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### A Message from Head of Primary

For this newsletter we have a problem solving theme. Problem solving comes in many forms and not simply mathematical word problems that we often encounter during our learning in school. Problem solving can be big issues like single use plastic, air pollution or even world poverty. The process follows similar basic steps. Define the problem, define the causes, identify possible solutions and then decide on the chosen solution (s).

Problem solving can also be much smaller and more personal. Often, we as adults rush in to attempt to solve all of our children's problems but by doing so, are we robbing children of their independence? When time is short, we may rush to tie a child's shoe lace or do up their buttons on their coat, but when will they get the opportunity to do it for themselves? Are we enabling and promoting learned helplessness?

Too often we give children answers to remember rather than problems to solve. ~Roger Lewin

. This month's personal qualities are...



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### Appreciating and being aware of other's feelings

Emerging	Expected	Exceeding
I am able to show respect towards some people but occasionally I forget how to be respectful in certain situations and need to be reminded about my behaviour and attitude.	I am able to show respect to everybody, most of the time. There are times when I sometimes forget and need to be reminded about my behaviour and attitude.	I am able to demonstrate high levels of respect and politeness at all times and in all situations. My behaviour is exemplary and I am a good role model for other people.



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## Pre-Reception

In a pretend market set up in the classroom for Chinese New Year, children engage in a fun, interactive activity where they use real coins to "purchase" items like toys, or festive decorations. As they explore the shop, they practice counting money, adding prices, and making change. The activity encourages problem-solving as they figure out how to budget their coins to buy different items. This playful experience helps children develop essential math skills, while also learning about the value of money in a real-world context.



Reception 1

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- In Maths, we have been listening to word problems and deciding if we need to use addition or subtraction.
  We act out the problem using drawings or objects, then decide if we need to use addition or subtraction
- based on if the result is more or less than the starting number. Sometimes, we can even solve the problems using mental maths!
  - Reception 1 are becoming careful thinkers and expert problem-solvers, well done superstars!



Pig = 1111 Mr Balloon=111 () Castle = 111 Rainbow Unicorn=111

. Reception 2

We have been problem solving in our ' Maths Gameshow'

Jn teams, we identified what was missing in our number sentences. We tried to remember the components of our Reception number sentences - numbers, a + or - and an =

This helped us solve not only Maths problems but also problems within our team, improving our negotiation skills and sharing our thoughts and ideas.







Year 1 T

The Year 1's have been problem-solvers in Maths. We enjoyed using building blocks to make our own sums.

Well done to great answers and terrific teamwork!







Year 1 JS

Year One has been working incredibly hard on their problem-solving skills! Jn our Universal Goals topic, we've been focusing on map skills and locational geography. The children have been learning about maps-how to draw them and how to read them accurately. Ms. Scott hid items all around the playground, and Year One worked as a team to find the hidden treasure! The children then created their own maps of their homes and school, using the North, South, East, and West compass directions to guide them. The children have also been learning about physical features of their location, learning about different physical parts of Thailand and how to identify these on an atlas. They can understand how to identify a mountain, river and capital city!









Year 2 students love solving problems together using manipulatives to demonstrate their learning. We love learning about multiplication and division! Way to go, Year 2 on your fabulous problem-solving strategies.

Year 2

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Year 3

Year 3 have, time and time again, shown that they are proficient problem-solvers; with a recent example being their completion of complex monetary word problems. In small groups, and later as a whole class, they undertook a series of challenges which tested their understanding of the four operations in the context of financial transactions. The hungry shoppers used their reading comprehension skills to decipher which operation was needed to complete each step, and then compared answers to check for any discrepancies which could be discussed further.

I am continually impressed by their team-working and communicative skills, as well as their ever-growing mathematical competencies. Well done, Team! :)

















First we found out more about air pollution and what kinds of things make the air bad for humans and animals to breathe.



After finding out about what makes up air pollution, we discussed the main causes of air pollution. Finally we looked what potential solutions there were to tackle air pollution.







Year 5

Jn Year 5, we are using problem-solving skills to investigate how we can distinguish between day and night. To do this, we have designed a science experiment that explores key factors such as the position of the Sun, changes in light and shadows and the role of the Earth's rotation.

#### How Are We Problem-Solving?

- 1. Jdentifying the Problem We start by asking: What causes the difference between day and night? and How can we prove it through an experiment?
- Planning the Experiment We decide on materials and methods, such as using a globe and a flashlight to model the Earth's rotation and observe how light and shadows change



**3. Making Predictions** – We predict what will happen when we shine a light on different parts of the globe and how this relates to daytime and nighttime.

**4. Conducting the Experiment** – We test our ideas by rotating the globe and recording observations about light, shadow, and time.

**5. Analysing Results** – We compare findings, discuss patterns, and draw conclusions about how the Earth's movement creates day and night.

**6. Reflecting and Jmproving** – We consider any challenges and think about how we could refine our experiment for better accuracy.









### Problem Solving in Year 6



**Computing Meets** Finance! Year 6 put their spreadsheet skills to the test by solving real-world money problems. They applied their learning to create efficient budgeting plans and track finances, understanding the importance of managing money wisely. This hands-on challenge helped them see how computing skills can be used in everyday life!













Escape Room Fractions! In Maths, Year 6 took on an exciting escape room challenge to consolidate their learning on fractions. Working collaboratively, they had just one hour to solve a series of fraction-based problems, identifying the most efficient mathematical strategies to unlock their way out. This activity encouraged teamwork, logical thinking, and real-world problem-solving!



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We went on a Thai Studies field trip to **Phaya Thai Palace** and **Wat Benchamabophit** (the Marble Temple). Our first stop was **Phaya Thai Palace**. The palace was stunning, with elegant European-style architecture mixed with Thai influences. We learned that it was once a royal residence for King Rama V and later became a hospital. The most interesting part was the **Royal Waiting Room**, which had intricate decorations and beautiful stained glass windows. Our guide told us that the name "Phaya Thai" means "Noble Thai," which made the palace feel even more special.

Next, we visited **Wat Benchamabophit**, our favourite temple of the day! It's called the **Marble Temple** because it's built from stunning white Italian marble. The temple looked like something out of a fairy tale, with golden rooftops that sparkled in the sunlight. Inside, there was a peaceful Buddha statue and 52 different Buddha images from various parts of **P**hailand.





















# Valentine's Day













# Dalentine's Day



















