbers is fundamental. They are the building blocks for all other learning. Without firm foundations in these areas, a child's life chances can be severely restricted. Every lesson really counts.

Overall Attendance and Punctuality

Overall good school attendance builds in young children the idea that getting up and going to a setting is simply what you do. Children who attend all sessions develop a feel for the rhythm of the

week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week. Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting. Children with low attendance will experience more difficulty in maintaining friendships. Regular attendance helps to develop secure attachments within the setting, a greater sense of belonging. For some families, particularly at times of stress, the child's

Attendance Ladder		
How close is your child to 100%?		
0 Days off school	100%	perfection!
Equates to 2 days off school each year	99%	Excellent!
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned

regular attendance at a setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home. Children who rarely miss sessions and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, and they feel more confident. Children who regularly miss sessions and/or are often late, can frequently experience a sense of having to try harder to understand what is going on and what other children are talking about or doing. For low attending children, this can cause a great deal of anxiety. Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive. Experiences gained in one session are often developed further in the next session, whether these are consecutive days. Children with attendance of hovering at 90% or less are often in intervention groups to enable them to catch-up. Underachievement is directly linked to lower attendance. Children with good attendance make significantly more progress and achieve better standards than those whose attendance drops below 95% and are generally happier in school.

Under 90%

Commonalities amongst children with attendance below 90%

- Rarely complete a whole school week.
- Have long absences for illness.
- Are often late for school.
- Are often absent from school when their sibling is poorly but they are not.
- Go on holiday in term-time or regularly miss the beginning or end of the school week.

90-95%

Commonalities amongst children with attendance with attendance between 90-95%

- Rarely complete a whole school week.
- Have longer absences for illness.

95+%

Commonalities amongst children with attendance with attendance over 95%

- Are only absent when ill.
- Return to school as soon as they are well enough to return.
- Attend medical appointments after school or during the school holidays.

Timetables

When are times tables taught at school?

Your child will learn their times tables at the following times:

- Year 2: x2, x5, x10
- Year 3: x2, x3, x4, x5, x8, x10
- Year 4: all times tables up to 12 x 12



Times Tables (or multiplication tables/facts) seem easy when you've already learned them but they drive fear into many children - and this in turn has a negative effect on learning. In this article, I'm going to look into learning times tables, help you identify your child's knowledge of them and provide some useful tips on how to help at home.

Firstly, find out which tables they know and don't know

It makes sense to take stock of where your child is with tables before trying to help them.

So Let's Start Learning Tables

Think of the times tables like a daunting climbing wall - when you're a first-timer standing at the foot looking up it's scary - but once you start making a few hand and foot holds it gets much easier.

	2	3	4	5	6	7	8	9	
2	4	6	8	10	12	14	16	18	2
3	6	9	12	15	18	21	24	27	3
4	8	12	16	20	24	28	32	36	4
5	10	15	20	25	30	35	40	45	5
6	12	18	24	30	36	42	48	54	6
7	14	21	28	35	42	49	56	63	7
8	16	24	32	40	48	56	64	72	8
9	18	27	36	45	54	63	72	81	9
	2	3	4	5	6	7	8	9	

This diagram shows the 81 times tables multiplication facts that every child needs commit to memory - *we'll leave the 11 and 12x tables aside for a moment.*

One secret is choosing the right route - we'll deal with that later but first let's consider what we mean by "commit to memory" and "mastering."

It's tempting to think that being able to answer the times tables and mastering them is the same thing. Unfortunately, they aren't.

Children need to be able to recall any times tables answer within two or three seconds - *preferably in one second.* That leaves no time for counting the way up to the answer from 2x, 3x, 4x etc - the answer has to pop out of memory pretty much instantly.

It sounds harsh but this level of "number fluency" is the ideal foundation for any child - *so how do we get there?*

What Order Should We Learn Times Tables In?

We, of course, start with the easy tables first - **the Easy Times Tables are the 10x, 2x and 5x times tables.**

The 10x tables are a natural part of counting, the two times tables are familiar because of doubling, even numbers *and they simply chant so well 2, 4, 6, 8, who do we appreciate.* . . The 5x tables are helped by knowing the 10x tables and the fact that we have 5 fingers.

There's some debate as to which are easiest from here but the 4x, 9x are usually next. The 4x tables are double the 2x tables and the 9x tables have a few shortcuts to help you learn them. After this you could the 3x tables followed by the 6x tables. Then the 8x tables and the 7x tables - which are generally regarded as difficult.

The UK National curriculum has included the 11 and 12 multiplication tables *many schools do them anyway* - I think these should be learned last and separately - *even though the 11s are not too hard.*

Language and Times Tables

There are many different ways to say the tables and they're all correct - but it helps if you're consistent and if you adopt the language your child already uses at school. For example we have:

- three times eight is . . .
- three multiplied by
- three eights are . .
- three lots of four are . .

So just be aware that what makes sense to you might confuse your child.

What are the Methods for Learning Tables?

- Stick to one times table at a time to minimise confusion
- Start with chanting and writing them out slowly in order
- Then move on to completing the answers quickly in order - on paper or verbally with your child

- Finally, move on to completing the answers in any order
- Keep reminding your child that 3×4 is the same as 4×3 - this effectively halves the number of tables facts
- Each times table has a square number 3×3 , 7×7 etc (see the coloured numbers in the tables grid above). These are special "hand or foot holds" that can act as memory hooks - emphasize them!
- Talk about the numbers are you encounter them " $5 \times 8 = 40$ that's mummy's age" , " $3 \times 6 = 18$ that's our house number" . . . *this makes more memory hooks*
- When you're trying to speed up recalling tables introduce some games. Next week I'll suggest some fun games that you can play at home or in the car.

What are the Tips and Tricks for Learning Each Times Tables

- The 2s, 4s and 8 times tables are doubles of each other - with many common answers - $2 \times 8 = 16$, $4 \times 4 = 16$, $8 \times 2 = 16$
- The nine times tables can use the ten times tables and work back or compensate - so for 5×9 , think (5×10) - $5 = 50$ - $5 = 45$, also note that the digits in the answer always add to 9. There's also a finger method which I'm not a big fan of.
- The 3 and 6 times table are tricky. Do the 3s first then the 6s - expect these to be more difficult and make an allowance in time
- The 7 times tables are hard but if you've done the other tables first you'll find you've encountered most of the 7s already elsewhere - such as $7 \times 4 = 28$, $7 \times 3 = 21$
- $7 \times 8 = 56$ is the hardest times table! - but tell this to your child and make a big deal about it and they'll never forget it!

Mastering the Times Tables

You can know all the times tables without really going on to master them. So once your child has learned the times tables individually the next stage involves practising recalling them quickly in any random order.

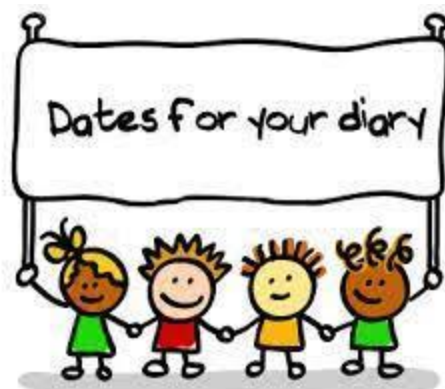
Year 1 Trip to Severn Valley Country Park Photos











Date	Activity	Notes
09.10.23	Parents Open Afternoon	3.25-4.40pm
17.10.23	Harvest Festival	Please donate non-perishables for the local foodbank.
20.10.23	Wear It Pink	All children to wear pink or something they feel special in. £1.00 contributions please.
26.10.23	St Mary's Day	More information to follow
27.10.23	Children Break Up for Half Term	
6.11.23	Test my Best Day	Children of all ages can enter our termly competition by entering a craft, some baking, or some art. There are great first, second and third prizes and certificates for all. This term's title for all crafts is 'Remembrance'.
10.11.23	Remembrance Day	Poppies and snap bands will be on sale prior to the day.
10.11.23	Flu Vaccine Rec to Year 6	More information to follow
13.11.23	Anti-Bullying Week starts Odd socks day	Children to wear odd socks
16.11.23	Year 4 Trip Grosvenor Museum	More information to follow
20.11.23	Year 6 Cosford Trip	More information to follow
01.12.23	Advent Activity Day- Darkness to Light	More information to follow
05.12.23	KS1 Christmas Performances	More information to follow
07.12.23	KS2 Christmas Performances	More information to follow
14.12.23	Christmas Dinner	
20.12.23	Year 6 – Height and Weight	
21.12.23	Children break-up for Christmas	
22.12.23	PD Day	
08.01.23	PD Day	
09.01.23	Children return to school	