

# Pi Day 2016 Celebration <sup>3.14</sup> $\pi$ Pi Day!



We celebrated Pi day on 14<sup>th</sup> March on both sites; ER and SA.

Students from all year groups participated and they competed for the best Pi poster design, reciting the most number of Pi digits as well as enjoying a number of tasty spherical and circular shaped snacks. Students also enjoyed watching their friends competing.

KS3 students created a Pi paper chain with Mr. Rayleigh.

It was indeed a very tense battle of wits between the students as well as the teachers who had to invigilate the students and then check that their answers were correct.

The winners from the various year groups were as follows:

**Meehuya Raveendran** in year 12 recited 378 Pi digits and she is the winner of this year's competition.

**Nagad Ahmed** in year 11 recited 140 Pi digits.

**Saad Askander** in year 9 recited 83 digits.

**Viba Yogendrakumar** in year 8 recited 20 digits.

**Dhruv Patel** in year 7 recited 52 digits.



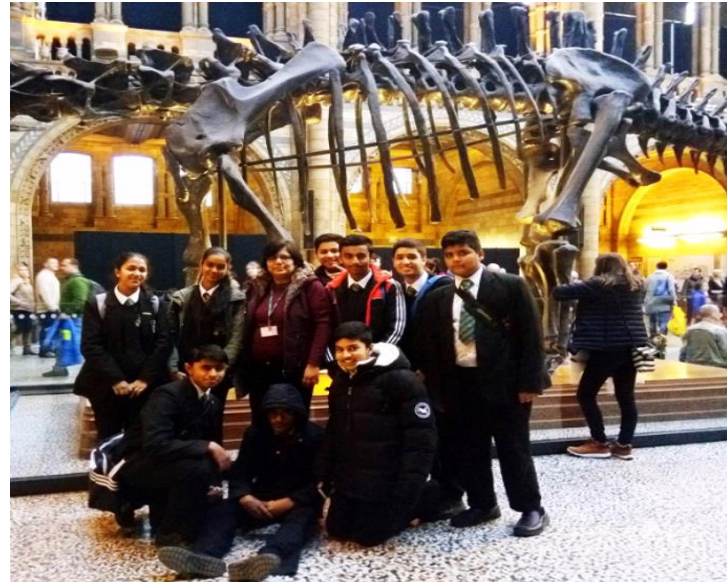
We will reveal the names of the winners of the Pi poster competition very soon.



## Year 10 ELD 2 Trip 2016 Natural History Museum



Name: \_\_\_\_\_  
Form: \_\_\_\_\_  
Rock and Roll group: \_\_\_\_\_



December 2016

Maths In Action

UCL Institute of Education

Nelab Mukarram 10S

In December, a group of Year 10 maths students led by Mr Rayleigh visited the IOE to extend our learning about mathematics and how it can help us in real life situations. At the interactive and inspirational day, we discovered how classroom maths is used by people every day in fields from statistics, engineering, cyber security and research mathematics. During these session, we were able to listen to five renown speakers from Universities and industry. We were also provided with a leaflet to take home with us that was a guide based on the sessions with hints and tips for exam success. We, as a group, really enjoyed the day because we did fun activities and by reinforcing the importance of mathematics, we have actually gained more interest in the subject and look forward to using it in a wide range of careers.

In my opinion, I think the most challenging and engaging sessions were 'Maths greatest unsolved puzzles' which was run by Katie's Steckles, a mathematics communicator. This was very entertaining because it tested our ability based on maths and how well we can use it. The questions introduced left us all stumped from simple sounding number and shape problems to mind bending fundamental questions. These activities were based on us and how we can attempt tricky number questions. Another interesting session was the 'Alex's Adventures in Numberland' author Alex Bellos who showed us how life reflects numbers reflects life. He also discussed psychological responses to mathematics and how very simple rules can generate very complex behaviour.

As a result we believe that the trip was very exciting, quite challenging and engaging and the interactive sessions were designed to complement the mathematics curriculum and inspire us. The hints and tips are very useful because we can use them in exams and learn from them. We would have preferred to have been able to move around different areas of the building for specific sessions and it would have been great to meet other students studying mathematics. Apart from that, the trip was very enjoyable and we hope to have upcoming trips like this again.



## Maths department poetry

'Alperton Community School':

- A** nalytical (the way we think about the big questions)
- L** ateral thinkers (looking outside of the cubic box)
- P** laying (the game theory involved in the subject)
- E** verywhere (mathematics occurs all around us)
- R** elevant (without maths how would the world make sense to us)
- T** eam working (together as one)
- O** dd (we are all unique)
- N** umbers (for that is the language of mathematics)
- C** olourful (so rich in content)
- O** perational (following a methodical rule)
- M** odelling (demonstrating to the world how to solve the ultimate problems)
- M** ultiplying (the population is growing exponentially)
- U** nits (for this is what we use to count)
- N** umerator (being at the very top)
- I** rrrational (some numbers just don't behave logically)
- T** riangular (a clever series of numbers)
- Y** axis (coordination is the key to navigation)
  - S**implify (why complicate everything)
  - C**alculate (to determine the amount)
  - H**istoric (this wonderful subject has been around for thousands of years)
  - O**utcome (to finally arrive at the answer)
  - O**blique (because some things are just slightly tilted)
  - L**imitless (maths is infinite)

What skills does a  
successful mathematical  
student possess?

**M**ethodical  
**A**nalytical  
**T**ranscends the subject  
**H**ighly motivated  
**E**valuate situations  
**M**odelling  
**A**bstract thinking  
**T**eam working  
**I**nvestigative mind  
**C**omputing skills  
**S**chematic thinker

## Student testimonials:

"Further maths is like behind the scenes of life, just like the code behind a website. It's about working with the fundamentals of life." Mohnish-Year 13

" Further Maths is definitely for people who love challenges. The course will explore your mathematical potential and extend your knowledge." Ling-Year 13