



**Willerby Carr Lane**  
Primary School

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# Newsletter

2nd February, 2018

**Willerby Carr Lane Primary School Newsletter**

## Create, Connect and Share Respect

### A better internet starts with you

Safer Internet Day 2018 will be celebrated globally on Tuesday 6th February 2018 with the slogan "Create, Connect and Share Respect: A better internet starts with you". As a school we will be taking part in various Safer Internet Activities throughout the week. We will be joining more than a thousand organisations across the UK to help inspire a national conversation about using technology responsibly, respectfully, critically and creatively.

We know that the internet is an amazing tool to do all sorts of things from communicating with friends to sharing photos and images to booking holidays to playing games to watching tv on demand to shopping and so much more. We also know that it can and does present challenges and dangers to children and



adults: from cyber bullying to slander to inappropriate content to inappropriate sharing to online grooming and much else besides.

The challenges of teaching our children to keep safe online is only getting more difficult as the world enters the age of the Internet of Things (IoT) and the Internet of Everything (IoE) - a world where all our everyday physical objects can sense and communicate and where everything is connected over the internet. Gone are the days

when we could 'control' children's access to the internet by simply putting our PC in a family room at home and limiting screen time. Children can now access the internet over an ever increasing range of devices—a PC, an iPad, a phone, a watch, a gaming machine...the list only gets bigger. And they can do this at home, in other people's homes, or whilst out and about.

We have a responsibility as educators and parents to help teach our children how to keep



We are supporting  
**Safer Internet Day**  
6 Feb 2018

#SID2018  
[www.saferinternetday.org.uk](http://www.saferinternetday.org.uk)

# ROBLOX



safe. In just the same way as we think it natural to teach children to swim or cross roads, we need to teach children how to keep safe on-line. One day they may find themselves in a dangerous place (by a stream or in an unsupervised chat-room) and they need to know how to behave safely.

The difficulty for us all, both teachers as well as parents, is that the Internet of Everything is changing and growing so fast. There are so many new platforms to get online with and so many new apps appearing that it can seem impossible to know how to help our little friends. Us 'oldies' (in ICT terms that is anyone over 18!) just about get the hang of Twitter and Facebook when we find that the younger ones have all moved on to Snapchat and Instagram and when we start to look at how they work, the ever adaptable little people start using Periscope—a great little App that only existed since March 2015 but already has 10 million users.

If we take this App as an example, there are two central dangers facing children on Periscope. First, they can broadcast live to potentially millions of strangers across the world. Second, those same strangers can broadcast to your child, live and in real time.

Today's children are accustomed to broadcasting their lives on social media. Periscope, however, can turn their bedrooms

into studios. Regular social posts can be edited or deleted, but when it comes to live broadcasts, there are no second takes.

Among the other dangers uncovered with this App were:

- The potential for real-time cyberbullying.
- Sexual harassment, requests for children to stream inappropriate broadcasts and inappropriate broadcasts being streamed to them.
- The potential for viewers to uncover the broadcaster's personal information, such as username or Twitter account.
- Location services reveal your child's physical location

Even when we look at Apps which have been designed specifically for use by young children, we can't assume they are safe.

Take Roblox for example, described as a Lego-like sandbox of worlds designed for kids. ROBLOX is a free online set of worlds, built with a virtual Lego-like kit, that kids of all ages can play around in...

[roblox.en.softonic.com/](http://roblox.en.softonic.com/)

Sounds great—especially with real lego costing so much!

But this week the Times Education Supplement reported about some very worrying events that had happened on Roblox.

The warning reports that children stated they "had received many in-game messages from 'strangers' and that they hadn't told their parents. All of the children then stated that they had seen 'naked' characters walking around the game and that the characters were doing very adult things. "

A spokesman for Roblox said: "There are several safeguards in place to protect our users that utilise current technology and human oversight.

"Together we want to work with parents and the community to stay vigilant over today's online landscape and continue to build best practices to avoid negative situations.

"We want to make sure that all users are aware of the potential challenges and navigate them through it

"This is a priority for us. We want all users to be safe on Roblox – and we will continue to invest in the safety of the game so it is a positive, productive, fun and protected space for our community.

"We would like to hear from parents if they have questions or suggestions."

The message comes back again to us as educators and parents—we need to be helping our children stay safe. This will best be achieved by a combination of safeguards: talking to our children openly, teaching them what to do in certain situations, using parental controls, and monitoring what they are doing. This week the headlines are about Roblox, next week it may well be about an App most of us have not even



**BEFORE YOU POST...**

**THINK!**

**T** - is it true?

**H** - is it hurtful?

**I** - is it illegal?

**N** - is it necessary?

**K** - is it kind?



heard of.

At school we are reviewing and updating our e-safety curriculum. One key feature of this will be to set up an e-safety forum with children from classes across the school. Given that the children know better than we do what the current Apps are, we want to harness their expertise to learn about what children are doing online and what dangers and difficulties they are facing. The children themselves will then be able to help develop guidance for others.... children are often more receptive to listening to advice from other children rather than 'out-of-touch grown-ups'.

If you are looking for advice on helping to keep your children safe online, please see our "Information/ eSafety" page on our website and start the conversation with your child today.

**Parents' Evening Week**

Week beginning 5th February.

As well as the all important feedback from your child's classteacher on their overall development, you will also receive the results of your child's most recent tests to give you an accurate picture of how well they are achieving. There will also be grades for their effort, behaviour and independence so that you can see how hard they are trying!

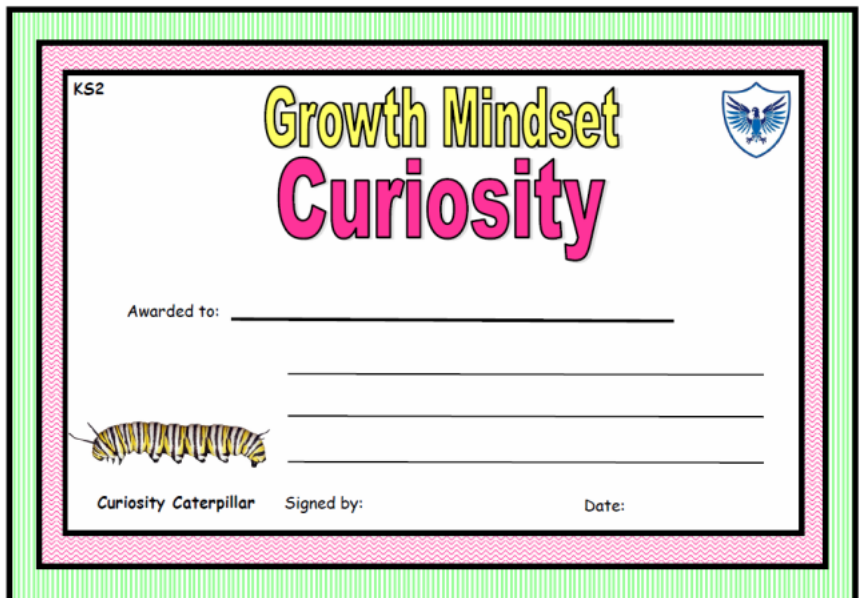
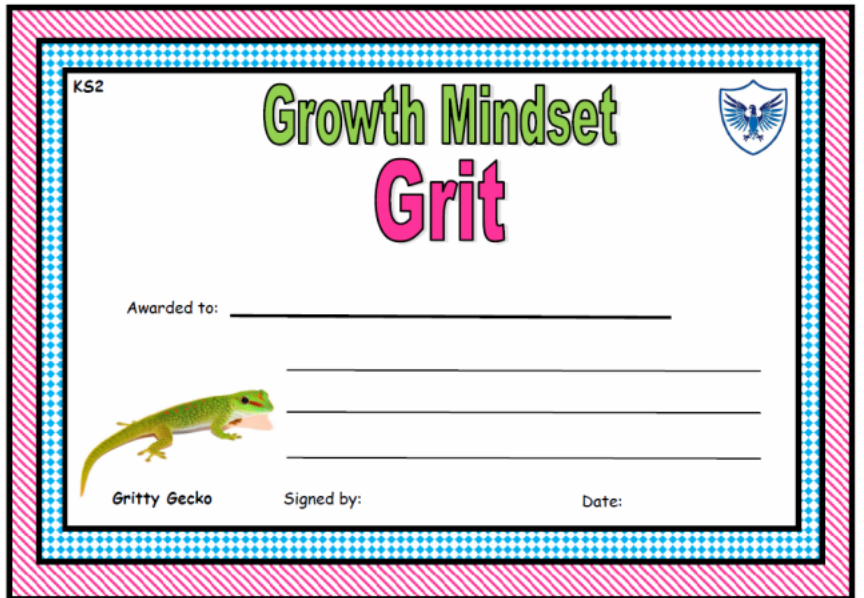
Don't forget to book your appointment!

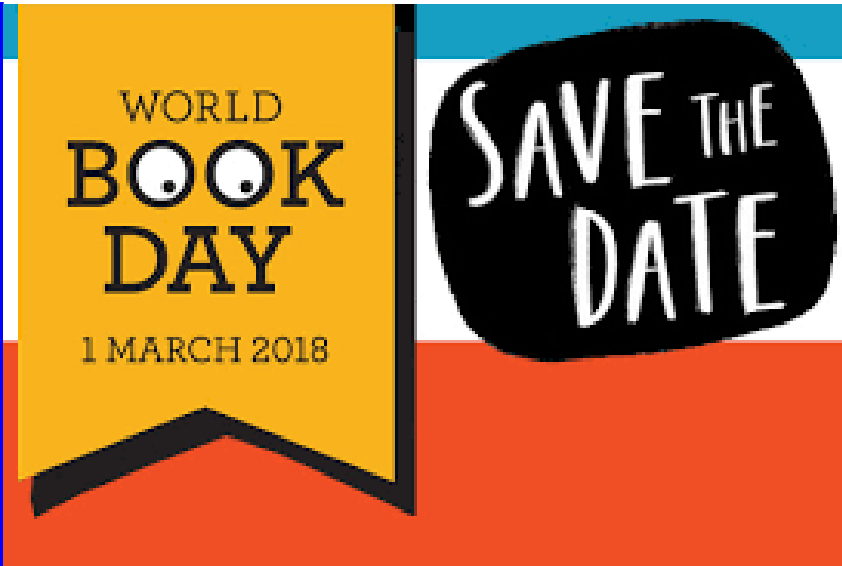
The book fair will also be on outside the library.

**Growth Mindset Awards**

Our weekly awards are now all based on Growth Mindset characteristics. There

are 10 different certificates to collect in KS1 and another 10 in KS2. Each comes with its own different cute animal character!





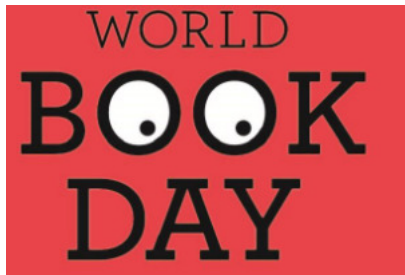
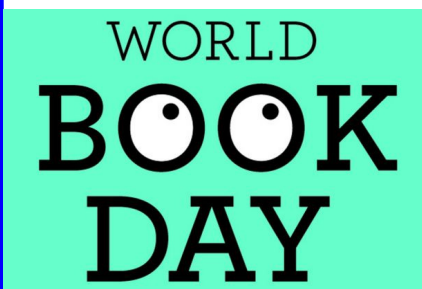
### World Book Day

World Book Day is Thursday 1<sup>st</sup> March and to celebrate this year we are inviting children to come to school dressed as their favourite book character. Prizes will be awarded for the best dressed in each class.

Ideas for costumes can be found on the World Book Day website:

<http://www.worldbookday.com/dressing-up/>

This year we are asking for a voluntary contribution of £1 to raise money for the charity Book Aid International. We

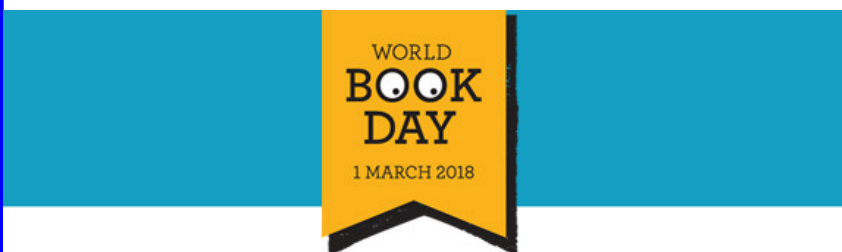


have supported this charity in the past. Book Aid International uses the money raised to change the lives of readers worldwide, by sending books to readers in schools across the world that need them.

More ideas for costumes can be found on their website:

<https://www.bookaid.org/support-us/world-book-day/world-book-day-dress-up/>

We look forward to seeing the children and staff in their book character costumes on 1<sup>st</sup> March.



### Considerate Parking Request

We have received a number of telephone calls from residents in Carr Lane who are unhappy with people parking over their driveways at drop off and pick up times.

We would politely request that parents do not do this. Please think about how you would feel if someone were to do this outside your house.



I know that 99% of our community are kind and considerate. Unfortunately, it just takes one or two selfishly behaved people to give everyone else a bad name.

### Healthy Smoothie Shack !



Lisa, Dee, Jo and Emma in the kitchen have been busy creating and testing a range of Smoothie recipes.

With the help of some children we have been putting the creations through various taste testing... some got the thumbs down but some got the thumbs up.

Our top recipe is composed of mixed berries, a few grapes, milk, a little natural yoghurt and a splash of vanilla essence. Truly

deliciously, scrumptious! Our Super Berry Smoothie will be going on sale at morning breaks after half term.

We have costed them up to make and sell at cost price - with no profit - and it comes to 50 pence for a cup.

We will be selling them in the KS2 Hall at morning break. We have no idea of demand, so we will start by setting up a rota for different year groups on different days.

A single cup contains approximately:

- 40g blackforest fruits
- 40g blueberries
- 1 grape
- 30ml milk
- 5ml natural yoghurt
- 1/2 ml vanilla essence

**Super Healthy  
&  
Super Delicious!**

### And Healthy Fruit Tuck Shop

At the same time, don't forget that Infant children all get a portion of free fruit everyday courtesy of the Government scheme. At the same time, our Juniors have a healthy fruit trolley available everyday with a range of fruits all sold at just 10p.



### Year 3 Roman Mosaic Project



## Achieving Fluency in Addition and Subtraction Facts

### Why we focus on fluency in addition and subtraction facts

- A defined set of addition and subtraction facts builds the basis of all additive calculation, just as times tables are the building blocks for all multiplicative

$\begin{array}{r} 36 + 45 \\   \times   \\ 70 + 11 = 81 \end{array}$	$\begin{array}{r} 35 \\ 2 \\ \hline 124 \\ 238 \end{array}$
Informal addition by partitioning:	Formal subtraction with column method
Root addition facts	Root subtraction facts
3+4, 6+5, 7+1, 0+1	12-4, 5-2, 3-1

- calculation. For example:
- If children are not fluent in these facts, then when they are solving more complex problems, the working memory is taken up by calculating basic facts, and children have less working memory to focus on solving the actual problem (see [Is It True That Some People Just Can't Do Math?](#) by the cognitive scientist Daniel Willingham). So fluency in basic facts allows children to tackle more complex maths more effectively.
  - The importance of fluency is recognised in the national curriculum, and since 2016, children's fluency is more heavily tested by SATs.
  - Children need to be taught strategies to solve these facts. Most children don't magically become fluent in these facts even in KS2, particularly for those facts which bridge 10. If they aren't explicitly taught to solve e.g. 6 + 7 by thinking 'double 6 and one more' or to solve 12 - 8 by using 'find the difference' strategies, then many children will get stuck on inefficient counting based approaches.

- Counting on approaches are not only less efficient, they are associated with lower attainment in maths as well. Research by Tall and Gray (1994) found higher attainers tend to use known facts or derived fact strategies, and lower attainers are much more likely to use counting based approaches to solve addition and subtraction facts.

### Does fluency just mean memorisation?

Not necessarily – when you ask adults how they solve addition and subtraction facts, almost all adults rely on very quick use of strategies to solve some of them. Reflect carefully on the set of addition and subtraction facts shown over: which have you memorised and which are you very quickly deriving? We've taken fluency to mean 'getting an answer pretty quickly and with limited demands on working memory', aiming for an average of three seconds or less per fact.

### How do children become fluent?

Children need to be **TAUGHT** strategies to derive the facts!

In Year 1 we teach strategies for facts within 10 (steps 1 – 7) and in Year 2 we teach the bridging ten facts (steps 8 – 11).

- Adding 1 (e.g. 7 + 1 and 1 + 7)
- Doubles and near double of numbers to 5 (e.g. 3 + 3, 4 + 5, 5 + 4)
- Adding 2 (e.g. 4 + 2 and 2 + 4)
- Number bonds to 10 (e.g. 8 + 2 and 2 + 8)
- Adding 0 to a number (e.g. 3 + 0 and 0 + 3)
- Adding 10 to a number (e.g. 5 + 10 and 10 + 5)
- The ones without a family 5 + 3, 3 + 5, 6 + 3, 3 + 6 (these pairs of facts are the only ones which don't fit in any of the other families, though the last two can be related to counting in 3s)

- Doubles of numbers to 10 (e.g. 7 + 7)
- Near doubles (e.g. 5 + 6 and 6 + 5)
- Bridging (e.g. 8 + 4 and 4 + 8)
- Compensating.

The last three of these strategies can often be used interchangeably, e.g. for 8 + 9, some people will use near doubles (e.g. 8 + 8 + 1), some will use bridging (e.g. 8 + 2 + 7) and some will use compensating (8 + 10 - 1).

NB: before the children are ready to learn bridging as a strategy, they need to be able to partition all single digit numbers. Adding 8 + 5, for example, by bridging through ten requires children to partition 5 into 2 and 3. We do an enormous amount on partitioning single digit numbers all through Year 1.

Once children have been taught the strategies, they need to move on to **PRACTICE** of the facts, Remember, for many facts the ultimate aim of the practice is memorisation, while for others the aim of the practice is increasing speed and fluency in the applied strategy.

Generally, for practice focus on:

- Practising the set of facts being learnt (or just learnt) in isolation for a few days
- Mixing these up with all previously learnt facts.

Although working on securing fluency in addition and subtraction facts might sound basic and dry, we have found children really enjoy both the discussion and reasoning that the learning of strategies involves, and the confidence they get from having these building blocks in place.

They feel so much more confident in their maths if they have strategies for 9+6 which don't rely on the inefficient and error-prone method of 'putting 9 in your head and counting on...".

*(With thanks to the NCETM for their advice on teaching addition facts).*

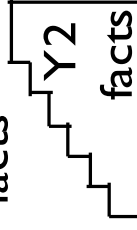
Adding 1

Bonds to 10

Adding 10

Bridging/  
compensating

Y1 facts



Adding 2

Adding 0

Doubles

Near doubles

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

And finally, an extract from the “Diary of Carr Lane Council School, Willerby” which opened on 6th September, 1937

JUNE 1940

- 3rd Three scholars, Ann Chapman, Dorothy Smith and Sheila Jackson have passed the Hull Special Places Examination.
- 6th Anti-aircraft gunfire during the night affected the attendance slightly - 88.5%.
- 18th J R Heathcote has been awarded a Special Place at the Hull Technical School.
- 19th An air-raid warning during the night led to only 45.5% attending. As many were unfit for school, all were dismissed and no meeting held. School re-opened in the afternoon with 85% present.
- 20th Only thirty-one present at 9am as the result of another warning and no school was held. 349, ie 70%, attended in the afternoon.
- 24th Neville Wright has been successful in the ER County Minor Scholarship examination.
- 26th In accordance with instructions from the Authority, school opened at 10am because an air-raid warning had been given and extended over midnight. Registers were closed immediately and only secular instruction given - am 63%; pm 90%.
- 27th Dr C Jackson, Education Officer of the BBC and Mr A C Cameron, Secretary, Central Council for School Broadcasts, called to discuss points connected with programmes. School closed for three days - mid term holiday.

JULY 1940

- 5th Air-raid warning till 1.00am - 10am opening 73%
- 11th Three air-raid warnings during the night and very heavy, continuous rain. 25.6% (124) present, but as it was impossible to complete two hours secular instruction, registers were not marked. Another warning was heard just before 11am. Scholars were assembled in safety stations until the "all clear" at 11.35am. School was dismissed at 11.40am. In the afternoon 33.9% attended.
- 12th On account of an air raid warning at 1.20am, school opened at 10am, 80% present. Registers are closed on such occasions at 10.5am and school at 12.5pm. Religious Instruction is taken in the afternoon at 1.30pm and registers closed at 2pm.
- 16th Night air raid warning - 10am opening 65%.

Interested in coming to work for us?



We have an exciting job opportunity coming up

Please see our job advert for a

School Business Manager

Starting September 2018.

[https://jobs.eastriding.gov.uk/live\\_webrecruitment/wrd/run/ETREC107GF.open?VACANCY\\_ID%3d218425&WVID=8784718NTo&utm\\_source=Indeed&utm\\_medium=organic&utm\\_campaign=Indeed](https://jobs.eastriding.gov.uk/live_webrecruitment/wrd/run/ETREC107GF.open?VACANCY_ID%3d218425&WVID=8784718NTo&utm_source=Indeed&utm_medium=organic&utm_campaign=Indeed)

With best wishes from Mr Smith and the whole staff team

Please see separate attachment: *Diary Dates for 2017-18* – with any changes highlighted in Yellow as the year progresses.







# Valentine's BINGO

**Join us this Friday 9th February 3:45pm - 5pm  
In the KS2 hall for our first PFA Valentines Bingo**

**Tickets are 50p from the school office  
with prizes for a line and full house**

**Refreshments, snacks and bingo dabbers available to purchase.**

***Come and join us for a fun filled end of term event!***