

## Key Stage 2 Show Patter

“Some people ask me what has magic got to do with maths or what has maths got to do with magic? Well, I use the rhythm of counting and the numbers to practice magic. Like this.”

Perform the 1-10 count with the sponge balls.

See video for explanation.

You WILL be asked to repeat this many times throughout the day...!

“Now I need someone to help me. But you must know the 4 suits in a pack of cards and what they look like”

Go into the Invisible Deck – see separate instructions.

“If I had flipped a coin and asked you to guess if it was heads or tails what are the odds of you guessing correctly?” Wait for guesses. “Yes, that’s right – 1 in 2 or 50/50.”

“But I asked you to guess which card I had turned upside down so what are the odds of that?” Again wait for guesses. “Yes, that’s right – 1 in 52”

“A complete deck of playing cards contains four suits, two primary colours, and thirteen values ranging from the Ace to the King. Usually, it contains two Jokers.

Lurking within these colours, suits, and values is an astonishing, but entirely coincidental, relationship to our modern calendar. Some of the proposed “alignments” between cards and the calendar are:

- Two colours representing night and day.

- Four suits representing the four seasons.

- Twelve court cards representing the 12 months.

- Thirteen values representing the 13 weeks in a quarter.

- 52 cards representing 52 weeks in a year.

Perhaps the most interesting coincidence is that if you add up all of the values in a deck, using the Aces as one, and the Jacks, Queens and Kings as eleven, twelve and thirteen respectively, for the four suits you arrive at a total of 364. Adding the first Joker as another one gets you to 365 – the same number as there are days in a year – and adding the second Joker gets you to 366, so we even have leap years covered!”

“So we have odds of 1 in 2 then 1 in 52 and later on I’ll be showing you something with odds of 1 in hundreds of thousands”.

Go into the Trunk – see separate sheet.

“I now need someone to come up here and do some adding and subtracting”.

Trust me – hands will go flying up!

“Put your hands down! It’s alright you saying ‘I want to help the Magic Man’ but when you come up here the pressure is ON! You might think you are good at adding and subtracting

sitting down there in your seat but when you're up here with everybody watching you it's a different story!"

Very often the children will point to someone in their class who they think is clever or the teachers may suggest someone.

Go into the 1089 Book Test – see separate sheet.

Ask at the end how you could have possibly done it. You will get answers like "You've memorised the whole book". My answer is "And how many times would I have had to read the book to memorise every word on every page!"

They might say every page is the same – if they do hand the book out and explain you will show them how to do it with any of their books at home.

I always tell the story about the person in the car park with binoculars and Walkie Talkie broadcasting to the radio receiver hidden in my spectacles!

Even if someone guesses correctly you always get the same answer acknowledge it but gloss over it by saying "But they could have started off with any number".

But do remember to refer back to them as being correct at the end when explaining it.

"I need someone to come up and help me again but this time it's easy. No adding or subtracting."

Go into the 3 Dice – see separate sheet.

Finish with the Magic Square.

As the children come into the hall quietly ask one of them to help you by thinking of a number. You could just get them to tell you it and then write it down on a piece of paper you give them and place it in their pocket. Doing it this way when you get to perform you would say "You thought of a number? Have you told anyone the number?" Don't refer to them writing it down or that you knew the number anyway.

You can use a clipboard, peek wallet, John Cornelius's Thought Transmitter, The Business by Alakazam Magic or anything similar to find out the chosen number secretly. If using any of the last 3 then get your peek and then change your mind and remove the business card and ask them to hold on to it.

When you perform it pretend you are trying to guess the number by filling in a line at a time.

Saying "Is it any of those?" Getting more exasperated as you move down the square. Then when fully filled in start to realise the columns then the rows add up.

As do the side middle squares, the top middle squares, the opposite corner diagonals, the four top left hand squares, the four top right hand squares, the four bottom left hand squares, the four bottom right hand squares, the middle four squares and finally the four corners.