

Maths Activities and Games To Do At Home

Here's just a few activities to try at home. The games are easy to set up. All you need is a deck of cards/set of dominoes/dice & counters. These fun activities will help your child to develop mathematical understanding and improve recall of number facts. Have fun!

Counting (Choose an activity as a warm-up before playing a game)

- Say Short Forward Number Word Sequences from different starting points within the range appropriate to your child -1-10, 1-20, 1-30, 1-50, 1-100, 1-1000, 1-10,000.....etc.eg " I want you to count from 7 to 13". Pay particular attention to the teen numbers -11-19 and when crossing the decuples ie.the number before/after 10,20,30,40,50,60,70,80,90,100 and so on into the 100s & 1000's.
- Say Short Backward Number Word Sequences from different starting points within the range appropriate to your child -10-1, 20-1, 30-1, 50-1, 100-1, 1000-1, 10,000-1.....etc.eg " I want you to count back from 73 to 68". Pay particular attention to the teen numbers -11-19 and when crossing the decuples ie.the number before/after 10,20,30,40,50,60,70,80,90,100 and so on into the 100s & 1000's.
- Say the next number forwards-eg. Say the number after 16 within your chosen range as mentioned above.
- Say the next number backwards-eg. Say the number before 50
- Say alternate Number Words Forwards and backwards-You say 13, child says 14, you say 15, child says 16....etc
- Say the next One, Two, Three Number words forwards-Name the next 2 numbers after 15/ the next 3 numbers after 21...etc.
- Counting: 1's, 2's, 3's, 4's, 5's 10's, 20's 50's, 100's Linked, later, to multiplying/tables All counting to be done backwards also

Recognising/Identifying Numerals(Choose an activity as a warm-up before playing a game)

- Point to a numeral-"What number is this? " / Display a few numerals & ask "Can you show me 32?"
- Write out a few numbers on individual pieces of card /paper and get your child to put them into the correct order/sequence. These numbers could be 28,29,30,31,32 and 33 for example or you could choose random numbers eg 37,63,76,15 and 23. Ask"What is the smallest number? What is the largest number?"
- Display 2 numbers eg 13 and 15 and ask the child "What number comes between these two numbers.Find the number and place it between 13 and 15.
- Look at a number line(which you will probably find in your child's maths book or online or you could make you own and ask your child"Show me the number that is 2 more than 7/Point to a number and ask"What is 3 less than this number?"..etc

Activities

Find numbers

Look at the microwave, the telephone & the TV remote control.Look for numbers outside when you go for a walk

Counting backwards is a game that children like because it ends with "Blast Off!". The skill of backwards counting is one that eventually develops the ability to understanding subtracting by ones. Start from different starting & ending points.

Materials: None

Numbers on the Line

Objective: To sequence numerals

Place a set of numeral cards from 1 to 5/1 to 10/15 to 25 face down on the floor, in a pile, in random order. Ask a child to take a card and peg it on the washing line. Ask a second

Continue until all the numbers have been pegged on the line in the correct sequence. Ask children to read the numbers aloud to check. If any numbers are in the wrong place, discuss and ask a child to re-position.

- ✚ Vary range of numbers e.g. 126 to 135
- ✚ Read sequences backwards instead of forwards
- ✚ Elicit – *is it more or less than ...? Will you place it to the left or right of ...? Which 2 numbers should it go between?*

✚
Materials: Washing line, pegs, numeral cards

Number Washing Line 5+ years 1+ players

Need – Rope strung up to be a washing line. (tied between 2 chairs is fine),
pegs, cards with numbers to be sorted into order from smallest to largest.

Comparing and sorting numbers.

Use numbers appropriate to the ability level of the players, e.g. 0-9 for younger players or 2, 3 or 4 digit numbers for older players.

The number cards are pegged onto the line. Players take turns to sort and peg the numbers into order – the smallest to the largest.

Variation Decimal Washing Line

Digit cards

- Show me 9,0,4, your age.
- Show me the no. that comes after 4, 6, 8, etc.
- Show me the no. that comes before 3,7,10, etc.
- And the no. that comes between 3&5, 7&9
- Any no. that comes between 1& 6, 5&8.
- The no. of sides in a triangle, in a square, in a hexagon.
- The no. that is half of 2, 6, 10.
- The no that is double 4, 5, 9.
- Show me an odd no. less than 8

- Show me an even no greater than 6.
- This is the no of my house (52) Can you make the no of yours?

Materials: Set of digit cards for your child(1-10)

What's My Number?

This game is about students learning to be systematic, methodical and organized in their reasoning. Tell the students you're thinking of a number between 1-100. Their task is to determine what your number is using no more than 7 "yes or no" questions. As soon as a student asks, "Is it ___?", the game is over, right or wrong.

It's always possible to determine the number in seven steps by asking questions that eliminate half of all remaining numbers. So the first question could be "Is the number between 1-50?" Whether yes or no, half the numbers have been eliminated. Another opening question could be, "Is it an odd number?" Again, half the numbers are eliminated. (Keep a running record on the board or overhead.) The hardest question is the last one if students have narrowed their choices down to two numbers, but it doesn't have to be a 50/50 guess. There are questions they can ask to determine the number: If the remaining numbers, for example are 51 and 53 a student could ask, "Can we eliminate 51?" Whether yes or no, they now know the number you selected. Another possible question: "Does your number end in a 1?" Same deal.

Twelve and You're Out! (This is a great game where you really have to think. It sounds simple, but . . .

The first person says either "1", "1,2" or "1,2,3" 3. The other person continues on and can say an additional one, two or three numbers. (e.g., if the first person says "1, 2", the second person can say either "3" or "3,4" or "3,4,5" 4. Continue until one person is forced to say "12". They are now out. Start again from 2. Variation: Make the number something other than 12.

EXTENSION ACTIVITY: Ask your child to discover the optimal strategy for winning a two-player game. (Answer: first player counts 1-2-3, then, no matter what the second player does, first player can stop counting on 7. After that, victory is assured!)

DIGIT-PLACE GAME

The goal of the game is for students to use logical reasoning to deduce a secret three-digit (or, more difficult, a four-digit) number. The teacher (or leader) writes down a three-digit number but doesn't disclose it. Students take turns guessing the number. With each guess, the teacher gives one of the following clues: • place – correct digit and in the correct place • digit – correct digit but in the wrong place • nothing – no digits are correct (but ask students what valuable information this provides) As students get more information about the number, they start making educated, rather than random, guesses.

This is a 'Guess my number game'.

First decide how big the number can be, i.e. is it between 0 and 100; 100 and 1000 or 1000 and 10000. This will depend upon the ages of the children.

One person is IT. (This might be an adult or the teacher.)

IT thinks of a number and writes it down without telling or showing the others.

The other players take turns guessing the number and listening to the clues given by IT.

These clues will only be 'Higher' or 'Lower'.

IT says 'Higher' if her number is higher than the guessed number or 'lower' if her number is lower than the guessed number.

Winner is the child who guesses the number. HINT – children might need to be encouraged to listen to the clues.

Largest Number 8+ years 2+ players

Need – 3, 4, 5 or 6 dice, pencil and paper

Each player rolls the dice. Use

- 3 dice for children to practice 3 digit numbers
- 4 dice for children to practice 4 digit numbers
- 5 dice for children to practice 5 digit numbers
- 6 dice for children to practice 6 digit numbers

Each player rolls the dice and records the numbers that are shown, e.g. 3 4 1 6.

The players then arrange these digits into the largest possible number that they can, e.g. 6431

The player with the largest number scores 1 point.

30. Last One Loses 6+ years 2 players

Twenty Questions Number Game

7+ years 2+ players

Select a number within the range to be played, e.g. 1- 20, 1-100, 100-1000.

The number is written on a piece of paper but not shown to the others.

The other players then ask questions to help them to identify the number.

Only yes/no questions can be asked.

HINT – Encourage children to ask general questions to begin with, e.g. Is it odd?

Is it higher than 50? instead of guessing the number, e.g. Is it 38?

What's My Number?

6+ years 1+ players

Great for all ages and levels of ability!

An adult or child selects a number within the specified range and writes it on a piece of paper. Clues are then given for others to guess the number.

If children are to give the clues encourage them to use mathematical terms within their vocabulary, e.g. odd, even, digits, larger than, smaller than, prime, composite, multiples, divisible by.

Counting, Addition & Subtraction (Choose an activity as a warm-up before playing a game)

- Counting groups of real objects. Use beads, or paper clips, or buttons-anything your child can grasp and that is not too large or too tiny. Try clustering them into groups of two or three. Ask for a specific number eg give me 13 buttons please. Get her to count aloud as she touches/moves each button to encourage careful counting.
- Throw out 5 or fewer items on the table & ask your child to quickly tell you how many there are without counting.
- Show one face of a die and ask: How many dots can you see? Or show one face of a die for a second and ask: How many dots did you see?
- Add 2 groups of objects. When playing with toys make groups of objects & then ask your child put them together. Encourage your child to "count on" which means continue counting eg I have 6 dolls & I get 4 more-6.....7,8,9,10. Your child could record the number sentence on a whiteboard, chalkboard/on paper : $6+4=10$
- Practise doubles to 20 $1+1=2$, $2+2=4$ $10+10=20$.
- Count how many are left when some objects are taken away. I have 8 grapes but many will I have if I eat 2 of them?

The Story of 5 and 10 are particularly important!!

- Students could also write addition number sentences to match their board e.g. 3 and 2 and 5 is 10

Rabbit ears

- Ask students to put their hands above their head. Then ask them to show various numbers by raising the correct number of fingers. This is best done in random order, first in the range one to five and then six to ten.
- For example, "Show me the number four,... two,...five,...three." The aim is for the students to raise their fingers simultaneously rather than sequentially. Students may verify their count by bringing their hands down and counting their fingers.
- Examine the various ways students made the given number and write them down.
*E.g. Ali made 6 by having 4 fingers on one hand and 2 fingers on the other hand.
Sarah made 6 by having 5 fingers on one hand and 1 finger on the other hand.*

- **Bucket Count-on and Count-back**

Objective: To count on from the larger number when adding/subtracting numbers

Teacher drops cubes into a bucket one by one, asking the children to count as each cube is dropped. After dropping, say 7 cubes, the teacher asks the child how many cubes are in the bucket. Now the teacher places one to four cubes on her fingers and asks the children how many cubes there are altogether e.g. *There are 7 cubes in the bucket and there are 3 cubes on my fingers. How many is that altogether?* Encourage children to say the numbers in their heads. Then check by having everyone count-on together. Continue with other numbers.

When children are familiar with this activity, numbers larger than 20 can be imagined rather than counted into the bucket. For example teacher says *I'm going to pretend that there are 24 cubes in the bucket now and 2 on my fingers (place cubes on fingers for teacher to see). How many altogether?*

Vary the activity by *taking out* cubes of the bucket, placing them on fingers – how many are in the bucket now?

Materials: Opaque bucket, interlocking cubes

Concentration-Place a specific number of playing cards face down on the table. Your child, one at a time, turns a card over, attempting to match two cards. The game calls for remembering where specific cards were placed, as she searches for pairs. If she does not match a pair, cards are kept face down. Pairs are removed from the table. The player with the most pairs wins.

Fish can also be played with playing cards. The object is to ask your opponent if she has the card you need to make a pair. Each player starts with 4 cards. Players take turns asking their opponent for a matching card. If the opponent does not have the “match” the asking player draws from the card

Twenty One Card Game

All face cards equal 10 points. The other cards count as their printed value, except the Ace, which may be 1 or 10 points. The player who gets “Twenty One” wins the set. It calls for using number facts up to 21 and lower and higher as well.

Friends of Ten

Recall no. facts to 10

How many more are needed to make 10? There are “Friends of Ten” videos and songs on youtube.

I'm Out!):

This is a two-player game that requires a deck of cards (all face cards removed) and 15 markers (beans, paper clips, etc.) per player. Twenty cards are dealt to each player, face down. (Variation: place the deck between players, each player draws a card.) Both players turn over their top card and find the difference between the two numbers. The player with the

lower number pays the difference in markers to the other player. The game ends when all cards have been played or when one player has all the markers.

EXAMPLE: Player #1 turns up a 3 and player #2 a 5. Player one pays two markers ($5 - 3 = 2$) to player two.

Play continues until one player is out of markers and announces "I'm out!".

Stop or Go

For 2 or more students, one six-sided die needed for each group of players. The object of the game is to be the first player to reach a designated number of points (25, 50, 100). Player #1 rolls the die. If a 1 is rolled, the player scores nothing and it's the next player's turn. If player #1 rolls other than a 1, the number is added to the player's score. Player #1 continues until a 1 is rolled and play switches to player #2.

Math Go Fish

Use a standard deck of cards with tens and face cards removed. Aces are worth one. Deal five cards to each player then take out one card and set it aside without looking at it. If a player has any two cards that add to 10 (eg: $3 + 7$), s/he lays the pair on the table, face up. Once all players have laid down all their "10" pairs, the first player asks any other player for a card what would complete a "10" pair in his/her hand. If the other player has the requested card, he/she must hand it over and the first player may continue asking for cards, from the same person or anyone else. If the player doesn't have the requested card, s/he says, "Go fish!" and the first player takes the top card from the stack of undealt cards. If a player runs out of cards, s/he draws a new one at the beginning of a new turn and continues play. When all the cards are matched up, there will be one card without a pair (the one removed from the deck at the beginning of the game). The person who winds up with this card is the winner.

Find Ten

A math game similar to **Concentration**. In this game, children try to make a ten by turning over combinations of cards that total ten. You'll need a deck of cards with face cards removed (aces = 1). Mix up the cards and place four rows of five cards face down between two players. (Three can also play or four in teams of two.) Taking turns, players turn over two cards. If the sum is ten, the player takes the cards and plays again. If the sum is less than ten, the player takes a third card. If the sum is greater than ten, the cards are replaced face down and that player's turn is over. The game is over when no more tens can be made. The player with the most combinations of ten wins. VARIATION: Use Jokers or face cards as wild cards.

Get to 100

This game requires a deck of cards (face cards removed) for each group of players. Groups can be two or more. Each student is dealt 5 cards. Students are allowed to use the numbers on those cards to create any numbers they can to add up to as close to 100 as possible. Each student plays 5 times and tries to have his or her total score equal 0. See below for examples:

1st hand: 2, 3, 5, 5, 7 $75 + 25 + 3 = 103$ Score +3

2nd hand: 1, 9, 6, 2, 3 $91 + 6 + 2 + 3 = 102$ Score +3 +2 = +5

At this point a student would try to get a total score on the next hand to be less than 100, preferably at 95 so that the score for the hand would be -5 and the total score would be 0. Variation: Use only four cards to make 50.

Twenty-five

This is a game for two or more players. You'll need a deck of cards, ace-nine (ace = one) for each group of players. Before the students play the game, review the number pairs that add to 10. Then have the students look for ways to use this knowledge to help them add and subtract faster.

Deal out all the cards, an equal number to each player. The cards are left face down in a pile in front of each player. The first person turns over a card and places it face up in the center of the play area. The next person turns over a card, adds it to the card already played, says the sum out loud, and places the card on top of the previously played card. The next person turns over a card and adds the card to the sum of the first two cards. Play continues in this way until someone has a card that, when added, will give a sum greater than 25. When that happens, the player must subtract rather than add. Play continues until someone gets a sum of exactly 25. The player who gets a sum of exactly 25 wins that round and goes first in the next round.

SUBTRACTION POLE VAULT

This game can be played solo or with 2 or more players. You'll need a calculator (to verify answers), paper and a deck of cards with 10s, Jacks, Kings removed. Ace = 1, Queen = 0. The object is to get as close to 0 as possible, without going below 0, after five subtractions from a target number.

Shuffle the cards, place deck face down. The target number is 250 (or whatever the teacher or players decide on). Players take turns doing the following:

- Player 1 turns over top two cards and makes a two-digit number. Subtract this number from 250 on scratch paper, check on calculator.
- Player 2 then does the same.
- Turn over the next two cards, make a two-digit number and subtract from the result in step one.
- Do this three more times.
- Whoever is closest to 0 (without going over) after five rounds, wins.

EXAMPLE: Turn 1: Draw 4 & 5 Subtract 45 or 54 $250 - 45 = 205$ Turn 2: Draw 0 & 6 Subtract 6 or 60 $205 - 60 = 145$ And so on.

Take Off

7+ years

2+ players

Great way to practice subtraction!

Before starting decide upon a start number, e.g. 20, 50 or 100. Players take turns to subtract any number from 1-9. The player who gets to 0 is the winner. E.g. - 1st player 20-3=17 - 2nd player 17-4= 13 - 1st player 13-3=10 - 2nd player 10-2=8 - 1st player 8-8=0 Winner The older the child, the higher the start number can be.

Odds and Evens 5+ years 2-4+ players or teams

Need –Cards with the words odd and even written on them.

Develops the concepts of odd and even.

Each player or team writes down a number (specify the number of digits to be used, i.e. a single digit number, a 2 digit number, a 3 digit number etc.

Players then draw an odd or even card. If the card matches their number, e.g. odd and 27, the player or team score a point. Repeat.

HINT – Before each round, the possible range for the number could be specified, e.g. It must be a number between 30 and 50. (or 300 and 350)

Addition Duel 7+ years 2 players or teams

Need – set of playing cards with the jacks, queens, kings and jokers removed. Aces are to count as 1.

Children will be practicing addition without even realizing it.

Makes a good classroom game with 2 teams playing against each other!

Shuffle the cards and deal them out.

Each player puts their cards in a pile facing down.

Together players flip the top card over and place it in the centre.

The first player to add the amounts on the two cards together and call out the answer takes the cards.

If a player calls an incorrect answer the cards are returned to the bottom of the pile. When all cards have been drawn the winner is the player with the most cards. Variations

Multiplication Duel / Subtraction Duel

Played as above but players multiply or find the difference instead.

See Double Draw for a similar game of division.

Basketball Facts

5+ years

2 players or teams

Need – soft foam ball, waste bin or bucket to be the hoop

Fun way to practice number facts!

Two players stand side by side. If playing in teams, teams can line up in two lines with the first player in each line taking the first turn and then moving to the end of the line after this turn.

The caller calls a number fact, e.g. $3+9$, $15-6$, 4×5 or $36 \div 4$.

The first player to call out the correct answer then has a turn at shooting for a point (throwing the ball into the waste bin or bucket). The player scores a point if he is successful.

If playing in teams, the next two players then have a turn.

VARIATION

Basketball Fractions

This game is played in the same way with the caller calling out a fraction and a number, e.g. What is $\frac{3}{4}$ of 12?

Dominoes are a good math activity because, besides being a game, the matching of numbers (in the simple form of the game) is required. Children see the dots, can orally name them, and then make the correct match.

Play board games with dice to encourage your child to count, add on and recognise numbers.

Board games which involve the tossing of dice, or spinning, resulting in a number of moves across a board are excellent ways to develop maths understanding. As a child moves his piece in a board game. Have her count aloud each time she moves the piece.

Dominoes

4+ years

2-4 players

Need – set of Dominoes

Develops counting and matching skills.

Basic Rules – Great for littlies.

Dominoes are laid out face down.

Players pick their dominoes. (If 2 players – pick 7 each. If 3-4 players pick 5

each.)

Player with the highest double starts by laying a tile in the centre.

Other players take turns at joining to a tile joining a number to the same number.

If a player can't put down a tile, he picks one up.

First player to put down all of his tiles is the winner.

Dominoes - Keepers 6+ years 2 players or 2 teams

Need – set of Dominoes

Helps children learn addition facts.

All of the dominoes are placed in the centre face down.

Both players or one from each team pick up a domino at the same time.

Each player tells the sum of the dots on their domino, e.g. $2+4=6$, $5+3=8$.

The player with the highest answer keeps both dominoes. If both players have the same answer, each of them keeps a domino. The winner is the player or team with the most dominoes when all dominoes have been picked up. Variation

Dominoes – Keepers – Multiplication

Played as above but players multiply the two ends of the domino instead of adding.

Dominoes - Sevens 6+ years 2-4 players

Need – set of Dominoes

Helps children learn addition facts.

Played as above in Game 10. Dominoes but this time only combinations that add to seven can be put down, e.g. if a 2 is down a 5 can be joined to it.

Double the Doubles

5+ years 2 – 4 players Practice addition facts. Instructions Getting Ready All of the cards are dealt out to the players. Players keep their cards in a pile face down in front of them. Play the Game • Players take turns to turn over the top 2 cards in their pile and add the two values together, telling everyone the answer. • If a player has two cards of the same value, they double the answer, e.g. if a player has 6 and 6, these are added and then doubled: $6 + 6 = 12$, double 12 is 24. • The player with the highest answer is given all of the cards from that round. Each player keeps the cards they win in a separate pile. • The game ends when players run out of cards. The winner is the person who collects the most cards.

Take It Away

7+ years 2 – 4 players Practice subtraction of two 2 digit numbers. Instructions Getting Ready Remove the 10's from the pack. The dealer deals 4 cards to each player. Players look at their cards. Play the Game • Each player makes two 2 digit numbers from their cards. • Players then subtract their smallest number from their largest number and tell the answer. (Do this mentally or use pencil and paper if necessary.) • The player with highest number for the answer keeps their cards. e.g. With 3, 6, 7 and 9 a player could make $97 - 36 = 61$. If this is the highest answer, this player keeps these cards. • Other players return their cards to the pack and 4 cards are dealt to each player for the new round. • The game ends when there are no longer enough cards to deal each player 4 cards. Players total the values of the cards they have won. The winner is the player with the highest total.

Make My Number

6+ years 2 - 4 players Practice computation facts. Instructions Getting Ready The dealer lays out five cards, face up, in the center. The rest of the cards are placed in a pile face down. Play the Game • The first player turns over the top card on the pile and places it beside the pile. • This player then attempts to create an equation that uses any of the 5 cards in the center to make the number they have turned over. e.g. With the five cards – 2, 5, 6, 3 and 10 in the centre, when 7 is turned over, $5 + 2$ could be used or $10 - 3$ could be used. Players can also use more than 2 cards to create an equation with mixed operations. e.g. If 7 was turned over, $2 \times 6 - 5$ could be used. • The player calls out, 'Made My Number!' when they have an equation and tells the other players the equation. If the equation is correct the player takes the numbers used in the equation. These are then replaced with new cards from the pile. The player also takes the card that was turned over. • If the player is unable to Make The Number, the card is returned to the bottom of the pile. • The next player then draws a card and attempts to make this number. • The winner is the player who has the most cards at the end of the game.

Number Bonds to 10

To practise number bonds to 10

Equipment

2 players minimum. 1 pack of cards with the Ten, Jack, Queen and King removed.

Instructions

Place all of the cards face down in front of the players. The first player turns over two cards and adds them together to see if they make ten. If they do, the player keeps them. If not then they are placed back on the table. The next player has a go remembering what has been seen before. The game is finished when all of the number bonds to ten have been found. The winner is the player with the most cards at the end of the game

SCRABBLE

In the game of scrabble you make up a word using some of the tiles above and you work out the score

For example...

Using the word 'algebra' A = 1 L = 1 G = 2 E = 1 B = 3 R = 1 A = 1

ALGEBRA is worth a total of 10 points

Can you find the total of the following Mathematical words (make up 4 of your own maths words at the bottom) Word Sum Total ALBEGRA 1+1+2+1+3+1+1 10 FACTOR ADD MATHS SUM SHAPE DATA AVERAGE SQUARE MULTIPLY SUBTRACT CIRCLE

EXTENSION Can you find words which have the following totals? Total Word Sum 5 6 7 8 9 10 12 15

Can you find the highest possible total for a maths word in your class?

Time

Talk about times and the clock.

Money

Recognise coins. Let your child handle money and work out change. Talk about the value of coins when you are out shopping. Eg Can you swap me some coins for this 20 cent coin?

Other activities which can be used on a daily basis as a warm-up activity to sharpen recall.

- Counting: 1's, 2's, 3's, 4's, 5's 10's, 20's 50's, 100's Linked, later, to multiplying/tables
All counting to be done backwards also
- Adding on 10: e.g. 7, 17, 27, 37 etc. Subtracting in a similar way 20 13, 33, 53, 73 etc
30 5, 35, 65, 95 etc. Adding on 100 in similar fashion
- Extending all addition facts/tables: e.g. 8+2, 18+2, 28+2, 18+12, 38+22 etc. Extending subtraction in a similar way
- How many 10's in 20, 30, 50, 70, 120, 150, 200, 300, 370, etc. How many 100's in..... How many 100's and how many 10's in 240, 360 etc.
- Multiplying by 10 Including decimals in senior classes • Multiplying by 100
Dividing by 10 and 100 in senior classes
- Rounding to 10, 100, 1,000, Euro

Extending multiplication facts: 3x4, 30x4, 3x40, 30x40, 3x400 etc., linked to estimation?

- How many 50's in 100, 200, 300, 150, 250, 600, 950 etc. • Multiply by 50: 2x50, 4x50, 8x50, 16x50, 5x50, 7x50 etc.

- Sequences: 2, 5, 8, 11 etc. 1, 3, 5, 7, 9, etc. 3, 7, 11, 15, 19 etc.
Sequences backwards also
- How many minutes in 1 hour, $\frac{1}{2}$ hr, $\frac{1}{4}$ hr. $\frac{3}{4}$ hr., 2 hrs., 2 $\frac{1}{2}$ m etc Similar with
Centimetres in 1 metre, 2m., $\frac{1}{2}$ metre, $\frac{1}{4}$ m. etc. all measures
- Use of Calendar
- 25c x2, x3, x4, x5, x8 etc. • 50c x2, x3, x4 etc
- How many 5c's in 1Euro, in 2Euro; 10c in 1Euro etc • Change from 10c, 20c, 50c 1Euro etc.

Suggested sites for free maths games and practice.

Some may only allow you a certain amount of time per day.

Most are free.

www.coolmath4kids.com/

<http://www.rainforestmaths.com/>

www.ixl.com/math

www.mathplayground.com/

www.mathsisfun.com/

www.woodlands-junior.kent.sch.uk/maths/

www.aaamath.com

www.apples4theteacher.com/math.html

www.mathszone.co.uk/

www.amblesideprimary.com/ambleweb/mentalmaths/fractotron.html

math4children.com/

www.fun4thebrain.com/division.html

multiplication.com/interactive_games.htm

multiplication.com/interactive_games.htm

aaamath.com

Primaryresources.co.uk

Making Math More Fun Math Games Ideas
www.makingmathmorefun.com