

Number



Door Numbers

Go for a walk and look at the numbers on the buildings around you. What numbers are on your door and next-door? Is there a pattern? Are all roads and buildings numbered the same? Are there any unusual numbers or numbers you can't find? Do all roads start at number 1? Design your own door number hunt and then go out to do it!



Size Comparison

Find the biggest and smallest things you can and compare them. How many of the smallest would you need to make something the same size as the biggest? Explain your ideas. Challenge each other to find as many things the same size as one of your objects.

My Favourite Number

Talk about your favourite number and why you like it. How many different ways can you make/show your favourite number? Can you draw your favourite number? Do you know any number facts using it? Can you clap your hands that number of times? Or take that many steps? What number does your favourite footballer wear?



Big Numbers

Collect as many of the same thing as you can and count them! Can you organise these to make it easier to count? If you make a square on the ground, how many different things can you count inside the square? What about if you look at the really tiny things? What is the biggest number you know?



I'm Thinking Of A Number

Ask questions to find out what number the other person is thinking of. Think of a number, tell the other person what range it is within (e.g. 0-20) and then they ask questions to work it out. E.g. Is it bigger than ten? Is it even? Is it six? What questions help you rule out the most numbers?



Why Number?

Numbers are an important part of the world around us.

Playing with numbers can be fun whatever your age, and spotting patterns is an important part of being human because it helps us learn and predict the future.

In all these number activities, the most important thing is to have fun together!

Using objects and drawings to help your thinking:

Using objects to help your thinking in maths is called 'using concrete manipulatives' - this means things you can actually hold, touch and move.

- When children begin to think about numbers, we give them things to sort and count.
- As a child learns more about a concept, especially when they start working with bigger numbers, moving lots of objects around can be slow, so they will move onto drawn representations such as a chart.



#ReclaimPlayfulness

Number Adaptations

You can adapt an activity to suit your child's stage of development and learning needs.

At early stages of development and for children with learning differences:

- If you are not ready for counting yet, an important step is learning the meaning of one. Try putting one object into another object such as lining up some cups and putting one spoon into each cup.
- Focus on one skill at a time such as recognising the number written down, putting a finger on a different object for each number when counting, or saying the numbers in order.
- Don't look at too many different numbers in one session. See if you can spot a '5' on as many doors as possible before reading numbers on every door.
- Learning is memorable when we experience it through more than one sense. Try adding a scent to playdough you are counting or counting during snack time.

Ideas for challenges:

- Explain your thinking when solving problems or spotting patterns – thinking about your own thinking can be really challenging!
- Think of more than one way of doing something.
- Use what you know to work out other things. Such as if you know how many things are in a square, how many things could be in the whole park?
- Make estimates (sensible guesses). When finding things of a particular length, you could collect your objects by estimating their length, and then measure or compare to check.