**0, 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377, 610, 987**

**Investigating real flowers**



Sepal

Petal

Stamen

Carpel

Image by Gini George from Pixabay (fuscia)

**Ground rules:**

* Stay with your class group. Don’t wander off and join another class.
* Take care on the roads around school. Always use the crossings and look both ways for traffic yourself. Don’t assume someone else is looking.
* Watch your step on uneven ground. Stay away from and do not startle cows.
* You may pick one daisy, do not pick any other flowers.  
  Watch out for nettles and brambles. Let your teacher know BEFORE going out if you have a history of experiencing strong allergic reactions to bites or stings.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Plant (name or description) | | What are you counting? (e.g. petals, leaf segments, stamens etc.) | How many? | Fibonacci number (Y/N) |
| A group of white and yellow flowers  Description automatically generated with medium confidence  Image by 🌼Christel🌼 from Pixabay | Daisy | Petals |  |  |
|  | |  |  |  |
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|  | |  |  |  |

How reasonable is it to say that Fibonacci numbers are common in nature?

**The Golden Ratio (1.618 to 3d.p.) in me**

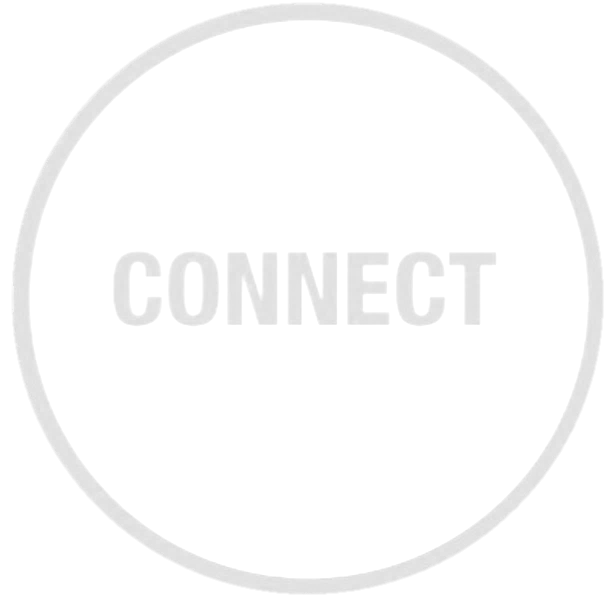
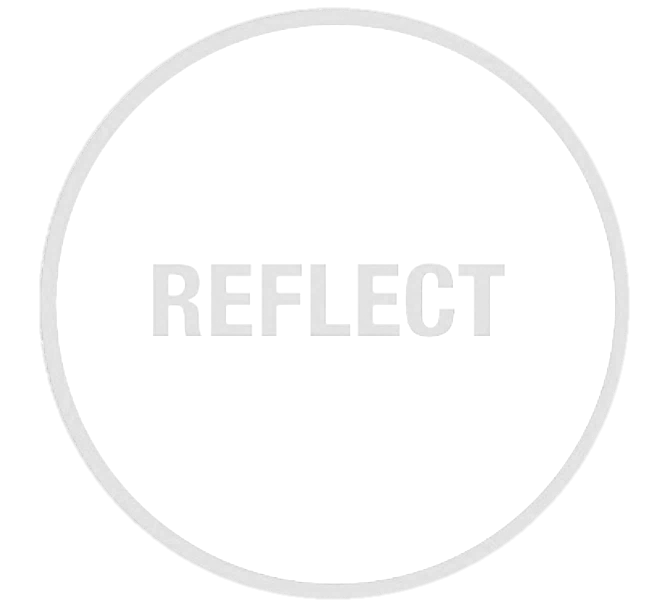
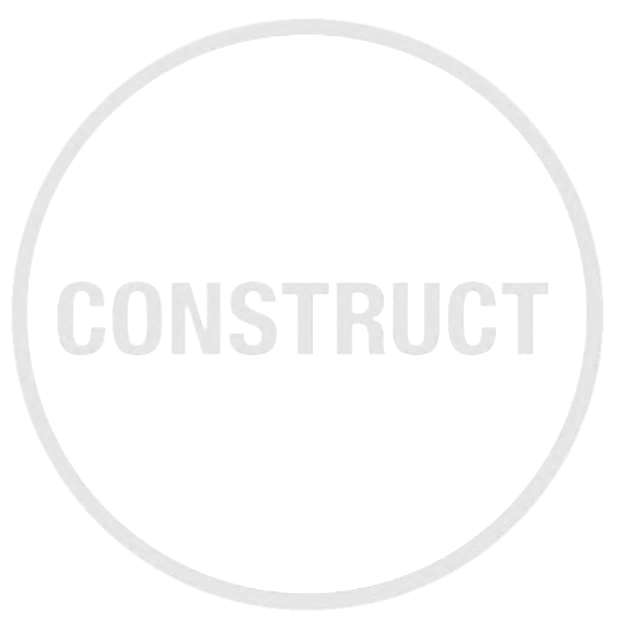
|  | Measurement A (cm) | | Measurement B (cm) | | A ÷B (to 2dp) | Between 1.5 and 1.7? |
| --- | --- | --- | --- | --- | --- | --- |
|  | Elbow to fingertip |  | Shoulder to elbow |  |  |  |
|  | Wrist to elbow |  | Fingertips to wrist |  |  |  |
|  | Bottom of fingers to wrist |  | Length of longest finger |  |  |  |
|  | Top two finger joints together |  | Bottom joint of finger (nearest hand) |  |  |  |
|  | Top of head to bottom of fingertips |  | Bottom of fingertips to bottom of feet |  |  |  |
| A profile of a person's face  Description automatically generated | Eyebrows to bottom of chin |  | Top of head to eyebrows |  |  |  |
| A profile of a person's face  Description automatically generated | Bottom of chin to mouth |  | Mouth to bottom of nose |  |  |  |
|  | Width of two front teeth |  | Height of front teeth |  |  |  |
|  | Width of one front tooth |  | Width of next tooth along |  |  |  |

Images from: <https://www.slideshare.net/vayappurathu/fibonacci-sequence-and-golden-ratio-10748409> , <https://golden-ratio.club/golden-ratio-in-people>, <https://www.youtube.com/watch?v=c8ccsE_IumM>

**Reflecting on my inquiry**

|  |  |
| --- | --- |
| Something interesting I learnt in this topic (or maybe something that surprised me) |  |
| What I thought I did well |  |
| What I thought I could do better |  |
| Something I would have liked to find out more about if we had more time |  |
| How did I feel about doing extended inquiry in Maths? [Did it change the way I relate to Maths? Was it exciting/ interesting/ uncomfortable/liberating/ boring/ challenging etc] |  |

FOSIL: Learning by finding out for yourself.4



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Name Class Date

**Reflecting on my inquiry**

|  |  |
| --- | --- |
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