

School/ Name: Rosary Roman Catholic School, K Ramsay

Heading: Variation Match

TfM Big Idea(s):

VARIATION

Summary of initiative:

'The central idea of teaching with variation is to highlight the essential features of the concepts through varying the non-essential features.' Gu, Huay and Marton (2204)

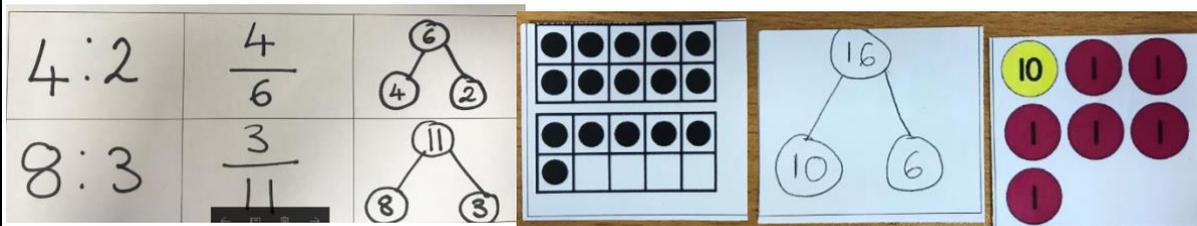
When teaching a mathematical concept, it is crucial to show variation. It is important to approach variation in two ways:

1. Showing a concept in more than one way to draw attention to important aspects and develop a depth of understanding.
2. We must use variation in practice to consolidate learning and encourage children to identify what is the same/different and identify the mathematical relationships.

'Variation Match' is the perfect way to introduce a concept in various ways as well as consolidating already taught topics. The children love them and it ensures all are involved all the time.

How it works:

Children are given an envelope full of cards. The cards show a concept in three different variations. The aim is to match all the different variations of the same mathematical amount together.



Key learning and impact:

- * A great way to show mathematical concepts in a variety of forms.
- * Teachers and children love it! All children can access it as the answers are within the pile.
- * It provides children with pictorial representations of maths topics, which will then support the transition to abstract.
- * It is a great way for teachers to assess children's understanding of a topic. It is also a fun, easy way to consolidate a topic.
- * It supports children in gaining a depth of understanding of a topic.
- * It promotes and exposes all children to a rich level of mathematical conversation.
- * It is a great way to introduce topics and start a lesson.
- * Engages kinaesthetic and visual learners and encourages children to work systematically.
- * Encourages cooperative learning – why call on one when you can call on all?

Top tips for another school:

- Have a bank for all to access. Keep packs small, as it takes longer than you would think.
- Variety is different to variation.
- Model to the children how to work systematically.
- Sentence starters and key questions support and promote discussion,
- Ensure, as the teacher, you are whizzing round the room noting different things, which children are saying. Share these thoughts with the rest of the class through mini plenaries.
- Do it frequently so children are familiar with the concept.

Any web links, images etc.

<https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/a-video-overview-on-teaching-for-mastery-at-primary/>