Monday 13th December 2021

Which One Doesn't Belong?

Monday - Which One Doesn't Belong?

This week's WODB contains Christmas themed images.

You could discuss shape, colour, quantity of decoration, position...
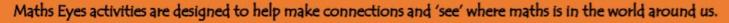
Tuesday 14th December 2021

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

The Angel of the North is our inspiration for Maths Eyes this week - especially interesting to see what conversation, with reasoning of course, the runner at the bottom of the image provokes!

Wednesday 15th December 2021

Babble Gabble

Wednesday - Babble Gabble

Things My Cat Plays With On Christmas:

- Wrapping paper
- The Christmas tree
- The fake mouse I bought for him

What can we tell from this chart?
Are there any other labels that we could add?

Thursday 16th December 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

Estimate how many people are trekking through the snow. Did you count them one at a time? That's not estimating! How close were you? (You can count them now!) How many rucksacks are there altogether? How far apart are they walking, on average? How far behind the leader is the last person? What else can you estimate?

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Friday - no session as Celebration Assembly