

Holding a Maths Event or Week in School:

Useful websites:

www.counon.org/getinvolved/casestudy.html describes ways that schools & businesses have collaborated on projects using 'real life' maths

www.cleo.net.uk

Maths Trails:

www.coppschool.lancsngfl.ac.uk/Trail/MathsTrail/launch.htm

www.ngfl.gov.uk/uploads/application/AMathsTrail-amended-29995.doc

www.sln.org.uk/maths/psn.htm

Useful publications:

CIRCA mathematical magazine for 9-14 year olds (9 magazines per set; £12.00 each set) from BEAM www.beam.co.uk tel: 020 7684 3330

Maps and Plans maths starting points for using maps & plans £6.50 from BEAM; ISBN 187409960X

Big Numbers problems & challenges from BEAM £6.50; ISBN 1874099669

Maths All Week a guide to setting up & running a maths week from BEAM; £24.50 ISBN 1874099979

Money Counts lessons & extended projects about money from BEAM; £10.00

Questions to consider:

- When is the best time of year to hold a maths event? Number day is held every other year in December.
- Who will be involved? Parents, governors, visitors, local business, charities...? Whole school or individual year group or class?
- How much notice would visitors need to attend or for visits to be organised?
- How long will the event last? Morning/day/week?
- How should the event be structured? Theme/ timetabled activities/assemblies/visits/ideas bank?
- Timetable issues: cross curricular emphasis, literacy & numeracy sessions?
- Resources

What are the benefits of holding a Maths Event?

- ✓ Can promote media interest in the school & raise the school's profile in the community
- ✓ Can foster links with the community and address particular school issues, such as involving parents more in their children's education
- ✓ It will raise the profile of maths within the school by showing pupils that maths can be fun & how it relates to real life

- ✓ A particular curriculum issue can be focussed upon, such as developing children's financial capability, problem solving/UAM or cross curricular maths

Approaches to organising the event:

- Choose a maths topic, such as measures, and teach this topic across the curriculum
- Choose a topic from another curriculum subject & identify the maths within as a starting point
- Choose a theme for the whole school, such as ***Time, Shape, Work, Play, People, Money***
- Teach a normal timetable, but within each subject, show how maths is important to understanding concepts & developing skills
- Visit a local amenity or business (doctor's surgery, vet, supermarket, gym, rugby club etc) & develop a maths trail or find out how maths is used by people in their job
- Visitors, such as governors or parents can explain how they need maths in their daily lives

Site visits: Good Practice

- Make the activities fun – not a chore!
- Simplicity is usually better than complexity!
- Ensure there are clear learning objectives for each activity
- Ensure the activities interpret the site or collection, if they are to be completed off site
- Test out the activities first on adults or children
- Evaluate & share findings

Some ideas for developing financial capability:

- Visit a local shop/supermarket. Explore some of the savings on special offers such as BOGOF or 30% extra free. Which is the better value: 1kg of cornflakes or 500g?
- Set up a mini enterprise such as a bank, building society or post office, with the assistance of a local branch. Make & sell calendars at the Xmas Bazaar.
- Investigate the cost of school dinners & how much is saved by bulk buying, as opposed to costs in the supermarket
- You've won the lottery & purchased a house in need of re-decoration, Design, cost & model a room, working to a pre-set budget, using catalogues & leaflets from DIY stores.
- Spend £1000 in 30 minutes, using selected pages from an Argos catalogue
- If going on a class visit to a museum, art gallery or historical site, investigate entrance fees & income versus expenditure

Museum visits & mathematical ideas:

- Investigate a portrait or painting: look at the ratio of sky to land; chronology of dates; proportion of buildings or trees; the wealth of the portrait subject; shapes; the size of the picture & the wall it is

hung on. Work out how many pictures of the same size can be hung on the wall.

- Investigate repeating patterns or tessellation in buildings, on exhibits, such as pottery, jewellery & shape
- Investigate population census from the past by looking at pay, number of employees of different types, length of the working day etc
- Data collection work can show the impact of people/visitors on a historical environment