



The purpose of a Number Natter is simple: to get people talking about numbers in a way that feels open, supportive and human.

This is not a maths lesson.  
No one is tested.  
No one has to solve tricky sums.

Instead, it is an opportunity for pupils to **talk about numbers in everyday life**. This might include numbers at home, at school, in games, in sport, or in their hobbies.

Some pupils feel happy and confident about numbers. Some pupils feel worried about maths.

Some feel a bit of both. All of these feelings are normal.

Numbers are everywhere. Pupils might notice them in:

- Pocket money
- Scores in games
- Bus numbers
- Cooking
- The weather
- Their age and birthdays

### Why it matters

Maths is not just about getting answers right,  
it's also about how pupils feel about numbers.

When pupils feel comfortable talking about numbers, they are more likely to:

- Ask questions
- Try again if something feels tricky
- Ask for help
- Feel proud of their progress

If pupils keep worries about maths to themselves, those worries can grow bigger. When pupils talk about them, those worries often feel smaller.

The **Big Number Natter** helps pupils feel heard, understood and supported.

## What is a Number Natter?

A Number Natter is simply a short conversation about numbers and confidence.

It could take place:

- In a classroom
- In an assembly
- In a club or group
- During tutor time
- As part of a lesson

It can last **five minutes or longer**. It is up to you and what works best for your pupils.

You might invite pupils to talk about:

- A time numbers made them feel proud
- A time numbers felt tricky
- Where they use numbers in everyday life
- What helps them when learning maths

There are no right or wrong answers.  
**Everyone's thoughts matter.**



The most important things are:

- Listening carefully
- Being patient
- Being kind
- Remembering this is not about being "good" or "bad" at maths

## How to start one

Starting a Number Natter is simple.

Gather your pupils together and explain that you are going to have a **friendly conversation about numbers**, and that no one will be asked to solve maths problems.

You could begin with a question such as:

- "What do you think of when you hear the word maths?"
- "Where do you see numbers every day?"
- "What is a number that is important to you?"
- "How do numbers make you feel?"

Then simply invite pupils to share their thoughts.

You may find that many pupils have similar feelings and experiences when it comes to maths.

Talking about them can help pupils feel more confident and less alone.