

## Leading Maths

**Source:** NCETM (National Centre for Excellence in the Teaching of Mathematics)

**Date:** August 2018

**Summary:**

- The central idea of teaching with variation is to highlight the essential features through varying the non-essential.
- Place emphasis on 'what is' and 'what is not'
- Variation is not the same as variety - careful attention needs to be paid to what aspects are being varied and for what purpose.

**Source:** Cambridge Maths Hub - Procedural Variation

**Date:** 2018

**Summary:**

- People are naturally curious, but we are not naturally good thinkers; unless the cognitive conditions are right, we will avoid thinking.
- Variety is pick and mix and most practice will contain variety. Whereas variation, means there has been a careful choice of what to vary and what that variation will draw attention to.
- Conceptual variation draws attention to what something is and what something is not. For example: a triangle and not a triangle.
- Procedural variation
  - Is dynamic and shows how to move from one aspect to another and the relationship between the two.
  - It will focus on the relationships and not just the procedure.
  - Enables children to make connections between problems, using one to solve the next.
  - Types of questions to ask: What do you notice? What is different? What is the same?