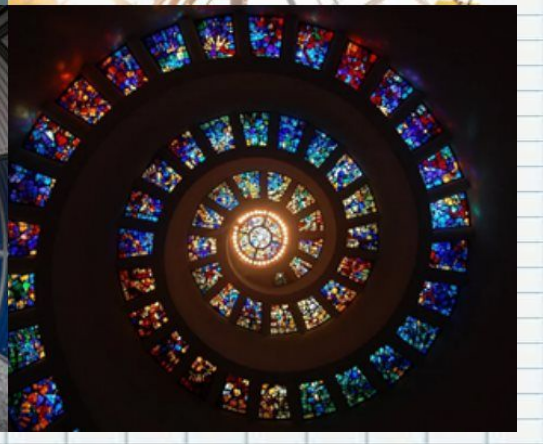
Monday 4th October 2021

Which One Doesn't Belong?

Monday - Which One Doesn't Belong?



This week's WODB challenge contains images that are inspired by circles, but which one doesn't belong?

Encourage children to talk about the similarities and differences between each image.

With older children you could talk about concentric circles, rotational symmetry or angles. Whereas, with younger children you might talk about size, shape or lines of symmetry.

Tuesday 5th October 2021

Maths Eyes

Tuesday - Maths Eyes

Maths Eyes

Cambs Maths Team

- Maths Eyes activities are designed to help make connections and 'see' where maths is in the world around us.
- Images and real-life experiences seen through 'Maths Eyes' promote engagement, enthusiasm and creativity, as well as building confidence, in maths.
- Using mathematical language to describe what can be seen, and speculate about what cannot, broadens reasoning skills and logical thinking.
- Cross curricular links can be made and progression in learning can be evident by comparing the responses of learners at different ages and stages.
- Prompts and suggestions can be provided or adapted, if required, depending on the intended topic focus or experience that the learner has.
- Sharing ideas and collaborative discussions can generate an even greater range of responses after individual reflections.

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Tuesday - Maths Eyes

Suggesting a focus for Maths Eyes activities can help to broaden mathematical thinking.

What could children say or ask about the angles and turns in this image of wind turbines and highways in the Netherlands?

Wednesday 6th October 2021

Babble Gabble

Wednesday - Babble Gabble

What maths questions
do you think might go with this image?

Thursday 7th October 2021

Estimation and Benchmarking

Thursday - Estimation and benchmarking

Estimation and Benchmarking

Cambs Maths Team

- Estimating is roughly calculating or judging a value or number – it doesn't need to be exact, but it should be reasonable or 'sensible' in the real world.
- A benchmark is a known standard or reference point against which something else can be measured or compared. We can use a benchmark that we do know to estimate a measurement or quantity that we don't.
- Using mathematical language to describe the benchmark in relation to the estimate broadens reasoning skills and logical thinking.
- Cross curricular links can be made and progression in learning can be evident by comparing the responses of learners at different ages and stages.
- Prompts and suggestions can be provided or adapted, if required, depending on the intended topic focus or experience that the learner has.
- Sharing ideas and collaborative discussions can generate an even greater range of responses after individual reflections.

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Thursday - reasoning prompts

Encouraging mathematical thinking and reasoning:

Describing
What do you notice?
How many can you see?
How do these pine cones compare with yesterday's beads?

Reasoning
How many do you think there are? Why do you think that?
Will it be more or less than 20? A lot more/less? Or a little more/less?
Will it be between 15 and 20? A little or a lot more than this? Or less than this?
How many can you see? How many do you think are hidden?
Was your guess more or less than the actual count?
Was your guess very close/way out? Why do you think that was?
Can you put the estimates in order on the board/washing line?
Were most people close or far out?

Thursday - Estimation and benchmarking

ESTIMATION STATION

Cambs Maths Team

We found this amazing wall outside the Cambridge Crystallographic Data Centre! What skills and strategies would you use to estimate how many crystals there are in the feature display? What else could be a focus of estimation?

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Friday - no session as Celebration Assembly