

“Go down deep  
enough into  
anything and  
you will find  
mathematics.”

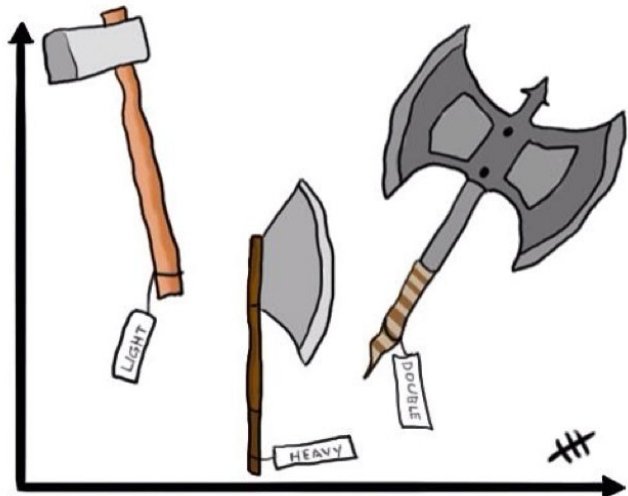
**S. Gudder**



THERE ARE 3 KINDS OF  
PEOPLE IN THIS WORLD

THOSE WHO ARE GOOD AT MATH,  
AND THOSE WHO AREN'T

**Always label your axes**



SO MUCH PUN.COM

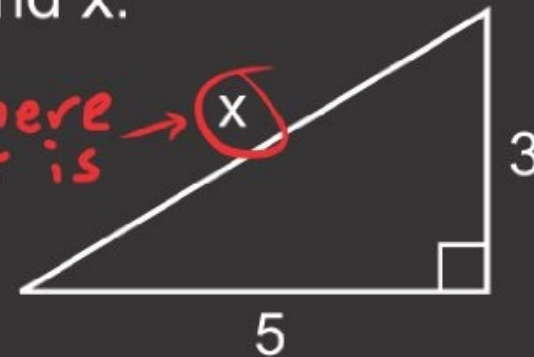
Math.

The only place  
where people buy 60  
watermelons  
and no one  
wonders why.



Find  $x$ :

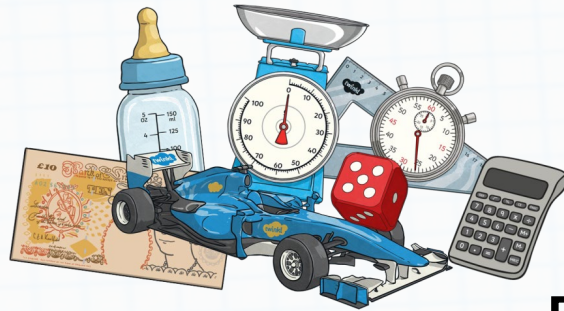
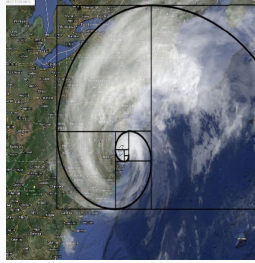
There  
it is →  $x$



<https://www.youtube.com/watch?v=NoaD-elyC5g>

## Money

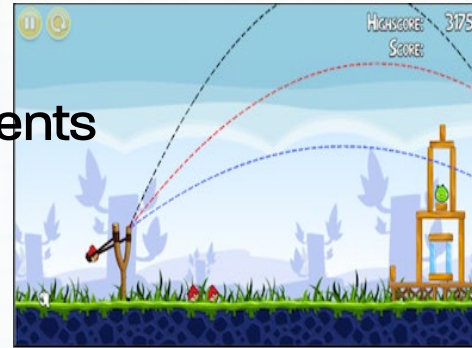
- Cost of shopping
- Correct change
- Discounts
- Wages
- Bus fares
- Budgeting



# Maths is everywhere!

## Cooking

- Weighing ingredients
- Portions
- Timing
- Temperatures



## Planning events

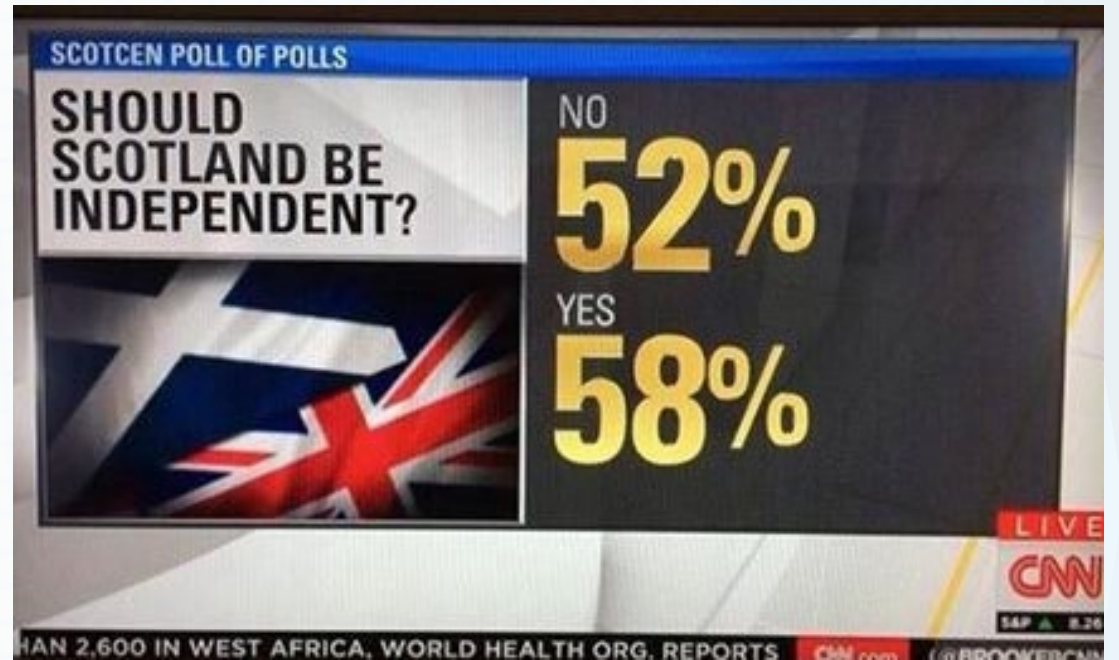
- Holidays
- Weddings
- Birthdays
- Day trips
- Buying/selling a house
- Child care
- Buying a car



## Time management

- Getting up for school
- Planning journey to school
- Arriving to lesson on time
- Job interviews
- Work
- Cinema times
- Hours of sleep





maths challenge

**Spot the mistakes!**





## Ofsted Maths Research Review 2021

7 of the most important factors that we've drawn from the research findings.

**1** Foundational success in maths underpins maths positivity and leads to improved results.

**2** Early curriculum emphasis on core facts and concepts is key to closing the gaps in knowledge.

**3** Sequence new learning so it builds on strong foundations.

**4** Striving for equity in your curriculum means better outcomes for all.

**5** Teach problem solving explicitly and in context.

**6** Look at the quality and quantity of topic consolidation and low stakes assessments.

**7** School-wide systems are best for pupil progress and teacher development.



In 2011, Ofsted stated that parental engagement has a clear impact of achievement in school for pupils. They also noted how children have higher attainment levels and are more likely to succeed academically when parents are involved with their education.

# 1

Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.

**MATHEMATICS**  
~ GIVES US ~  
**Hope**  
THAT EVERY  
**PROBLEM**  
HAS A  
*Solution*

**What people sometimes say**

**What children hear from this**

**What we could try instead**

"I can't do maths and I get on just fine."

Or

"I was never any good at maths at school either."

"Maths isn't important and you can get by without it. It's just a school subject and it won't be useful in real life."

These beliefs may lead to children not engaging with maths at all.

"I found maths hard too, but if we keep working at it we can get it."

"It's ok, you're more of a creative person than a maths person."

"Only some people are good at maths and you're not that sort of person, so there's no point trying to get better at it."

This can make children believe that their ability is fixed and that skills cannot be learnt. It doesn't encourage them to keep trying.

"We can all be good at maths if we keep trying with it."

"It's ok to find it hard - that doesn't mean you're bad at maths. Let's keep working at it."

# 2

Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.



Cooking [↗](#)



Going places [↗](#)



Reading [↗](#)



Gardening [↗](#)



Shopping [↗](#)



Playing games [↗](#)



Watching sport [↗](#)



Recycling [↗](#)



Doing puzzles [↗](#)



# Game On!





# 1-minute MATHS

for KS1!

- Subitising
- Addition
- Subtraction

## Have you heard about our amazing new app?

### It's 1-Minute Maths

Designed for use both in class and at home, our new 1-Minute Maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!

Download on the App Store

GET IT ON Google Play

This first version of the app is aimed at Key Stage 1 pupils, and focuses on adding and subtracting — and on 'Subitising'. The free mobile app is available for Apple/iOS, Android and Kindle.

The advertisement features a green cartoon turtle on the left, a hand holding a smartphone on the right, and a smartphone at the bottom showing the app's interface. The interface includes a calculator and a grid of red dots for subitising.

# 3

Praise your child for effort rather than for being "clever". This shows them that by working hard, they can always improve.



Praise	Encouragement
Defined as: remarks on the performance of a task in relation to the child's abilities/goodness & expresses adult's evaluation of a child. Fosters fixed mindset and reliance on others for self-worth	Defined as: comments that focus on children's efforts and strategies towards their task (also known as process feedback) Fosters growth mindset encourages self-confidence.
"You're so smart!"	→ "Wow you must have worked really hard for this!"
"Your animals are perfect! I love your drawing"	→ "You spent a lot of time working on this paper. I saw you were looking at the animal book to help you. That really worked!"
"good job with your shoes!"	→ "You are learning to put on your shoes! Last week, you had trouble getting them on but this time you did it without a problem!"
"I'm so proud of you!"	→ "You should be proud of the work you did! I saw that you were working hard!"

**What people  
sometimes say**

**What children  
hear from this**

**What we could  
try instead**

“This is easy, you should be able to get this one right.”

“If you find this difficult, you must be stupid.”  
Putting pressure on children to get things right first time can make them worry about maths and get scared by it. It’s good for children to know that making a mistake is not a bad thing. Mistakes can help us learn.

“I think we have got this part of the problem right, let’s have another go at getting to the answer.”

“Well done for getting that right. You’re so clever.”

“Clever people always get things right. If you don’t get things right then you’re not clever.”  
Praising a child for being clever or having a talent can make them think that maths learning comes from a natural ability rather than through hard work. If getting it right makes you clever, then children might start to think that making a mistake means they’re not clever – and this can stop them trying in case they get it wrong.

“That was a tricky one, well done for sticking with it.”

The biggest **myth** about Maths is that it is something that you either can or **cannot do**.

This is definitely not true!  
Maths is about investigating and discovering.  
It is about making mistakes.

