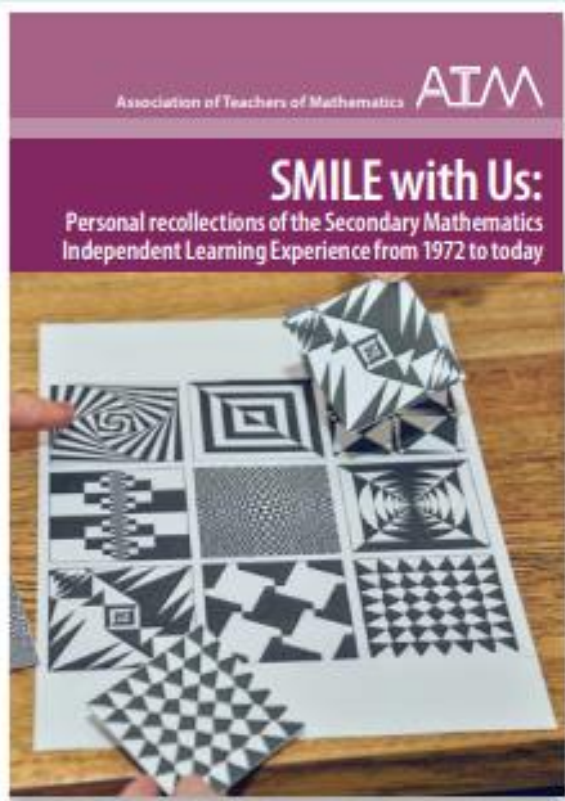


Remember to SMILE

Carrie Martin

Saturday 19th January 2019

Boolean Maths Hub Collaboration Counts Conference



**Coming
soon!**

KS2

KS3

SMILE with Us:

Personal recollections of the Secondary Mathematics Independent Learning Experience from 1972 to today

Ray Gibbons

Edited by Hilary Povey, Alison Clark-Wilson and John Hibbs.

The SMILE project fostered independence and creativity in both teachers and pupils and tackled head-on issues of inequity and prejudice . . .

The result was a set of classroom resources still regarded as amongst the best to be found.

This book is the story of the SMILE project, told by Ray Gibbons and others – a story of teacher and pupil empowerment – supported and encouraged by a trusting local education authority. As teachers grapple with current maths policy and its emphasis on ability thinking and teacher-led whole-class work, this book offers another view of how to provide rich mathematical experiences for all learners of all dispositions.

The book includes references to many of the SMILE materials which are still relevant in today's busy classroom and are freely available on STEM Learning archive.

4. SMILE

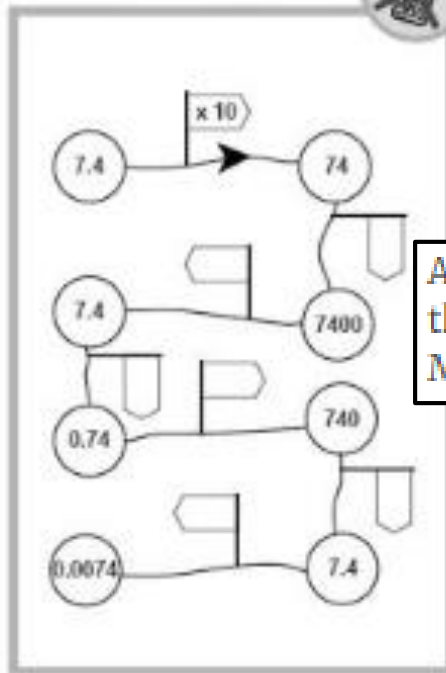
I'm teaching an interesting Year 7 class this year. Having not taught Year 7 for a number of years, I'm taking a fresh look at resources and approaches. I recently rediscovered [SMILE worksheets](#). Here are a couple of examples:

Powers of Ten flags

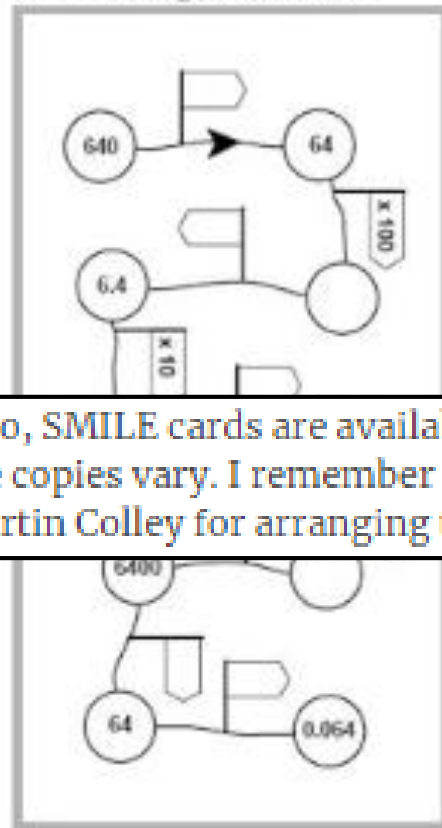
1) Fill in the flags to show which operation you need to use.

Choose from:

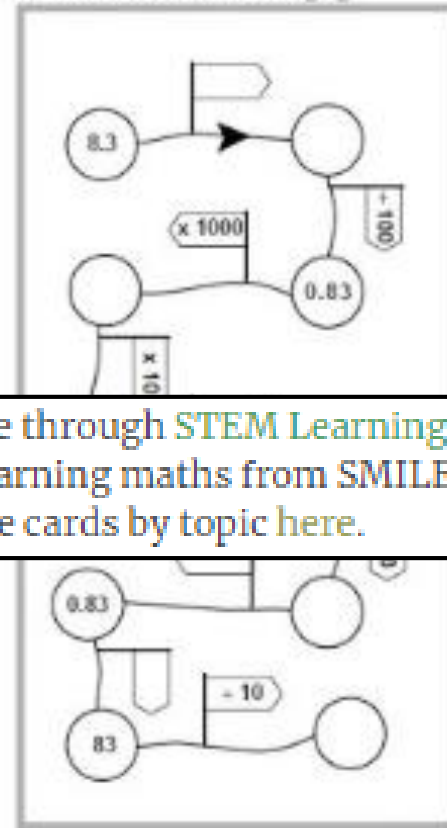
- $\times 10$ $\div 10$
- $\times 100$ $\div 100$
- $\times 1000$ $\div 1000$



2) Fill in the flags and the circles.



3) This one is more challenging!



Also, SMILE cards are available through [STEM Learning](#) - these are pretty old now so the quality of the copies vary. I remember learning maths from SMILE cards when I was in Year 7. Thanks to [Martin Colley](#) for arranging the cards by topic [here](#).

Even the twitter generation knows about it.

Jo Morgan

Nov 2016

5 Maths Gems #66

Why take a walk with me down memory lane?

- The resources are still great (even if some are a little outdated).
- Individualised systems for learning may be effective in certain scenarios. In particular where they may be a small group of students with a wide range of attainment.
- Interesting to consider now in relation to current maths education developments. (Commonalities/differences)

Getting stuck in to the activities

- *During the session we spent time looking at lots of different activities and discussing aspects such as*
 - *Investigative approaches, rich tasks (starting point that can be taken in different directions), encouraging student's own systematic approaches*
 - *Rich cultural roots of mathematics – different number systems, Chinese abacus not quite as straightforward as some had assumed*
 - *Lots of opportunities to reason and explain, develop thinking, challenge and go deeper.*
 - *Activities where students cut things out – not always just matching/sorting but physically fitting shapes together to develop conceptual understanding of angle, area etc.*
 - *Going beyond the constraints of the curriculum - puzzles, logical thinking, polar coordinates etc*

How can I get access to all of the resources?

STEM Learning website



Cards grouped by topic

<https://www.stem.org.uk/resources/collection/2765/smile-cards>

Worksheets

<https://www.stem.org.uk/elibrary/resource/25755>

Feel free to contact me Carrie.Martin@clf.cabot.ac.uk