Monday 6th December 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 7th 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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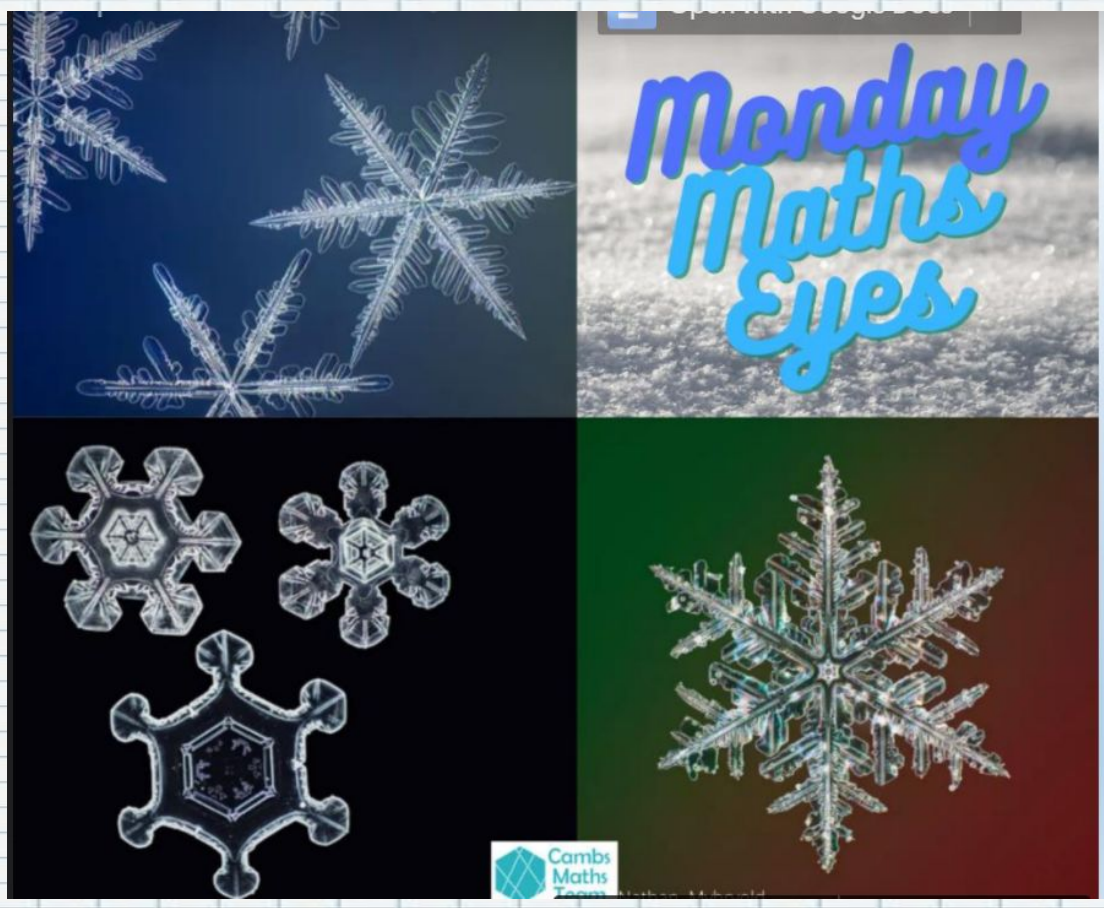
Tuesday - Maths Eyes



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Did you know that each snowflake is unique and so no two snowflakes are completely identical? What do all of these snowflakes have in common, though? These photographs were captured in temperatures of around -26 to -29 degrees Celsius using specially designed photographic equipment to enlarge the actual size and reduce the speed at which the ice crystals melted. How much colder is that than the temperature today? What else do you see with your Maths Eyes?

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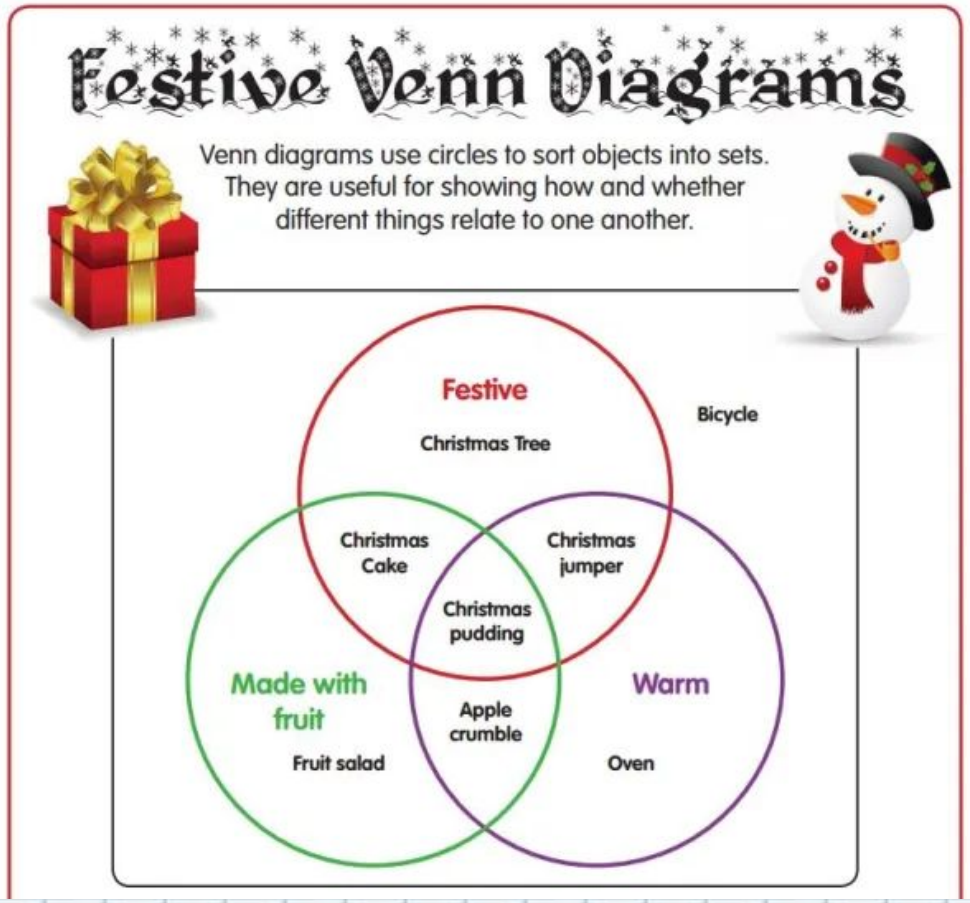
Wednesday 8th December 2021

Babble Gabble

Wednesday - Babble Gabble

How have these Christmas items been sorted?

What else could we add?



Thursday 9th 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

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Photographer Geert Weggen has captured this image of a red squirrel visiting his garden using a miniature bicycle prop. Can you decide what else might be actual size or smaller/larger than usual? Estimate how many times smaller or larger those other objects might be, including the bicycle. Red squirrels reach a maximum length of about 45cm. Can you estimate how long the tail might be? What about the dimensions of the bicycle model?

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Friday - no session as Celebration Assembly