



HOW TO USE THE PACK

Llygaid Mathemateg encourages both learners and educators to look for mathematics in the world around us. Using our 'Llygaid Mathemateg' helps people to see the fun in maths and encourages mathematical discussions.

1. Look at the photograph and ask general questions about it.
2. Put on your Llygaid Mathemateg to see what maths you can see.
3. Use the question prompts provided or ask your own questions.

Using Llygaid Mathemateg can deepen conceptual understanding, develop mathematical vocabulary and encourage making links between concepts.

There are 3 question prompts available for each photograph aligned to the Curriculum for Wales progression steps.

- P1** questions are suitable for learners working within progression step 1, broadly up to 5 years of age.
- P2** questions are suitable for learners working within progression step 2, broadly up to 8 years of age.
- P3** questions are suitable for learners working within progression step 3, broadly up to 11 years of age.

To learn more about Llygaid Mathemateg and how it can benefit your learners visit www.cullyeducation.co.uk/llygaidmathemategconcept

For free Llygaid Mathemateg photos and questions visit www.cullyeducation.co.uk/llygaidmathemateg

Did You Know?
Llygaid Mathemateg
is Welsh for
Maths Eyes.





What can you see?
What do you notice?
Do you think someone lives here?

www.cullyeducation.co.uk

PI

Geometry

What is the tallest thing you can see in the photograph?
What is the smallest thing you can see in the photograph?
Can you see anything that is similar to a cuboid?
Describe where the building is in the photograph.
Do you think the tree is taller or shorter than the building?
How many steps do you think it is to the first wall?

Number

How many windows can you see?
Are there more walls or mountains?
How many sheep can you see on the grass?
Do you know a maths word starting with 'z' to describe how many sheep there are?
Estimate how many windows and doors there are in the building. Count them to check.
If there was one more mountain, how many would there be?



5 Proficiencies

Talk about what you can see in the photo. What do you like and not like?
Describe something you can see, without naming it and see if others can identify it.

Statistics

Can you sort the things you can see by living/not living, explaining your choices?
Use marks to record each group of items.



www.cullyeducation.co.uk

P2

Geometry

Have you seen a building like this before?
Where was it?
What do you think it is?

Which season do you think this photo was taken in?
What shapes can you see? Can you see a pentagon?
What unit would you use to measure the distance to the building?
How tall do you think it is? How wide?
What unit would you use to measure a leaf on a tree? Is there anything else you would measure using the same unit?
Can you find any symmetrical shapes?
Can you see any right angles?
Are the mountain peaks more or less than a right angle?

Number

Estimate how many stones there are on top of a wall to the nearest 10. Count them to check.
Are there an odd or even number of windows in the building?
How many mountains can you see? What is your answer to the nearest 10?
If you were walking along the first wall, where would halfway be?
What is the total number of doors and windows in the building?



5 Proficiencies

Can you find examples of other objects that are a similar shape to the walls in your local area. Describe something you can see without naming it. Can anyone work out what you are describing?

Statistics

Create a Venn diagram and place all the items you can see in the correct place. What are the labels for each part of the diagram?



www.cullyeducation.co.uk

P3

Geometry

Where do you think this picture might have been taken? Where are you confident it wasn't taken? Why? Why do you think the building fell to ruin?

What unit would you use to measure the building. How tall do you think it is? How wide? Record your estimates in 3 different ways. What time of day do you think this photograph was taken? Explain your thinking.

Can you find an acute, obtuse and reflex angle? How many of each angle can you find?

Which mountain peak is the biggest angle? Can you estimate the angle in degrees?

Can you draw the net for the wall on the left of the photograph?

Can you show me any parallel lines? Perpendicular lines?

Number

What fraction of the mountain peaks are larger than a right angle?

What fraction of the openings in the building have more than 4 sides? How many equivalent fractions can you think of? What is that as a decimal?

Can you estimate how many stones have been used in a wall to the nearest 1000?



5 Proficiencies

Can you use the eight compass points to describe where objects are in the photograph?

Describe something you can see using mathematical language.

Can anyone work out what you are describing?

Statistics

Can you draw a Carroll diagram and place each object that you can see in the photograph in the correct place. What are your labels for each part of the diagram?

What is the likelihood that someone still lives in the building?