

# Maths Conference - Odense, Denmark 2020

Curiosity doesn't always kill the cat

"... a teacher of mathematics has a great opportunity. If he fills his allotted time with drilling his students in routine operations he kills their interest, hampers their intellectual development, and misuses his opportunity. But if he challenges the curiosity of his students by setting them problems proportionate to their knowledge, and helps them to solve their problems with stimulating questions, he may give them a taste for, and some means of, independent thinking."

Polya, G. (1945) How to Solve it

Here are links to the resources that Charlie recommended

[Rope model /content/id/13108/Rope%20model.ppt](#)

## Games

[Got It /1272](#)

[Square It /2526](#)

[Factors and Multiples Game /5468](#)

(100 squares available to print in [Resources page /8506](#).)

## Intriguing

[Summing Consecutive Numbers /507](#)

[The Number Jumbler /14314](#)

[Make 37 /1885](#) followed by [What Numbers Can We Make? /7405](#)

[Pair Products /2278](#)

[What's Possible? /742](#)

## Challenges

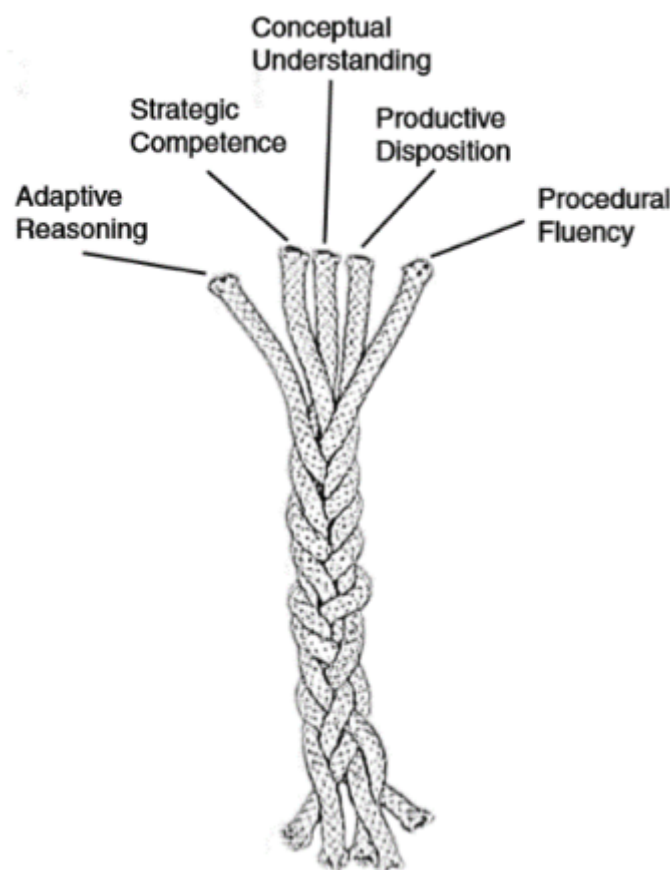
[Can they be equal? /6398](#)

[Unequal Averages /11281](#)

[Charlie's Delightful Machine /7024](#)

[Odds and Evens /4308](#)

[Tilted Squares - the video of a lesson /11248](#)



Links to resources to support teachers

[Primary Curriculum /12632](#)

[Secondary Curriculum /curriculum-secondary](#)

[Meeting the Aims of the Primary Curriculum /11402](#)

[Enriching the Secondary Curriculum /enriching](#)

[What we think and why we think it - Primary /12160](#)

[What we think and why we think it - Secondary /8068](#)

[Being a Good Thinker - Upper Primary /12757](#)  
[Thinking Mathematically - Secondary /mathematically](#)

[Posters /8112](#) for the classroom.

Teachers can [Register https://nrich.maths.org/public/maillinglist.php](https://nrich.maths.org/public/maillinglist.php) for our monthly email newsletter to be kept up to date with our latest news.

“I don't expect, and I don't want, all children to find mathematics an engrossing study, or one that they want to devote themselves to either in school or in their lives. Only a few will find mathematics seductive enough to sustain a long term engagement. But I would hope that all children could experience at a few moments in their careers ... the power and excitement of mathematics ... so that at the end of their formal education they at least know what it is like and whether it is an activity that has a place in their future.”

David Wheeler



<http://www.cam.ac.uk>

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