# Time for some maths

# What does this mean?

$$\exists \ a,b \ \varepsilon \ \mathbb{N} \ \text{s.t} \ a>b \text{ AND } a.b = 4$$

There exists

in the set of

such that

is greater than

$$\exists \; a,b \; \varepsilon \; \mathbb{N} \quad s.t \quad a>b \; AND \; a.b = 4$$

2 numbers that we'll call "a" and "b"

natural numbers (1,2,3,4,5...)

a times b

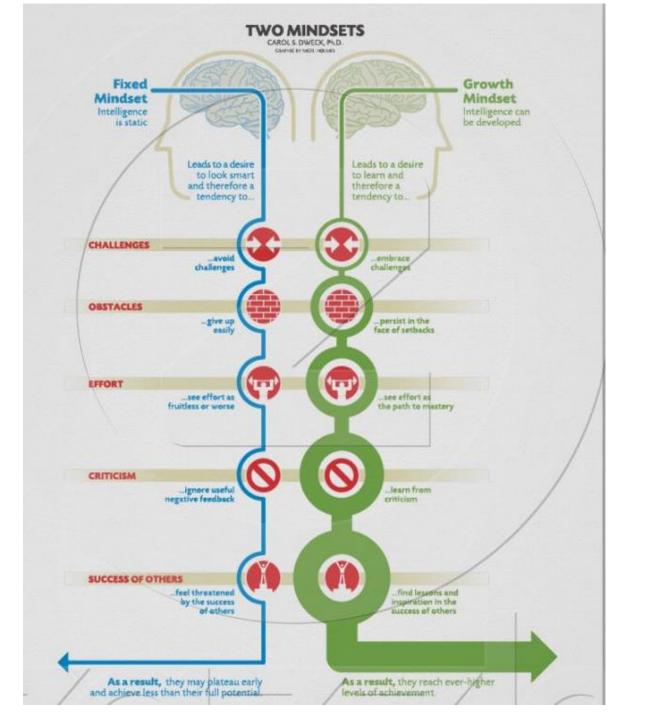$$\exists \ a,b \ \varepsilon \ \mathbb{N} \ \ s.t \ \ a>b \ AND \ a.b = 4$$

*"I'm thinking of two numbers (not decimals or negatives or anything weird).*
*One number is bigger than the other.*
*When you times them together it makes 4."*

# Why don't people like maths?

"I had a bad teacher at school."

"I don't find it fun or interesting."

"Because I'm bad at it."

# TWO MINDSETS

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GRAPHIC BY NIGEL HOLMES

**Fixed Mindset**
Intelligence is static

**Growth Mindset**
Intelligence can be developed

Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

**CHALLENGES**
...avoid challenges

...embrace challenges

**OBSTACLES**
...give up easily

...persist in the face of setbacks

**EFFORT**
...see effort as fruitless or worse

...see effort as the path to mastery

**CRITICISM**
...ignore useful negative feedback

...learn from criticism

**SUCCESS OF OTHERS**
...feel threatened by the success of others

...find lessons and inspiration in the success of others

**As a result,** they may plateau early and achieve less than their full potential.

**As a result,** they reach ever-higher levels of achievement.

# Getting the Right Mind-set

If you think you can't do something, you probably won't be able to, and are likely to give up.

If you think you **can** do something, you are likely to give it a go!

# Getting the Right Mind-set II

If you believe that you succeed or fail based solely **on your own inherent ability**, then there will seem to be very little point in trying.

If you understand that your success depends largely **on working at something**, then you will see that anything is eventually achievable.

# What can else can I do at home?

- Maths passports and times tables
- A quick game
- Practical Activities
- Telling the time!

# Which methods should my child be using in maths?

- The one that gets them the right answer!

- According to the new curriculum, the methods that you are probably familiar with.

- The best method for the job.

- We'll put some examples online.

# So finally…

- Make it fun
- Make it practical
- Keep at it
- Be positive!

Feel free to wander around the demonstration stations.