Community Settings

You may wish to print the activities and make them available for families visiting your venue, this is especially useful for those families without access to a computer/printer. If funding allows you may also like to provide resources such as pens, glue, scissors and rulers for children to complete the activities. The resources needed are listed on the Activity List.

Or why not run your own session, choosing 1-2 activities for children to complete with a family member or group volunteer/leader? – see guidance/tips below.

Please let us know how many packs you distribute and (if possible): number of children per family; their ages, the first part of their postcode. Please send monitoring data to community@mathsontoast.org.uk

We encourage everyone to take photos of their creations and share with us @mathsontoast or send to info@mathsontoast.org.uk

Maths on Toast Tips for Volunteers/Group Leaders

Welcome

Your first priority is to make sure the children feel welcomed to a session that should be fun for them. Set up the menu, activity sheets and any example creations so the room looks appealing when the children come in. Make sure you know what the activities are that they can choose from - if there's a choice of activity, offer them that choice.

Enjoyment

Work out what's enjoyable about each activity and share that – join in, do an example yourself, play!

Spot the maths

Some of the activities are so much fun, children won't recognise them as being maths. But on every activity we explain why the activity is good for your maths brain. Help the children identify the maths in the activities – what can they spot that links to other learning, at home, in their hobbies/interests or at school? If someone isn't confident in maths but really enjoys an activity, it can be helpful for them to understand that it was maths… not 'just' art or a game.

Bring your own experience of maths

If it comes up be ready to talk about how you use maths in your life, at work or at home - being a role model matters just as much as conveying any particular maths knowledge.

Struggle and resilience

Some of the activities may be a bit tricky or take time to complete. Children like to know that professional mathematicians are stuck all the time – it's their job to be stuck, because they are finding new maths. In other words, getting good at struggling with hard stuff is just as important a maths skill as knowing number facts. So… if someone is stuck, avoid telling them the answer. Instead, ask what feels hard; ask questions that give clues – or empathise, sharing your own experiences of being stuck and praising people for keeping on trying.

It's okay to be wrong and it's fine to take it at your own pace

There is no need for speed in these activities, it's important to let children take things at their own pace – something they might not often get the chance to do with maths. There aren't many 'right' and 'wrong' things within the activities - in maths there is usually one right answer but there are usually many ways of getting to that answer. Help children see that being wrong is better than giving no answer at all – it's a good chance to explore and talk about how you reached an answer. Are they confident in it? Is there another way to try?