**‘My Maths Story’ Talk plan – we hope you find this plan helpful when preparing your talk. Please amend it in any way that helps you and use it alongside the slides when delivering. Please let us know if we can improve it in any way and how the timings work in practice. Thank you.**

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| **Slide** | **Ideas for discussion** | **Key messages to get across (you don’t have to say all this, it’s just to give you an idea of the messages we’d like to give)** | **Approx max time** |
| 1. My Maths Story | Welcome to My Maths Story  Introduce yourself and your organisation.  Ask if anyone knows what your company does / might do?  Explain what your company is, keep the language simple.  For example you could say that Capital One is a credit card company that enables people to pay for things and then pay the money back later. Capital One helps people make good decisions about money.  Please don’t ask the children questions like ‘Who loves maths?’, ‘Who is good at maths?’ or ‘Who finds maths hard?’. |  | 2 minutes |
| 1. Before I start…   Can anyone tell me how they use maths or numbers outside of school? | The children may say they did their maths homework or played a maths game. These are good answers for now. Thank them and say you’ll come back to this question later. |  | 1 minute |
| 1. Maths and Me | Today I’m going to tell you about My Maths Story – how I felt about maths at school, how I feel about maths now and how I use it every day. |  |  |
| 1. When I was at school this is how I used to feel about maths   Now I’m an adult this is how I feel about maths | Explain briefly why you felt this way or if it changed over time. Examples:  “I enjoyed maths at primary school, but as I got older, I found it got a bit tricky. Luckily, my teacher at secondary school took the time to explain things to me, and I passed my exams.”  “I didn’t get on very well with maths at school because I didn’t see how it related to my life, but that’s changed as I’ve got older.”  “I was lucky that I had a great teacher at school, and I really enjoyed maths – and that’s stayed with me.”  Explain briefly what’s changed or stayed the same and why. Keep it positive.  “I use maths every day now for my job / something else specific and short….  “I still find maths tricky sometimes, but I ask friends to help me if I need to.” | It’s normal to find things difficult.  It’s ok to take things slowly.  We can all learn and improve with time and effort.  Some people learn quickly, and some need more time and help and that’s ok.  How we feel about maths can change over time.  **Try to talk positively about maths.** Children learn by example, so avoid saying things like “I hated maths at school” or “maths is boring”. You can be honest in that you found it tricky but try to make it into a positive e.g., you had to ask for help, had to work hard.  Maths is important in all kinds of ways in everyday life.  Like with any puzzle or problem, it’s good to ask for help if you need it.  We can all learn to feel good about maths even if we weren’t sure about it at school. | 3 minutes |
| 1. Maths in my job | Now I’m going to tell you about how I use maths in my job |  |  |
| 1. My job is   My job involves | Give your job title & explain briefly & in simple terms what you do.  Give two examples of ways you use maths in your job & explain a little bit about them – e.g. ‘To manage budgets for projects I work on.’  Explain that this means you need to keep track of the money being spent and make sure you’re not spending more money than you have. So, you might need to be able to work with pounds and pence, add up, subtract, compare value, work with percentages etc – don’t go into complicated detail but just give a headline.  Does anyone want to ask me anything about how I use maths in my job?  The schools will have been asked to have the children ready to ask questions. Children should know to put their hands up and not shout out. Ask children with their hand up for their answer. Repeat the children’s questions and answers aloud so that everyone can hear what they said. If there are more than four or five questions you could say: “I need to move on now but there will be more time for questions later.”  Please don't include examples of actual maths calculations or ask the children any maths questions. There will be too wide a spread of abilities and some children won’t be able to follow the examples or questions. Also we’re not maths teachers! | Maths is essential in all jobs in a variety of ways.  The things children learn in school are useful later on in life. | 3 minutes |
| 1. Maths in my life outside work | Now I’m going to tell you about how I use maths in my life outside work |  |  |
| 1. I use maths to get to places I need to be | Give examples of how you used maths already today eg timings – getting ready and travel times, reading a timetable, travel costs, directions | We use maths everyday just getting to where we need to be on time. | 2 minutes |
| 1. In my life outside work I use maths | Give two examples of ways you use maths in your everyday life outside of work – e.g., things that involve timing, measuring, money – and explain a little bit about the maths involved.  Does anyone want to ask me anything about how I use maths outside work? | Maths is important in lots of fun everyday activities.  Maths is important when managing money and budgeting.  Maths is important when organizing ourselves e.g., getting to places on time | 3 minutes |
| 1. Let’s see how other people use maths every day | Let’s see how other people use maths every day – can you spot any examples they give that I haven’t?  After the video – put your hand up if you spotted any new ways people use maths? | Reinforcing all the above | 1 minute |
| 1. How do you use maths in your life outside school? | Ask the children to give you an example of where they use maths in their life outside of school. Hear from at least three or four children if possible.  If they are stuck, ask them if they do things like cooking, shopping, or playing football. Where do they think there are numbers involved in things like that? Here are some ideas  Football   * Understanding time, using the 90-minute game-time * Understanding distances on the pitch * Recognising shapes on the pitch * Using the league table to work out how many points a team might need to win the league * Probability in a cup draw * Looking at statistics – e.g. possession percentages   Cooking   * Using complex timings to ensure everything is ready at the right time * Weighing and measuring ingredients * Understanding recipes * Multiplying ingredients to bake products for the right number of people   Board games   * Keeping score in Scrabble * Using money in Monopoly – knowing when to buy a property and if you can afford it * Understanding probabilities – what are the chances you would roll a double? * Using coordinates in Battleships    Swimming   * Using time to measure how fast you can go * Using distance to understand lengths and widths to achieve your badges * Estimating to set your targets * Making sure you get to the gala on time with enough time to get changed * How long do you allow to prepare for the race?   Music   * Counting beats and keeping time * Understanding fractions used to indicate lengths of notes * Planning and scheduling rehearsals * Planning how many songs can be played at a show | The children use maths every day in many fun and useful ways. | 3 minutes |
| 1. Thank you for having me | You could ask if anyone has any other questions about your job, hobby, or maths.  If there are still many questions you could say ‘that’s all we have time for now, but your teachers can send me any questions you still have.’  Thank them for listening well and asking lots of interesting questions. |  | 2 minutes |

Remember to

* Speak slowly and clearly and ensure everyone in the room can hear you.
* Keep your language simple.
* Only ask children for answers who have their hands up. Don’t forget those at the back.
* Repeat the children’s answers out load for everyone to hear before answering them.
* If there are more than four or five questions you could say: ‘I need to move on now but there will be more time for questions later’ or ‘That’s all we have time for now, but your teachers can send any more questions on to me to answer afterwards.’