

New Wave Mental Maths

Revised edition



Revised for the
new Primary
Mathematics Curriculum

30 million sold
WORLDWIDE

NEW FEATURES:

✓ Maths Talk

✓ Maths Vocabulary

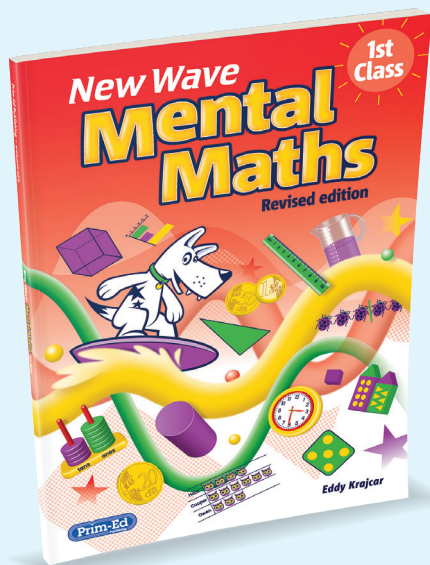
✓ And much more...



THE TRUSTED MATHS
RESOURCE FOR OVER 30 YEARS

WITH
FREE MATHS
ACTIVITIES
INSIDE!

Ireland's favourite maths series, revised for the new Primary Mathematics Curriculum!



The introduction of the new Primary Mathematics Curriculum brings several new features to *New Wave Mental Maths*.

The most notable changes include an increased emphasis on learning through playing and problem-solving.

The five key learning practices in focus are:

- using cognitively challenging tasks;
- fostering productive disposition;
- promoting **'Maths Talk'**;
- emphasising mathematical modelling; and
- encouraging playfulness.

These complement the proven mental maths approach of reinforcing learning through weekly practice and speed repetition using:

- a structured daily mental maths programme for the whole school year;
- pictorial and written representations of problems in both the problem-solving and daily columns; and
- sequential development of mathematical concepts and vocabulary.

Maths Talk **NEW**

'Maths Talk' is a collaborative process where children's thinking, ideas, and strategies are shared and discussed. It uses different forms of communication (questioning, listening, and explaining) to promote mathematical understanding in all pupils. This section:

- reviews thinking strategies via direct questions;
- reinforces concepts through different learning styles;
- uses discussion topics that are aligned directly with the curriculum;
- encourages questions and answers in groups or pairs as sharing answers supports differentiation and collaboration; and
- provides flexible tools for teachers.

Maths Vocabulary **NEW**

- New section after **'Maths Talk'**
- Questions related to concepts
- Comprehension and literacy
- Supports learning styles as includes some visual representation

Questions **NEW**

- Reinforcing concepts in different ways
- Strategy focus for the week
- Instruction in Monday column
- The concept flows through the entire week

The New Wave Mental Maths Portal

As a best-selling maths resource that's been around for more than 20 years, parents and teachers worldwide have consistently come back to *New Wave Mental Maths* due to its continuous development and improvements. The latest addition to this series is the introduction of the *New Wave Mental Maths* online portal for teachers.

BUY A CLASS SET FOR FREE ACCESS

ACCESS BY YEAR LEVEL

New Wave Mental Maths
Revised edition

1st Class
New Wave Mental Maths
Revised edition
Eddy Krutjar

New Wave Mental Maths Online is provided FREE when the programme is adopted in class.

The portal allows teachers to:

- Project onto a whiteboard to review the daily activities within the classroom and to showcase answers.
- Quickly recap concepts tied to tricky questions and tackle them again together.

www.newwavementalmaths.ie

All answers for *New Wave Mental Maths* Ireland 1st to 6th Class pupil resources (2025 revised editions) are included on the portal. Revisions for the *New Wave Mental Maths* portal are underway, and we hope to launch the updated website in the future.

Mental Maths in Your Classroom

In simple terms, mental maths strategies are the methods we use to turn a 'calculation we cannot do into a calculation we can do by employing relationships between numbers and operations'.

(McIntosh, A; Reys, R; Reys, B. 1997. Mental Computation in the Middle Grades: The importance of thinking strategies. Mathematics in the Middle School, 2 (5), p. 323)

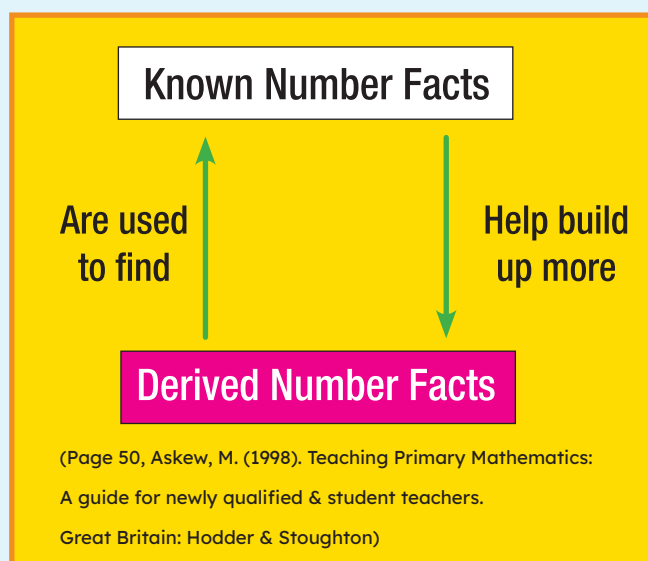
How do we, as teachers, encourage pupils to develop flexible problem-solving strategies and mental maths methods?

We can support pupils in making connections instead of dictating the rules to them for answering questions. The new Primary Mathematics Curriculum supports this notion of allowing pupils the space and freedom to problem-solve through inquiry and repetition of key concepts to create those key connections.

A common strategy for solving questions mentally, for example, is to derive an answer from an already-known fact. Pupils who cannot recall the result of multiplying 7 by 6 may remember that 6 times 6 is 36 and be able to work out that 7 times 6 is 36 plus another 6.

Whilst it is not important to know all the various strategies that pupils might use when performing a mental calculation, it is important to understand that pupils will differ in their approaches. Assessing a pupil's strategy choice can help us identify any learning gaps, as well as recognise strengths.

The only way to find out how pupils calculate mentally is to ask them to explain their thoughts, encouraging maths talk and other focused discussions. In all discussions, it is important that pupils feel their contribution is valued. Over time, pupils become so familiar with certain calculations that these calculations become known facts that may be retrieved from memory. The following diagram illustrates this process.



New Wave Mental Maths combines the major concept areas of mathematics to provide a framework for the development of mental strategies. These begin as simple strategies that are built upon as the series develops.

For example, when adding two-digit numbers, the partitioning strategy developed in 1st and 2nd Class books for adding single-digit numbers can be applied.

$$28 + 27 = 55$$

becomes

$$20 + 20 + 8 + 2 + 5 = 55$$

or

$$28 + 2 + 25 = 55$$

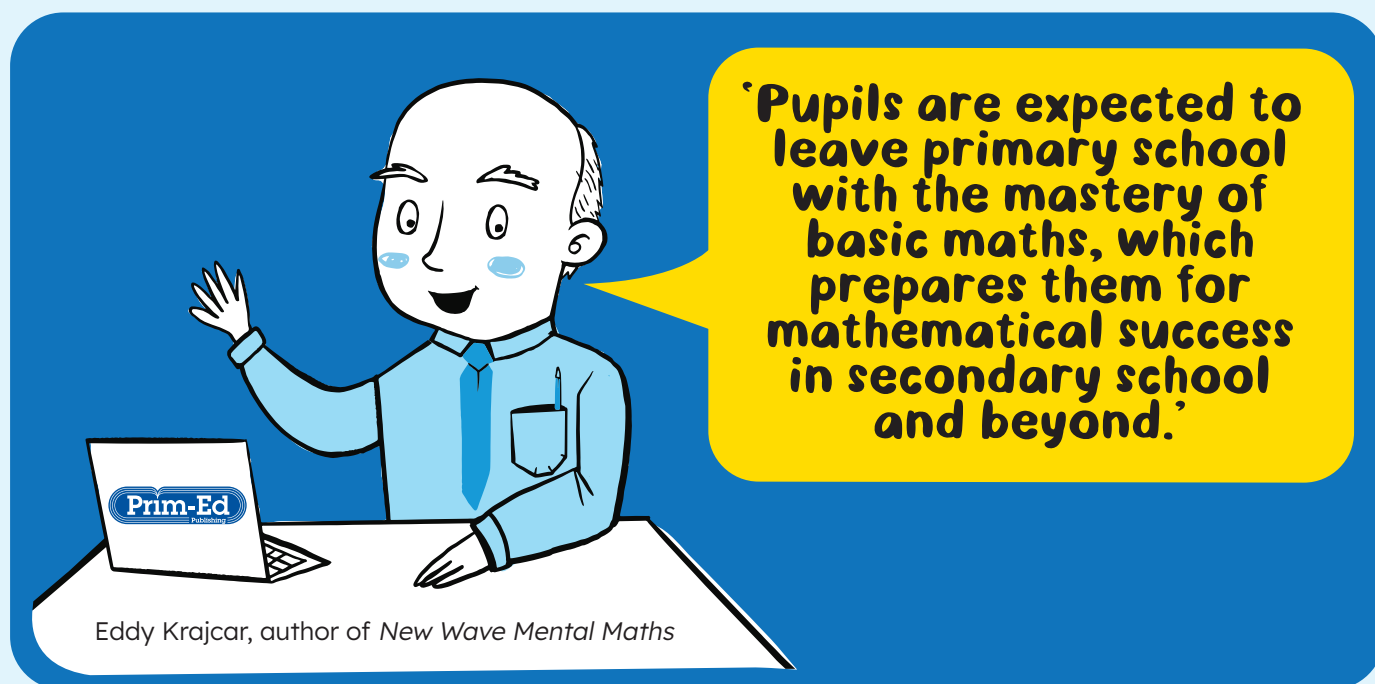
or

$$25 + 25 = 50; 3 + 2 = 5; 50 + 5 = 55$$

(Note: There are many different strategies a pupil might use to calculate the answer to this problem.)

Using known facts to derive the answers to unknown questions should be a common strategy. The diagram above (Askew 1998) demonstrates this clearly and illustrates how the pupil's knowledge and understanding are developed via the use of mental calculations.

The exciting aspect of mental maths is the more the pupils create connections, the stronger their ability to apply mathematical thinking in daily life.



New Wave Mental Maths is designed to support and complement existing mental maths programmes and has successfully been doing so for many years.

The flexibility of *New Wave Mental Maths* means that the books can be used as a warm-up, extension, assessment, or homework – however the teacher wishes to integrate them into their pedagogy.

As well as addressing the need for a flexible maths resource, this series also systematically delivers the *Practise, Consolidate, Reinforce* method, ensuring pupils develop the confidence and proficiency needed for success in mathematics.

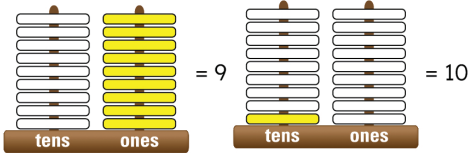
PRACTISE	CONSOLIDATE	REINFORCE
<ul style="list-style-type: none"> Engages pupils in a variety of mental maths questions written to diversify their mental strategies. The column formatting is designed to encourage daily practice. The 'Problem-solving' questions are designed to allow pupils to practise their problem-solving strategies. Accessible features support varying learning styles for differentiation. 	<ul style="list-style-type: none"> Emphasises a systematic and cumulative approach, building upon concepts learnt at each year level through spaced learning. Questions are progressively built upon week-to-week, allowing pupils to consolidate their understanding of simple number facts. The 'Maths Facts' in each book act as a quick reference and support for consolidation of the concepts that have been introduced. 	<ul style="list-style-type: none"> The 'Friday Review' acts as revision for the questions that week, requiring pupils to repeat the mental strategies used. Repetition of concepts and 'Maths Vocabulary' helps pupils recognise and use mathematical language and literacy easily and effectively. Problem-solving questions are presented each week to keep the focus on using maths knowledge and concepts in a problem-solving scenario.

Week 5

Monday



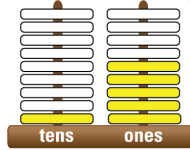
Using tens and ones



The number after 9 is 10. We cannot fit 10 ones on the ones rod. So, we change it to 1 ten and zero ones.

1. 1 ten + 5 ones =

10 + _____ = 15



2. 9 - 1 = _____

3. How many corners?



4. Draw a line to match each word to its numeral.

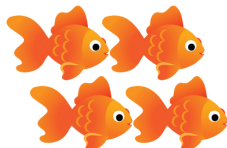
6 7 8 9

eight nine seven six

5. _____ o'clock



6. How many more to make 6 fish?

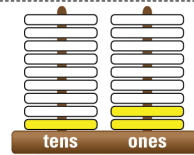


7. Tick the longest ruler.



Tuesday

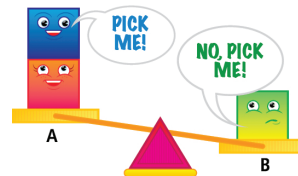
1. 1 ten + 2 ones =



Boxed weekly focus questions in younger year levels (1st-4th Class) use examples to offer a core concept or strategy to teach, practice, and reinforce across the week.



4. The lighter load is _____.



5. Shape A is 2-D 3-D.



Shape B is 2-D 3-D.



6. March, April,

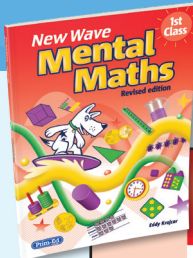
May February June

7. Colour 5 + 3. Total? _____



8. How many corners?

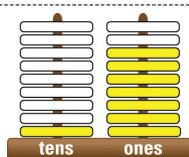




Wednesday

1. _____ ten + 7 ones =

_____ + _____ = _____



2. $8 + 0 =$ _____

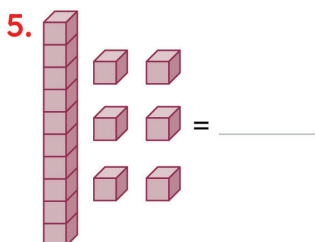
3. The top left has _____.

5	Z	Q
T	7	E

4. Draw a line to match each word to its numeral.

4 5 6 7

five six seven four



6. Colour the rectangle.

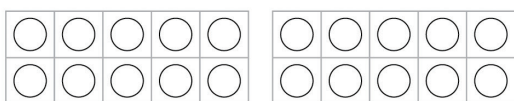


7. Tick the longest ruler.



8. 8, 9, _____, 11, 12, 13, _____

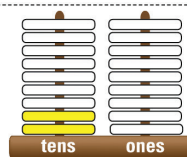
9. Colour 16.



Thursday

1. _____ tens + 0 ones =

_____ + 0 = 20



2. $0 + 9 =$ _____

3. $10 + 5 =$ (a) 6 ☐
(b) 15 ☐
(c) 105 ☐

4. Colour $3 + 4 + 3$. Total? _____



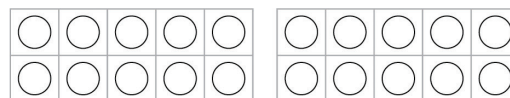
5. Order from longest (1) to shortest (3).



6. Tick the pattern going up in 2s.

- (a) 2, 4, 5, 8, 10 ☐
- (b) 2, 4, 6, 8, 10 ☐
- (c) 2, 4, 5, 8, 9, 10 ☐

7. Colour 15.



8. $7 - 5 =$ _____



9. = _____

Week 10

Monday



Decomposing place value of 3 digits

Example: What makes up 132?

Hundreds	Tens	Ones
1	3	2

100 + 30 + 2

1. What makes up 125?

Hundreds	Tens	Ones
1	2	5

_____ + _____ + _____

2. What time is this?

(a) A quarter to 3 ☐

(b) A quarter to 4 ☐



3. $14 - 14 =$ _____

4.

	100	
--	-----	--

before after

5. From the , go south 2, east 2, north 1, and west 1. Tick the new position.



6. Order Mr Teecha's day from the earliest (1) to the latest (4).

6 pm – made dinner _____

5.45 pm – corrected spelling tests _____

6.30 am – arrived at school _____

4.30 am – swam at Icy Cold Beach _____

7. $2 + 2 + 3 + 3 =$ _____

Tuesday

1. What makes up 167?

Hundreds	Tens	Ones
1	6	7

_____ + _____ + _____

2. $10 + 7 =$ _____

3. $17 - 10 =$ _____

4. A week has _____ days.

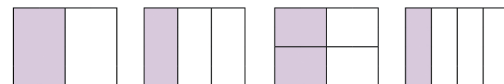
MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5. What date is the first Sunday in March? _____

6. What date is the first Wednesday in March? _____

7. Which 2 squares are shaded equally?



(a) $\frac{1}{2}$ ☐ (b) $\frac{1}{3}$ ☐ (c) $\frac{2}{4}$ ☐ (d) $\frac{1}{4}$ ☐

8. Finish the growing pattern.



9. €1.10 =



(a) ☐ (b) ☐ (c) ☐

Engaging artworks act as visual aids to represent complex concepts while testing mathematical knowledge using real-world objects.

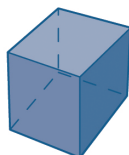
Wednesday

1. What makes up 140?

Hundreds	Tens	Ones
1	4	0

_____ + _____ + _____

2. How many corners?



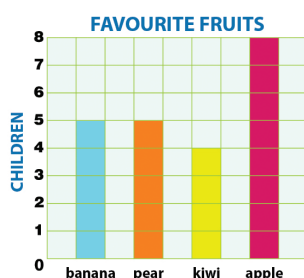
3. $15 - 15 =$ _____

4. The month with less

(a) July. ☐ (b) _____

5. $8 + 2 =$ _____

Subtle horizontal
dividing lines to aid
comprehension
through indicating
question flow.



6. Which fruit was the least popular? _____

7. How many children liked pears? _____

8. Chef baked 17 cakes and later baked 4 cakes. How many cakes were baked altogether? Write as a number sentence.



9. _____
= _____ c or € _____.

Thursday

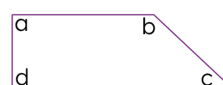
1. What makes up 104?

Hundreds	Tens	Ones
1	0	4

_____ + _____ + _____

2. Which 2 angles are the same size?

_____ and _____



What time is this?

(a) A quarter to 5 ☐

(b) A quarter to 6 ☐



4. The **afternoon** begins after

(a) midnight. ☐

(b) midday (noon). ☐

(c) dawn. ☐

5. Colour the top view of a cuboid.



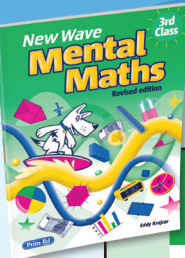
6. 77
 $- 44$

7. even 20 18 16 14
- even $- 10$ $- 10$ $- 10$ $- 10$

even - even = odd ☐ even ☐

8. 300, 400, 500, 600, _____, _____, _____

9. $90 + 10 =$ _____



Maths Facts

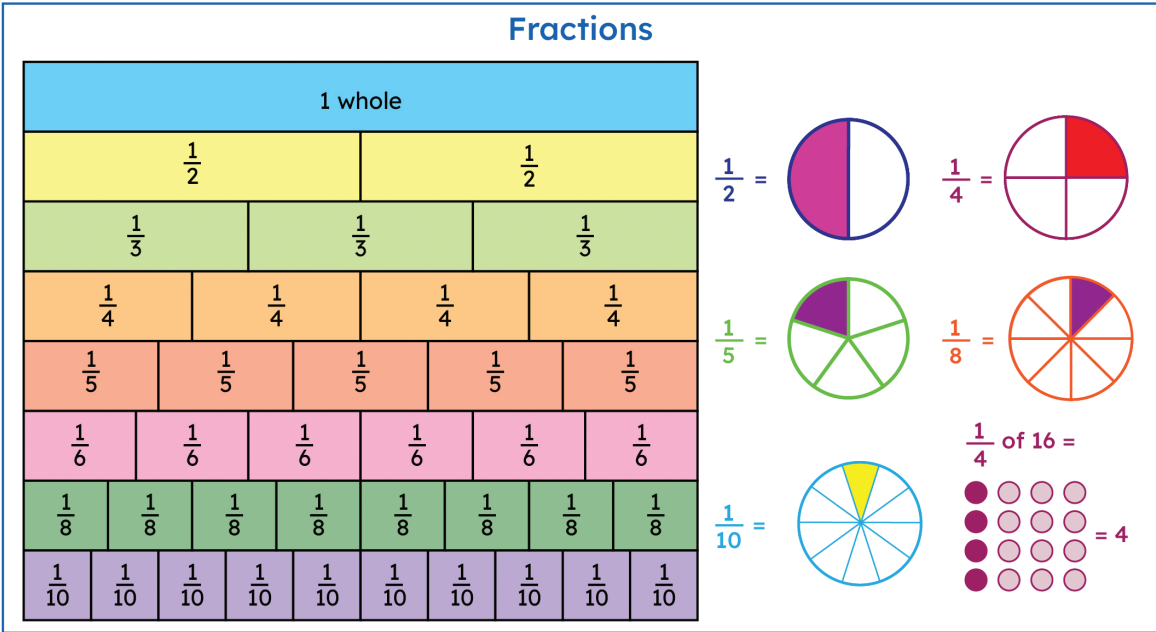
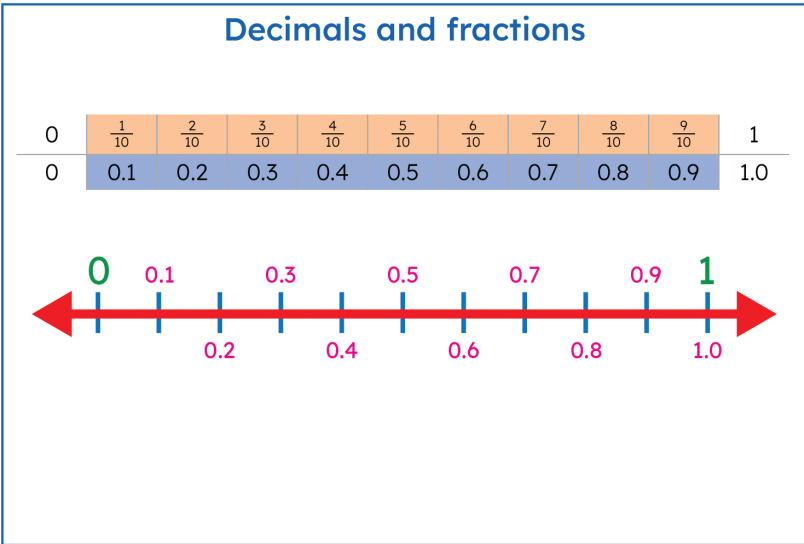
'Maths Facts'
as supportive
quick guides for
mathematical
knowledge required
for each age level.

Number

Place value						
	thousands	hundreds	tens	ones	•	tenths
9 7 4 1 . 2	9	7	4	1	.	2
9 0 0 0 . 0						
7 0 0 . 0						
4 0 . 0						
1 . 0						
. 2						

Counting numbers

←	9	10	11	→
←	99	100	101	→
←	199	200	201	→
←	299	300	301	→
←	399	400	401	→
←	499	500	501	→
←	599	600	601	→
←	699	700	701	→
←	799	800	801	→
←	899	900	901	→
←	999	1000	1001	→



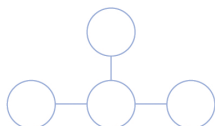
Week 20

Problem-solving

Monday

Make the numbers across and down total 15.

1. Use 7, 5, 8, and 3.



2. Use 4, 9, 6, and 5.



Separate 'Problem-solving' column to expand on mathematical understanding while assessing critical thinking skills across all mathematical strands.

Circle the correct signs.

1. $9 \times 7\text{kg} < = > 8 \times 8\text{kg}$
2. $10 \times 4\text{kg} < = > 5 \times 8\text{kg}$

Wednesday

Complete the patterns.

1.
2. 890, 910, 930, 950, _____, 990

Thursday

APPS ON DEVICES =2 =1

Lee	
Ava	

1. Lee has _____ more apps than Ava.
2. What is the sum of the apps?

Friday Review

1. 5, 20, 80, _____, 1280
Rule: \times _____

2. 3, 6, 12, 24, _____, 96
Rule: \times _____

3. Which is the chance of a piano being found within a school?

(a) probable ☐

(b) improbable ☐

4. Andy recorded 5 spins.

57, 69, 55, 54, 69

- (a) Order the numbers.

- (b) Find the mode.

5. €50 – €9.50
= € _____

6. What is the perimeter of a fence line that is 45m by 35m?
_____m

7. $104 - 9 =$ _____

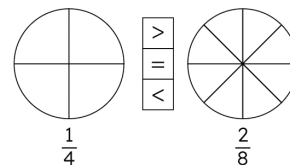
8. $39 + 7 =$ _____

9. $10 - 0.7 =$ _____

10. $40 + 90 =$ _____

11. $\frac{1}{8} + \frac{1}{8} =$ _____

12. Colour the fractions and symbol to match.

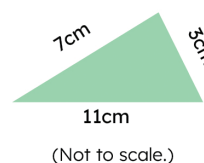


13. Write 7234 in expanded form.
_____ + _____
+ _____
+ _____

14. Is this a net of a cube?



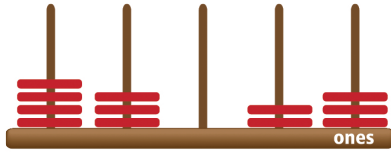
15. Which type of triangle is this?
(a) isosceles ☐
(b) equilateral ☐
(c) scalene ☐



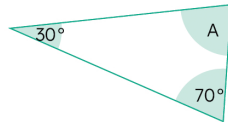
Week 25

Monday

1. Write the numeral. _____



2. Angle A = _____°



3. $\frac{3}{4}$ of 12 = _____

4. $99,998 + 7 =$ _____

5. $6 \times 0.7 =$ _____

6. $35,505 - 9 =$ _____

7. $1\% = 0.$ _____

8. $3 \overline{)67.2} =$ _____

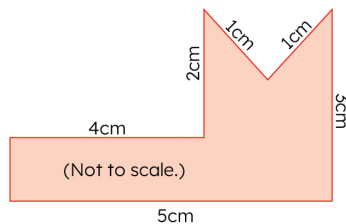
9. Simplify $\frac{9}{12}$. _____

10. How many lines of symmetry? _____



11. $\frac{7}{100} = 0.$ _____

12. Perimeter = _____ cm



13. This book was €10, now it costs
€_____.



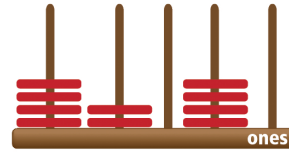
14. What 2-D shape would you see in the cross-section?



15. $17 \times 25 \times 4 =$ _____

Tuesday

1. Write the numeral. _____



2. $64 \div$ _____ $= 8$

3. Luke earns €125 per day. How much does Luke earn in 5 days?
€_____

4. Round 9384 (nearest thousand).

5. $100 - 25 - 25 - 25 =$ _____

6. Diameter is 6cm, so the radius is
_____ cm.

7. $\frac{15}{100} = 0.$ _____

8. Write in descending order.

0.15 15 1.05 1.5

_____, _____, _____, _____

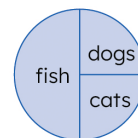
9. The place value of the 8 in 24.85 is:

(a) tenths. ☐ (b) hundredths. ☐

10. 50% of _____ = 9

11. $\frac{2}{3}$ of 9 = _____

The pie chart shows pets owned by 5th Class pupils.



12. 5 pupils own dogs. How many own cats?

13. How many own fish? _____

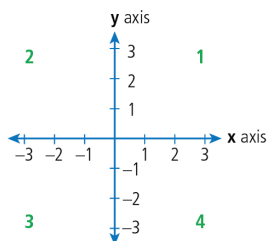
14. How many own dogs and fish? _____

15. How many pets altogether? _____



Maths Talk

Discuss with a partner the best way to plot points on the four quadrants graph.



1. Complete the table. Include an example by plotting a point in each quadrant.

Quadrant	x (horizontal)	y (vertical)	Example
1	positive		
2			
3	negative		
4			

2. (a) Plot these coordinates.

A = (3,3) B = (-3,3) C = (-3,-3) D = (3,-3)

- (b) Draw lines to join the coordinates.
What shape was created?

3. (a) Plot these coordinates.

P = (0,3) Q = (-2,-2) R = (2,-2)

- (b) Draw lines to join the coordinates.
What type of triangle was made?

Share and compare your work with others.

Working out space

**New 'Maths Talk' column
with extended problems
with both closed- and open-
ended questions to facilitate
opportunities for group or class
discussions.**



Vocabulary

1. Look back at Week 29's 'Vocabulary' questions. Match the prime factors below with each number from the set.

(a) $3 \times 3 \times 3 \times 3 =$ _____

(b) $3 \times 3 \times 5 =$ _____

(c) $3 \times 17 =$ _____

(d) $3 \times 5 =$ _____

(e) $2 \times 3 \times 5 =$ _____

(f) $2 \times 2 \times 2 \times 3 =$ _____

(g) $2 \times 2 \times 2 \times 3 \times 3 =$ _____

(h) $3 \times 7 =$ _____

New 'Vocabulary' column to assess pupil understanding of mathematical terminology.

Word Cloud

Add key words and phrases from Week 30.

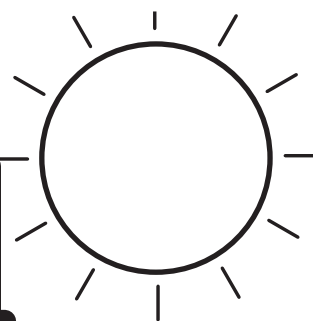
The weekly 'Word Cloud' supports both individual and group learning of new terms and concepts.

Week 30

New Wave

Mental Maths

Revised edition



O I W Z O M Q M L E H C P R O F I T A P
T R C C P O R E M A I N D E R N O F N V
E M D L R O T A T I O N E A T O N N E A
N Z S E P S D I A M E T E R J B B K G R
T P I P R N U J N J R S G O D J Q M M I
H H B N R O C R G E P A R T I T I O N A
W Q S P J A F W V U X E M F T J R Z O B
Y M K Z E Y L O R E T X U O F P V T I L
N X L G L R O G P X Y P V L E H Z N U E
H O H U I I P L E E F O R M U L A I D B
A C K O W Z N E M B R A N G E G Y Y E A
L T K I R R D E N J R A A B F K F F N R
F A I J N I R H G D C A T A M J Z R O C
G G T H O T Z Y Z R I J M I O Y F E M H
Y O E M A N E O U G A C W O O I A Q I A
S N F K Z R F G N X Y P U M Q N T U N R
C A P A C I T Y E T U P H L E L S E A T
F H T V K Z B B Z R A J E K A A M N T Y
T O U T C O M E E X Z L E V A R F C O U
A F Z C X C R Q M T P N Q F I E L Y R X

algebra

bar chart

capacity

denominator

diameter

formula

frequency

half

horizontal

integer

kite

line graph

octagon

order of operations

outcome

partition

perpendicular

profit

range

remainder

rotation

survey

tenth

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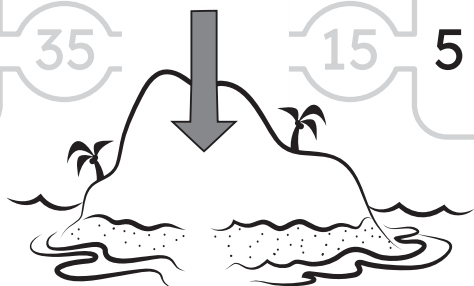


Solve the multiplication sums and land on the correct answers to move through the maths maze.

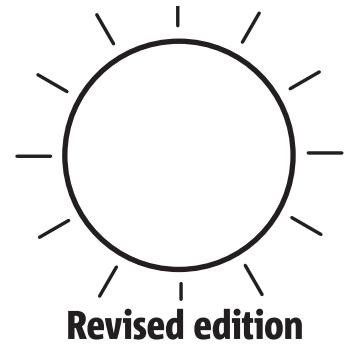
START HERE

A 10x10 grid of multiplication problems and answers. The grid is designed as a maze where the correct answer to a problem is the number in the adjacent cell. The starting point is at the top left, and the ending point is at the bottom center, indicated by a large downward arrow.

7×8	56	3×7	22	8×1	8	8×4	33	7×4	
57	55	21	42	6	7	32	14	30	
8×5	41	7×6	43	9×1	16	2×8	17	6×8	
37	39	40	45	9	13	18	19	51	
2×7	16	6×2	17	9×2	19	2×5	10	5×6	
19	16	10	21	16	18	8	9	35	
5×6	33	9×8	67	4×7	5	1×6	7	1×7	
28	29	75	13	15	6	4	3	7	
3×9	27	4×2	17	2×8	16	7×4	28	2×4	
36	37	34	7	18	19	27	8	10	
9×4	35		15	5×3	4	4×1	5	1×1	



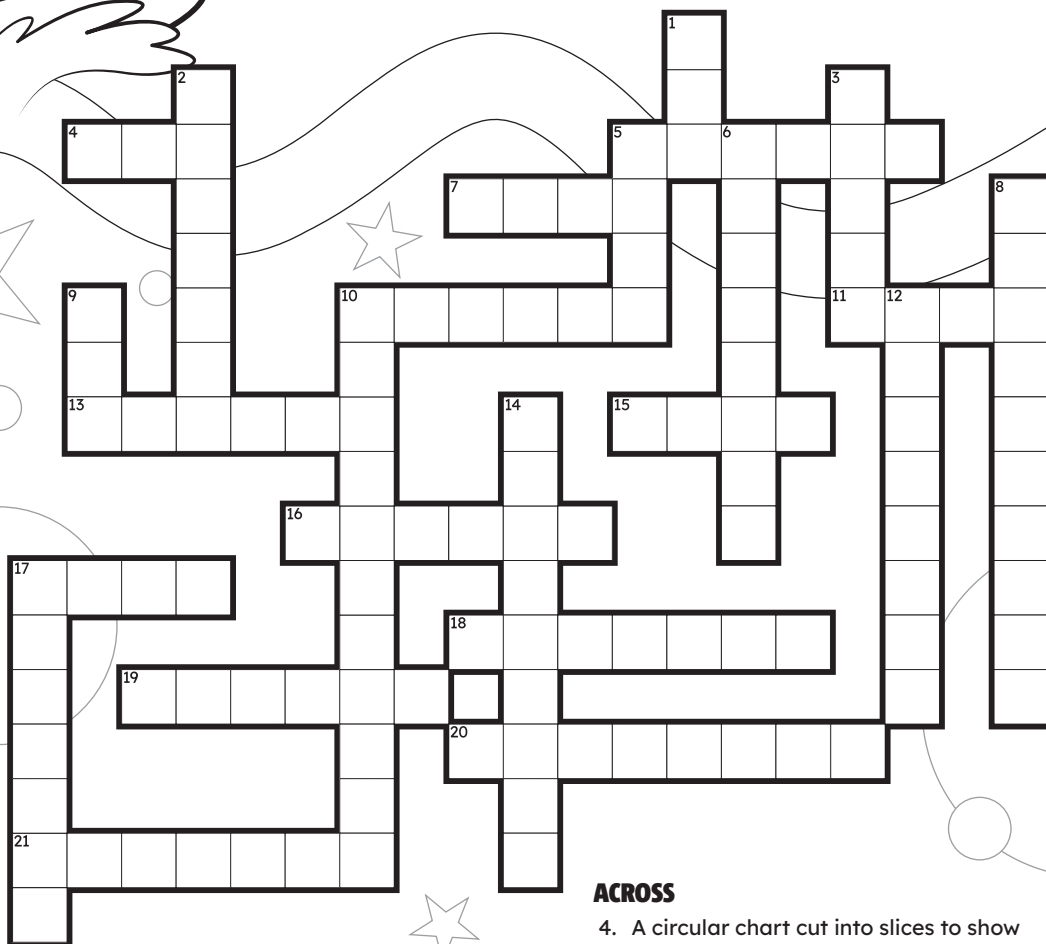
New Wave Mental Maths



Revised edition



The Statistics and Probability Crossword



DOWN

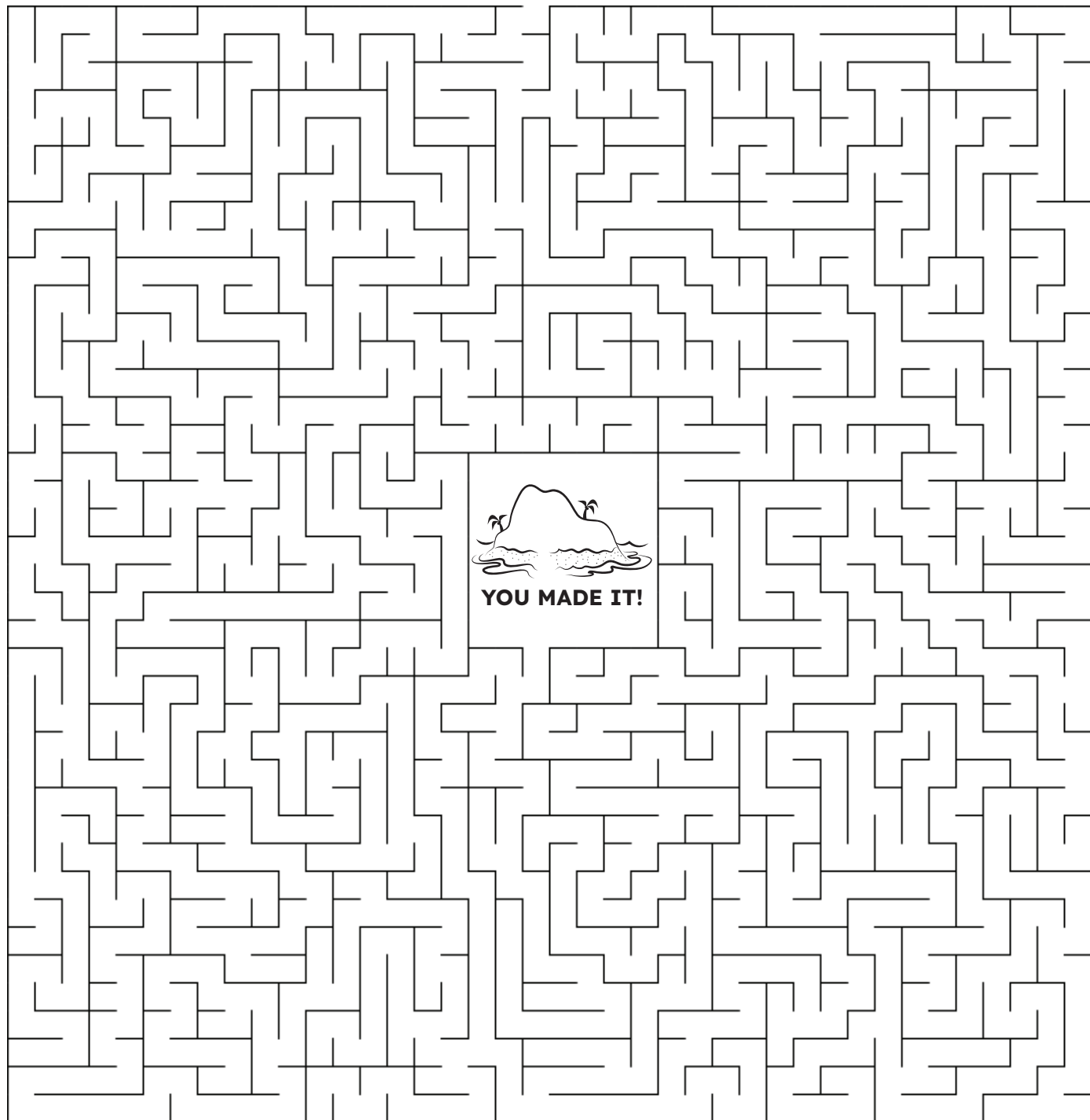
1. The numbers on a probability scale range from zero to _____.
2. Definite.
3. The difference between the smallest and largest values in a set of data.
5. The average.
6. Data that is countable.
8. A judgement.
9. A type of graph or chart with columns.
10. A way to share ideas and clarify understanding.
12. A number or quantity that can be counted or measured.
14. The number of times a data value occurs.
17. Graphs can be used to _____ data.

ACROSS

4. A circular chart cut into slices to show numerical proportion.
5. The middle value in an ordered set of data.
7. The most common number in a set of data.
10. Another name for a bar graph.
11. A 50/50 chance.
13. Happens by chance.
15. When data does not present itself symmetrically on a graph.
16. Questions to extract data.
17. Facts and statistics collected to analyse.
18. A value in a set of data that is very different to the other values.
19. Another word for probability.
20. Not likely.
21. To study in detail.



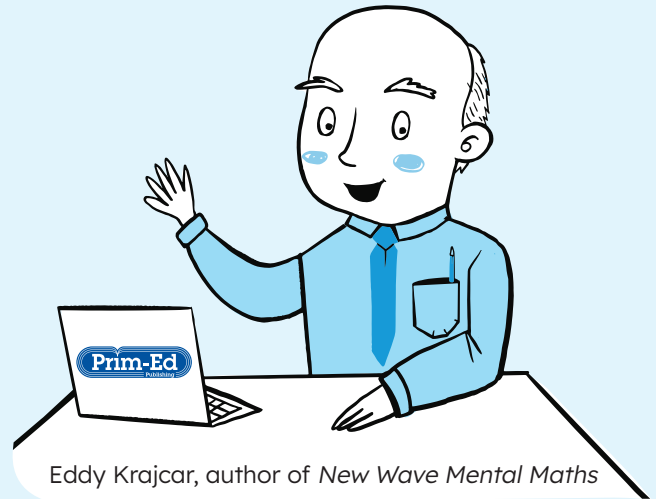
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Meet the Author – Eddy Krajcar

Eddy Krajcar is a primary school teacher, husband, father, avid sports fan, and the author of the global best-seller *New Wave Mental Maths*.

At the start of his teaching career in 1993, Eddy noticed that many students had gaps (or areas of weakness) in their conceptual knowledge. Eddy realised ‘educators, and the resources they used, tended to teach one concept at a time. Content previously learnt was going unpractised and eventually was forgotten by the next school year.’



Eddy Krajcar, author of *New Wave Mental Maths*

When he recognised this gap in how students learnt maths, Eddy set himself the task of finding a solution that could be applied in schools. With a passion for problem-solving, as well as in-depth knowledge of the curriculum from years of research, Eddy’s educational background and experience were invaluable when it came to writing the *New Wave Mental Maths* series, which was first published in 1999.

Twenty-five years on, Eddy’s *New Wave Mental Maths* programme is a global sensation that continues to effectively deliver engaging reinforcement of mathematical content using the time-tested method of spaced learning.

As a parent, educator, and Business graduate, Eddy appreciates the value of trialling his products in classrooms before publication. Over the years, Eddy has travelled across the world to ensure the *New Wave Mental Maths* books evolve to cater to the diverse needs of pupils and educators.

Eddy is enthusiastic about the revised series being integrated into classrooms across the world.

Worksheet Answers



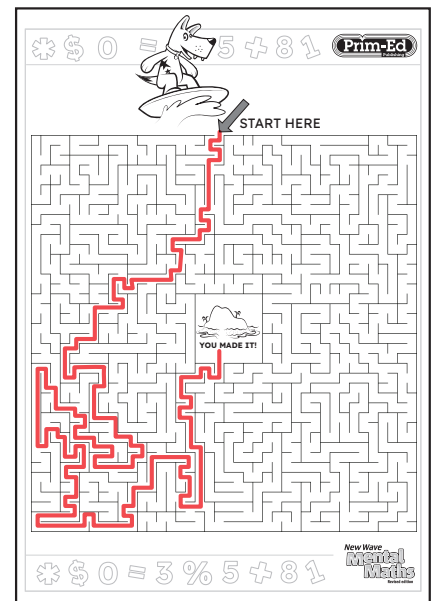
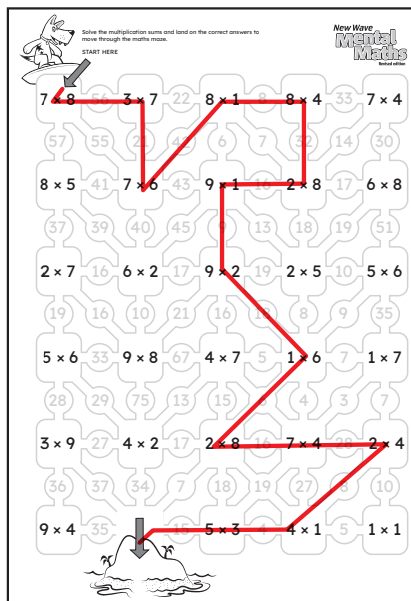
Statistics and Probability Crossword

Down

1. one
2. certain
3. range
5. mean
6. discrete
8. conclusion
9. bar
10. communicate
12. variable
14. frequency
17. display

Across

4. pie
5. median
7. mode
10. column
11. even
13. random
15. skew
16. survey
17. data
18. outlier
19. chance
20. unlikely
21. analyse



Reasons to Love *New Wave Mental Maths*

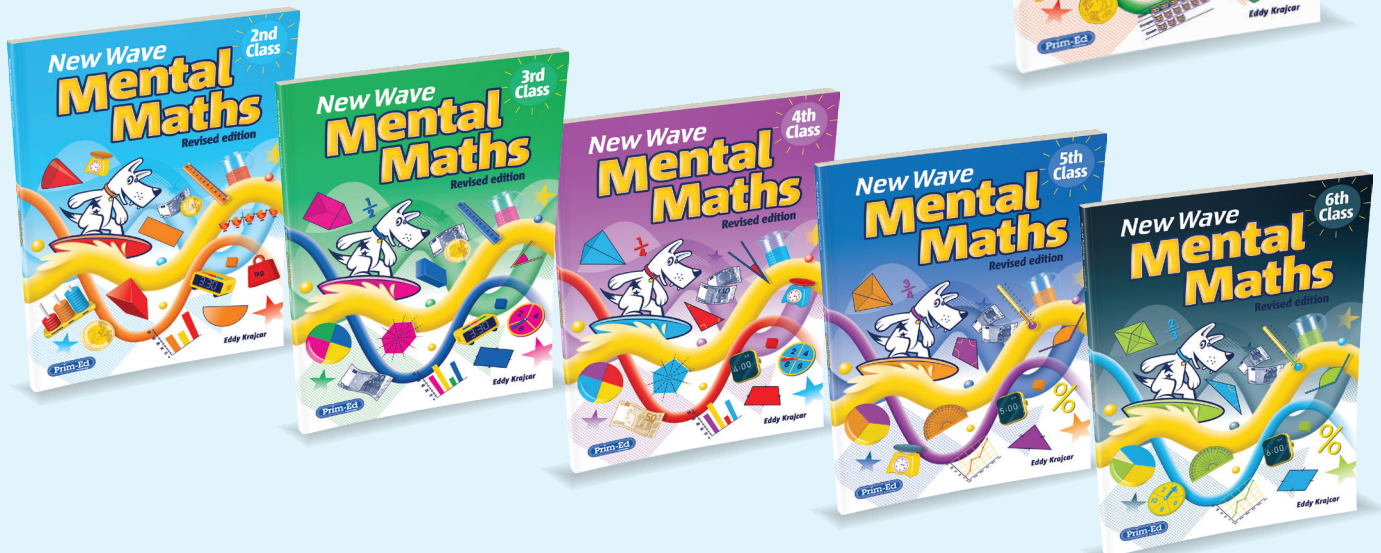
'This product is essential for my classroom because I want my pupils to achieve better results in mathematics by reinforcing concepts through daily practice.'

'I enjoy using this product because I can work independently as well as in a group. As the weeks go by, I gain more and more confidence in mathematics.'

'This product provides me with the peace of mind that my child is following a well-structured mathematics programme that consolidates the requirements of the curriculum at home.'



***New Wave Mental Maths* is brilliant! I usually give these resources to my pupils to take home and do as homework for the week. The questions get harder and harder depending on the level.**



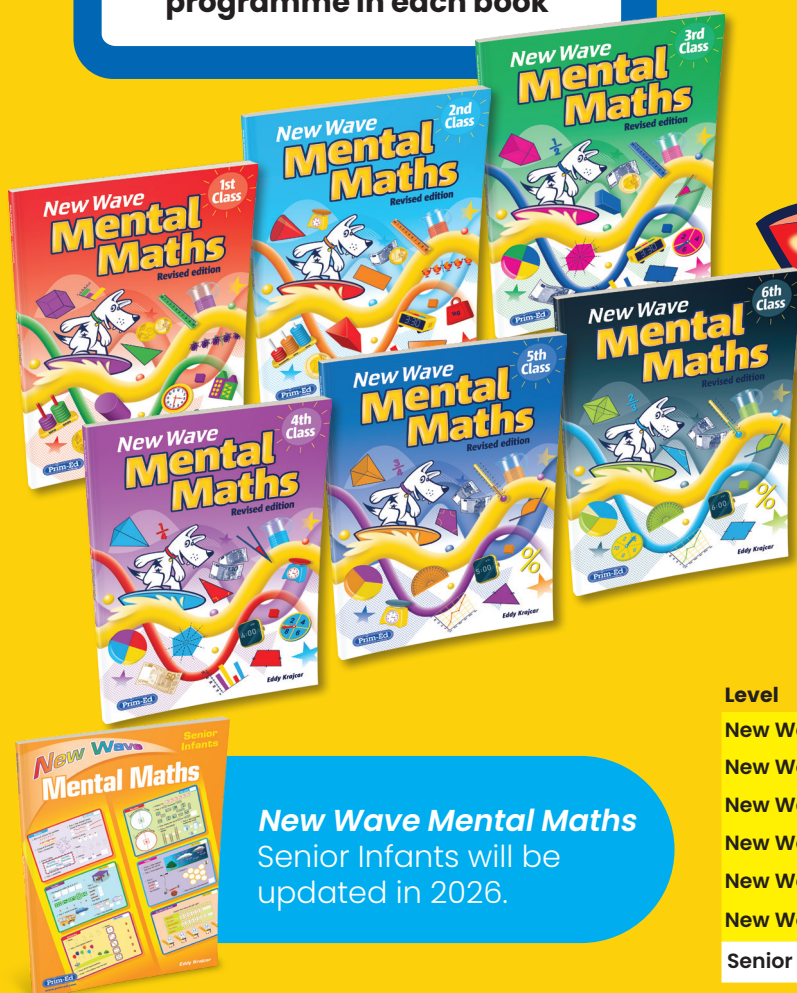
New Wave Mental Maths

Revised edition

KEY INFO:

- ★ **Seven-book series**
- ★ **Suitable for Senior Infants to 6th Class**
- ★ **36-week mental maths programme in each book**

With over 20 years of research and continuous development, our best-selling *New Wave Mental Maths* series is still the best mathematics practice resource for the modern classroom. Visually rich and engaging, *New Wave Mental Maths* provides daily mathematics practice to increase pupils' fluency and automaticity in all three maths strands. Have a closer look and find out how they can make a difference in your school today.



Level	Book code	Book ISBN
New Wave Mental Maths 1st Class	8602IR	978-1-80087-428-2
New Wave Mental Maths 2nd Class	8603IR	978-1-80087-429-9
New Wave Mental Maths 3rd Class	8604IR	978-1-80087-430-5
New Wave Mental Maths 4th Class	8605IR	978-1-80087-431-2
New Wave Mental Maths 5th Class	8606IR	978-1-80087-432-9
New Wave Mental Maths 6th Class	8607IR	978-1-80087-433-6
Senior Infants (2017 edition)	1700	978-1-846547-79-9

New Wave Mental Maths
Senior Infants will be updated in 2026.



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