

We



Maths



Welcome to The Parents' Lesson

Session 1



The aims of this session

- How we feel about maths
 - Making Maths Fun!
 - Making progress in Maths
- What's happening in the classroom
 - Magic Maths Meetings
 - Problem Solving
- MyMaths.co.uk

How do you feel about maths?



We  Maths

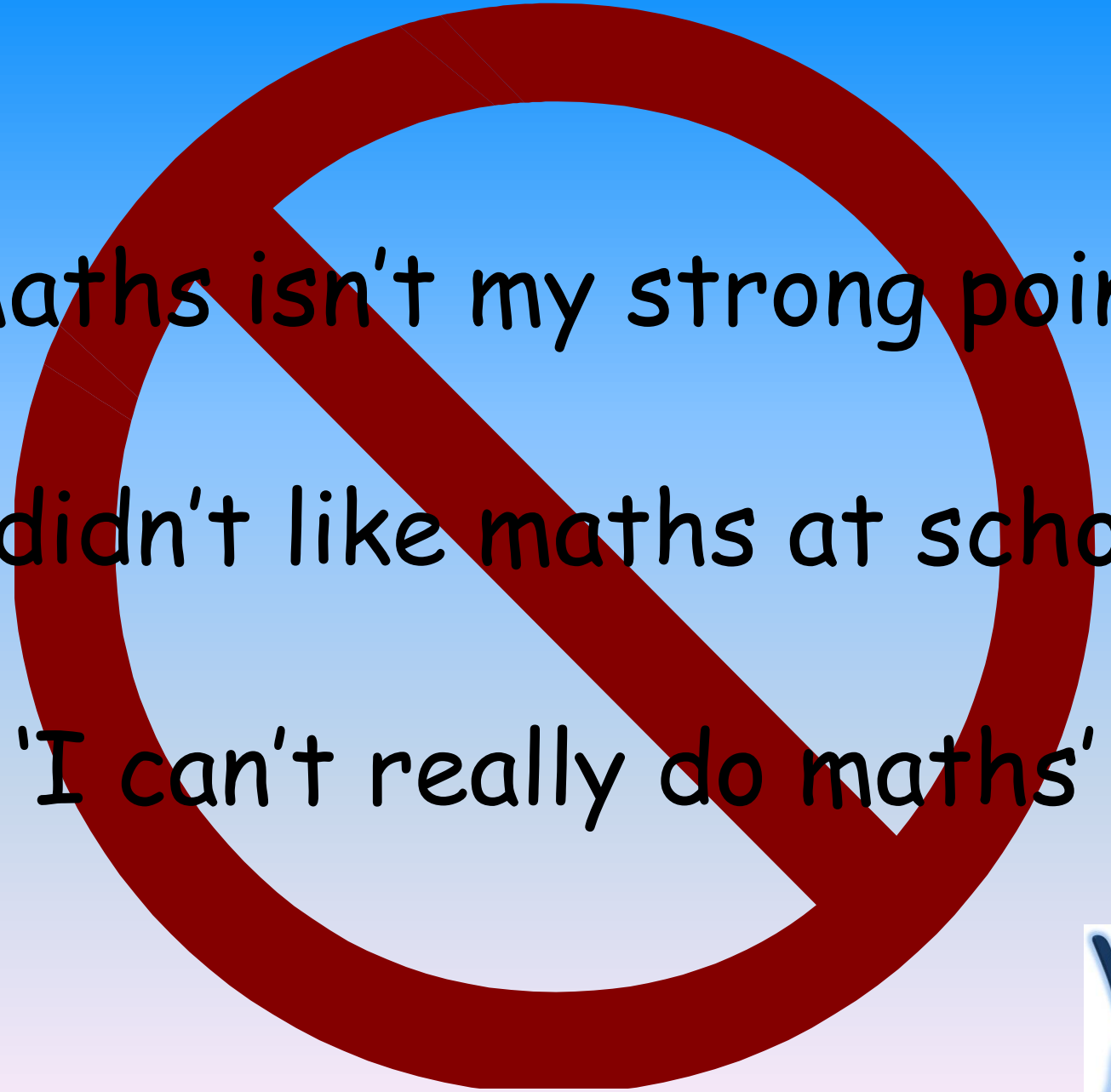


'Maths isn't my strong point'

'I didn't like maths at school'

'I can't really do maths'



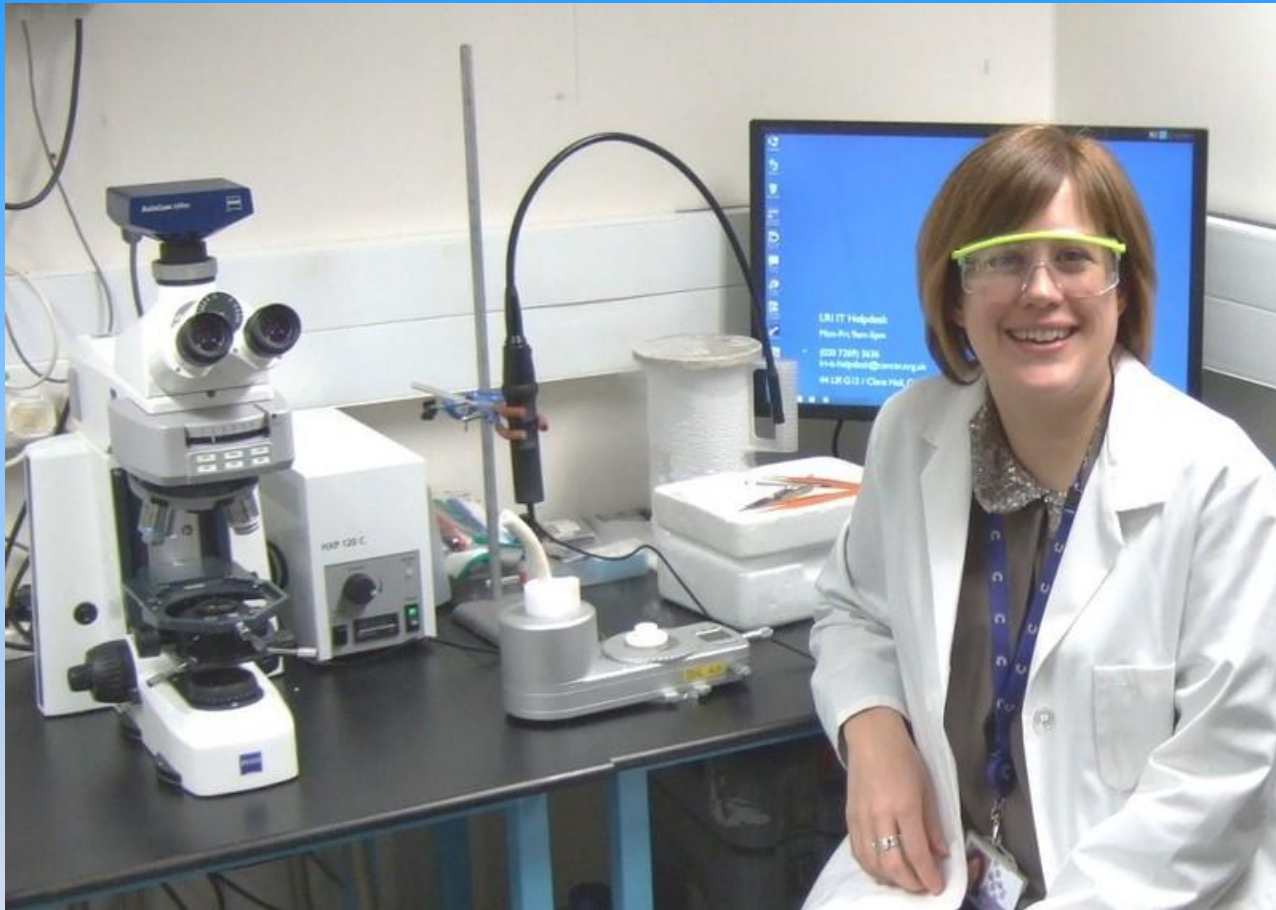


'Maths isn't my strong point'
'I didn't like maths at school'
'I can't really do maths'

No matter what your children want to be...



We  **Maths**





We  Maths

'I can't do this'

'I can't do this
...YET!'

“Mistakes are the
portals of discovery.”

James Joyce

(1882 – 1941)

Maths is about...

- Communicating
- Pattern sniffing
- Describing
- Visualising
- Conjecturing
- Tinkering
- Experimenting
- Inventing
- Generalising

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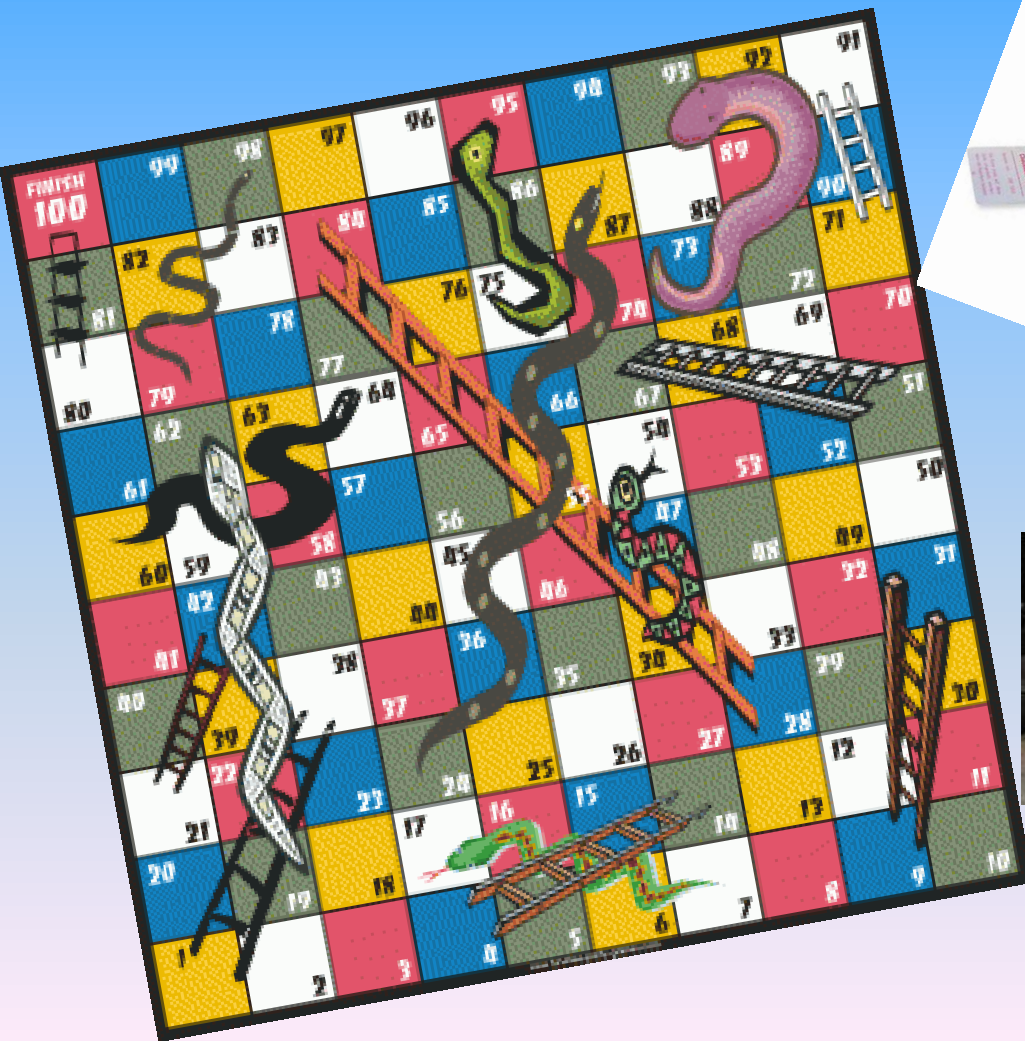
Not just $7 \times 4 =$

Everyday Maths



We  Maths

Fun Maths



We  Maths

To take home...



MyMaths.co.uk



- What does it do?
- How can it help?
- How can you help?
- How should your child use MyMaths.co.uk?



To take home...



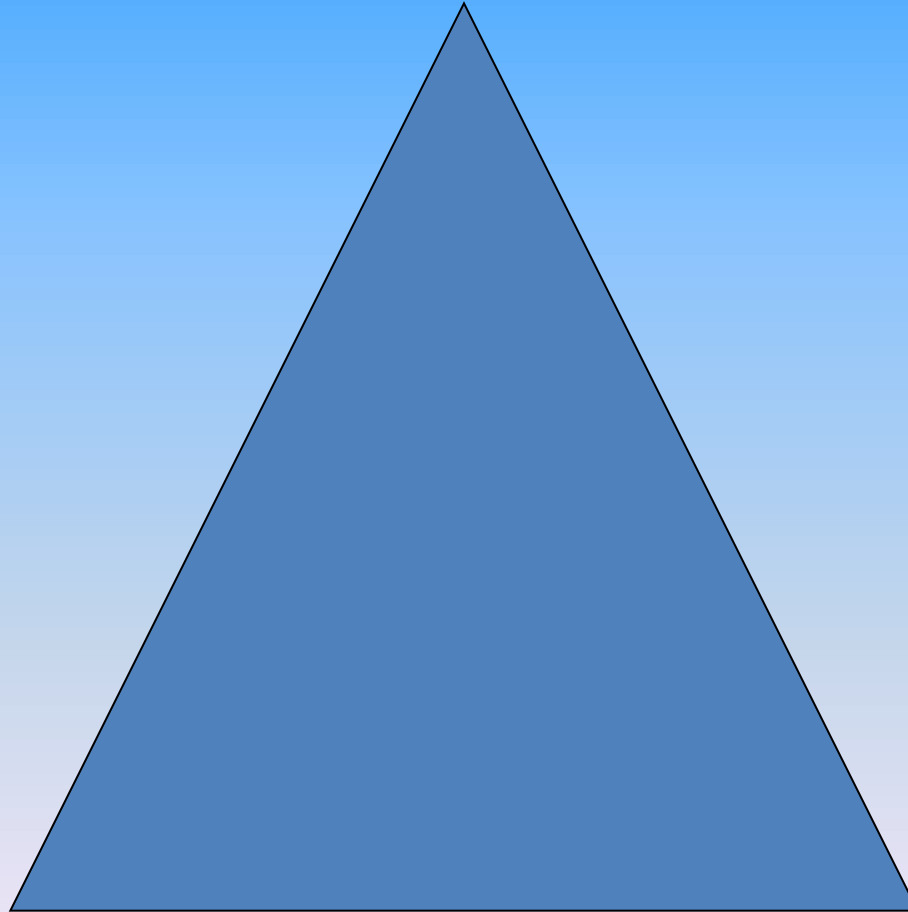


Magic Maths Meetings

- Fluency
- Flexibility
- Confidence



Tell me everything you can about...



A new hotel has 100 rooms.
The decorator needs to put
numbers on all the doors.
How many number 1's does he
need to buy?



What row of numbers comes next?



1

11

21

1211

111221

312211

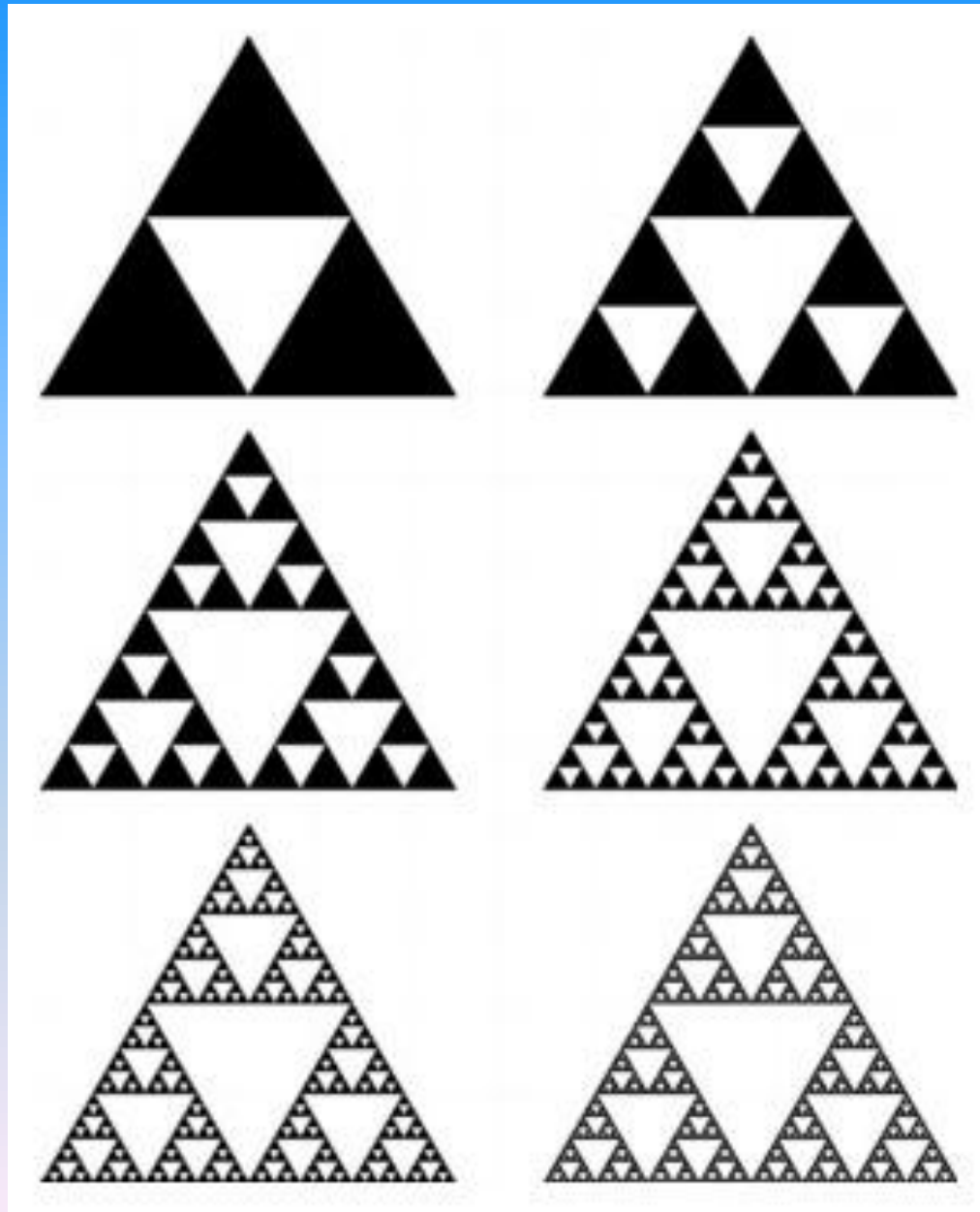
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How
much?



Sierpinski triangle



One dot every day, hour, minute, SECOND!



http://www.vendian.org/envelope/dir2/lots_of_dots/



What mathematical questions might you ask?





And now, the moment
you've all been waiting for!





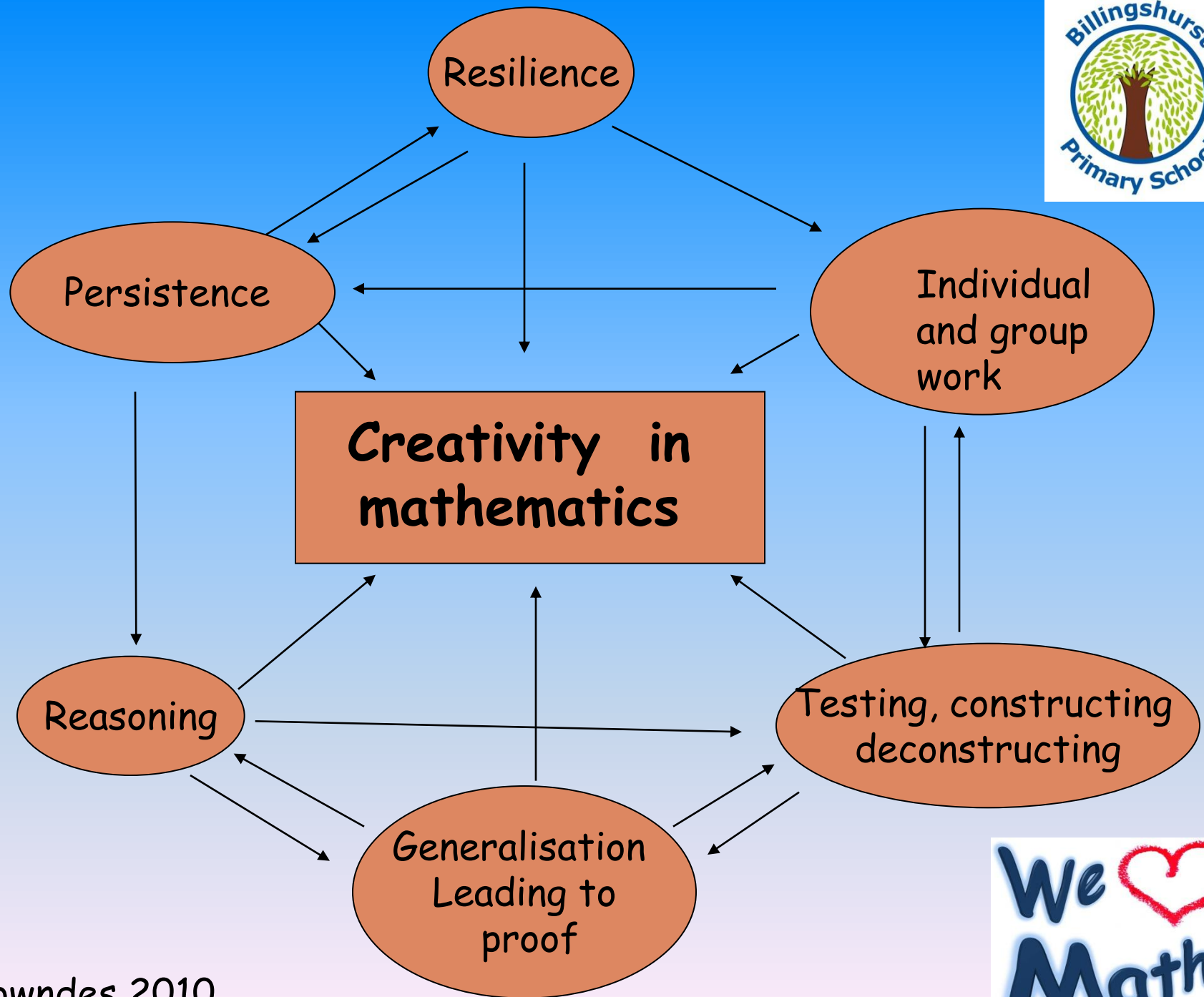
In class...

- The chance to learn and practise mathematical skills



In class...

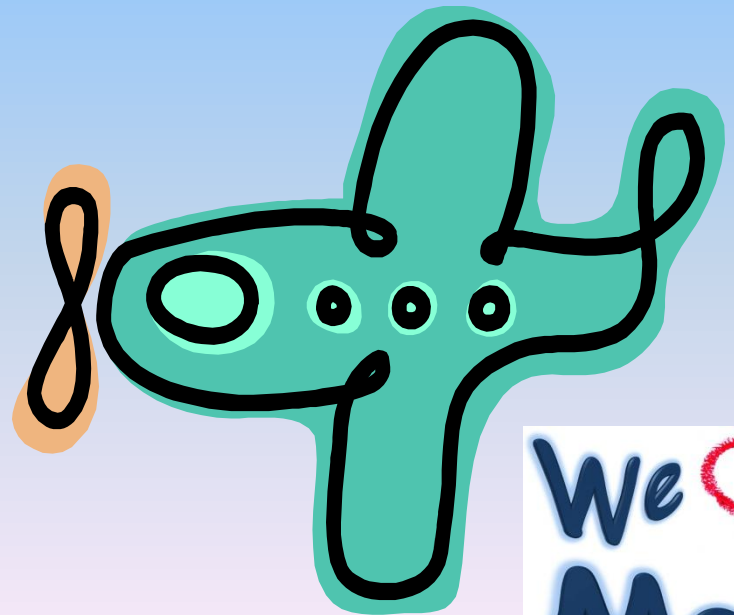
- The chance to learn and practise mathematical skills
- Context
- Real life
- The children should ask - 'Why?'










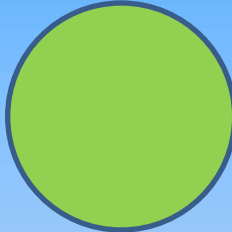
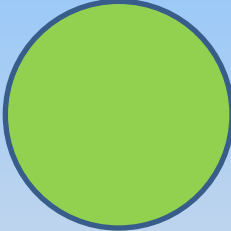
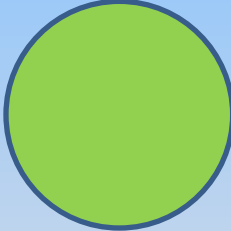
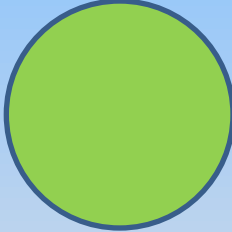
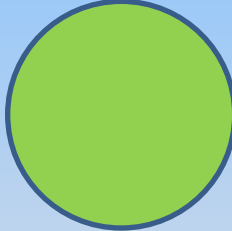

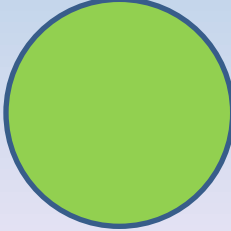
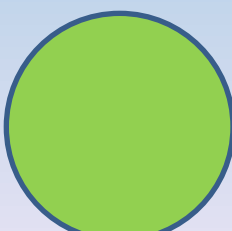
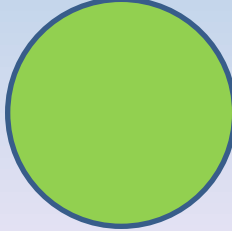
Problem solving








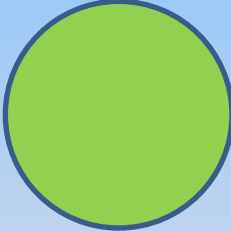
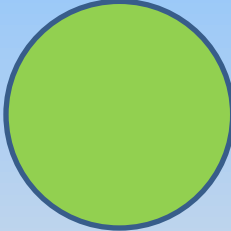
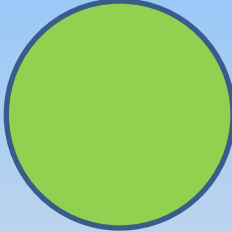
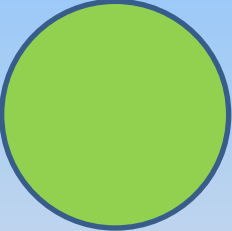

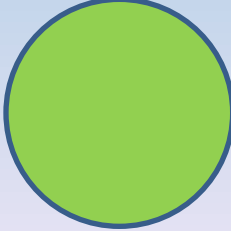
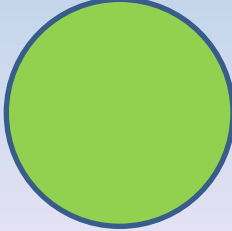
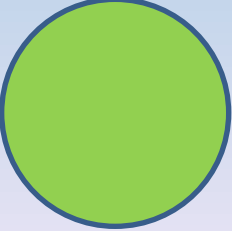
Pilot

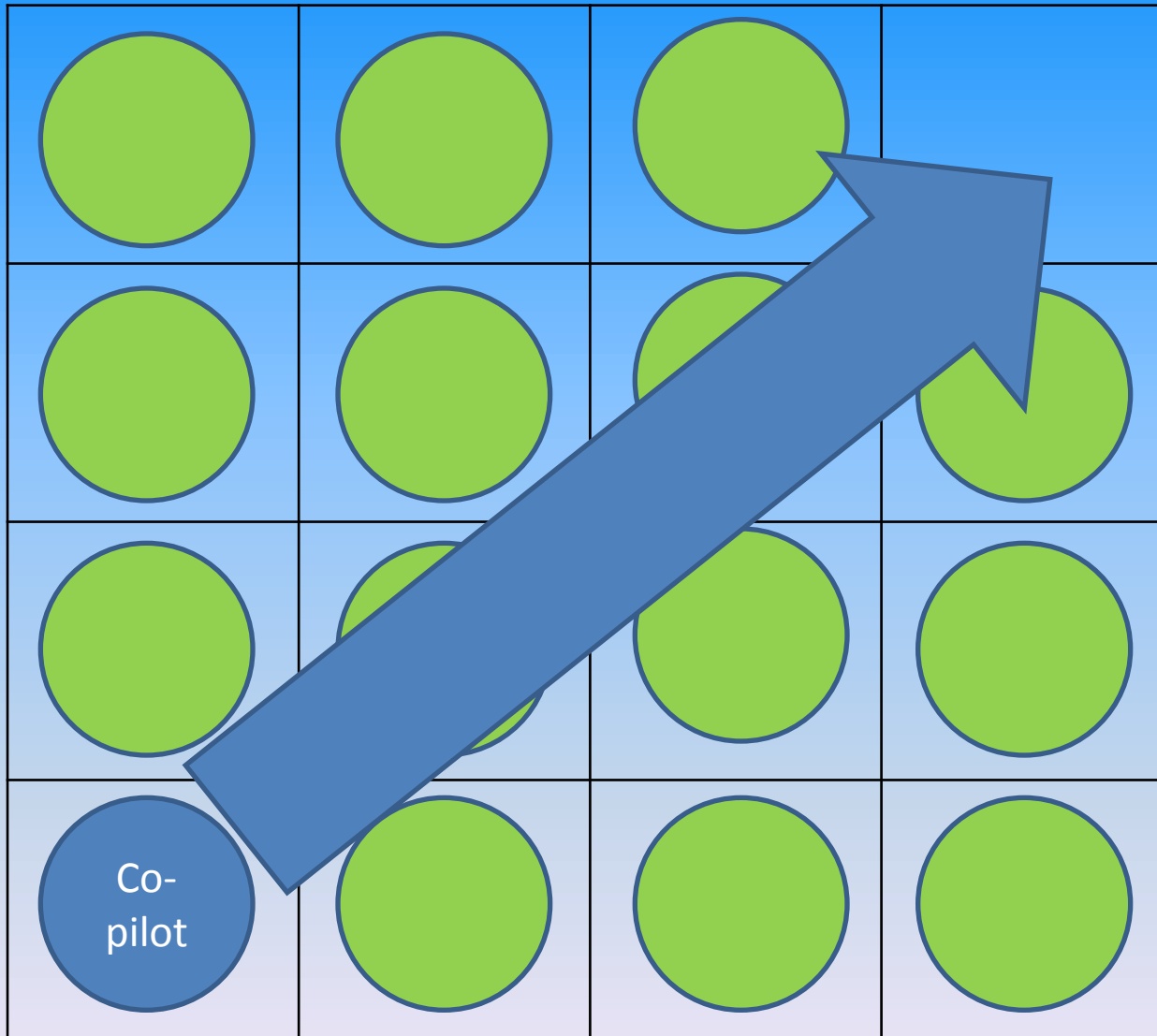
A mathematical open ended activity





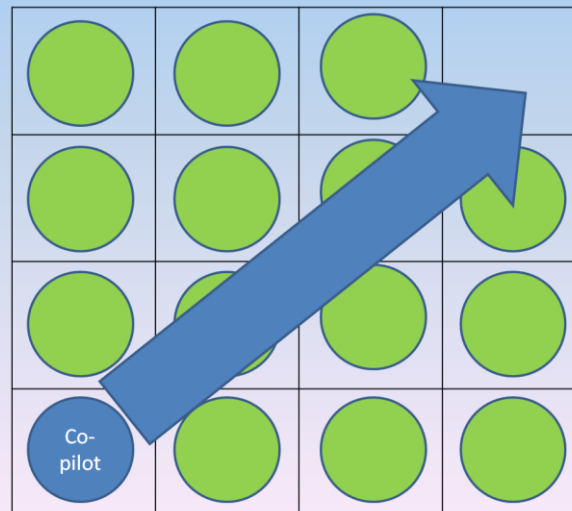
			
			
			
			

			
			
			
 Co-pilot			



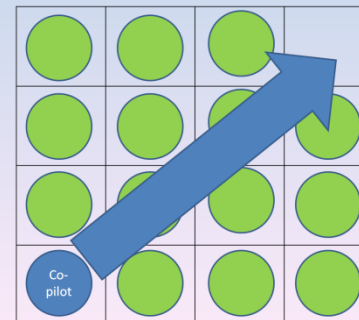
Pilot ... the rules

- Passengers arranged in a square array
- Co pilot sits diagonally opposite the pilot
- Passengers can only move vertically and horizontally
- Only one person can move at a time
- Only one person is allowed on a seat



Pilot ... the rules

- Passengers arranged in a square array
- Co pilot sits diagonally opposite the pilot
- Passengers can only move vertically and horizontally
- Only one person can move at a time
- Only one person is allowed on a seat
- Investigate the minimum amount of moves it takes to move the co pilot into the pilot's seat



Presenting the results and looking for patterns



Size of plane	Total number of moves
2 by 2	5
3 by 3	13
4 by 4	21
5 by 5	29

Where can this take us, as mathematicians?



Where can this take us, as mathematicians?



All the way from
pictorial or aural recording
to an algebraic generalisation



Any questions?



Thank you for coming!



We



Maths