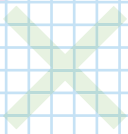


Student:

Number Partner:

School:



Diary

Number Partners is a volunteering scheme designed to support young people with their number skills in schools. Volunteers from business and the community play specially designed numeracy games with young people, providing a great confidence boost. Number Partners provides the materials and expertise to sustain high quality relationships at a local level. As a national organisation, it works with local partners in over 60 locations in the United Kingdom.

National Number Partners Consortium

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www.numberpartners.org

The National Number Partners Consortium includes:

Alliance & Leicester PLC, Britannia, Business in the Community, Education and Employers Taskforce, Freshfields Bruckhaus Deringer LLP, Financial Sector Skills Council, KPMG LLP (UK), Tower Hamlets Education Business Partnership and Towers Watson LLP.

Aim of the logbook

This logbook serves a number of purposes:

- To keep a record of games you have played
- To record interesting number discussions and calculations
- To record achievements

This logbook needs to be available to:

- The volunteer
- The student
- The school coordinator

When the logbook is full or the student's time in Number Partners has finished, we suggest that the logbook should be given to them as a record of their work. The school may wish to take a copy.

Use one logbook for each student.

Hints and Tips for using this logbook:

- Only record positive things.
- Don't make it a chore, only write about interesting things that have happened. The student can write their own comments if they would like. Help them if necessary.
- If the student does a particularly challenging calculation, keep a record in the logbook.
- If the student explains an interesting method to you, keep a record.
- If they have done well, say so: "Well done!", "Confident maths this week!", "Worked really hard to solve a problem!", etc.

Supported by



Work on these with a partner. They get harder as you go down!



Thinking about Numbers

Write down all of the different ways you can make 10p using ordinary coins.

How many different ways can you arrange 12 counters into a rectangle pattern?

Which times-tables facts can you find? Don't forget 1×12 . Try it for other numbers of counters.

○ ○ ○ ○

○ ○ ○ ○

$$3 \times 4 = 12$$

○ ○ ○ ○

Work out $17 + 25$. Say how you did it. Do it a different way. Say how you did it this time. Find as many different ways as you can.

I'm thinking of a number. Twice my number minus one is equal to half my number plus 5. What is my number? Make up some of your own puzzles like this one.



Investigate

Four 4s.

Make all of the numbers from 1 to 100 using four 4s. This is a long project, keep your work in a notebook and add to it as you work out more!

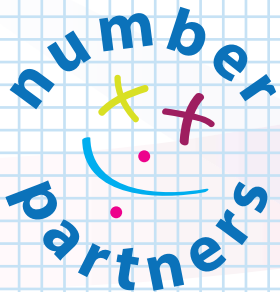
Start with $+$, $-$, \times and \div . However, you may need some more operations to finish the task!

For example: $4 \times 4 + (4 \div 4) = 16 + 1 = 17$

Find some solutions on www.numberpartners.org

Find more puzzles on www.nrich.maths.org

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