

NUMERACY CHOICE BOARD

1.

Middle-Senior Classes

Draw out a hundred square and fill in as many numbers you can remember. Get an adult/older person to check it after.

2.

Junior Classes

Counting activity using pegs or other household items. Group them by amount, colour, size etc. Ask another person to arrange a certain amount and practice counting on/add on.

3.

All Class Levels

Jigsaws or board games that may be laying around the house for example snakes and ladders, Ludo, Monopoly, Jenga, Connect 4. Make up games or change rules for existing games depending on level.

4.

Middle-Senior Levels

Work to practice Money, get take-out leaflets and add up amounts if you ordered a number of items. Practice how much change you would get back from a certain amount if you bought a specific dish/meal deal.

Junior-Middle Levels depending on ability

If they are given two different amounts and asked which one is dearer/more expensive. Or similarly, which one is cheaper/less expensive. Could use catalogues or magazines targeted at that age group e.g. In the 'Smyths' catalogue find an item that cost more or less than a certain amount.

5.

All Class Levels

Card games such as Snap, Go Fish or any other games known to the children. Ask them to explain rules or adapt rules to certain games as for level. Addition/Subtraction/Multiplication war, are also good examples of games that the children might remember from school to play with a deck of cards. Uno, if available to the children is a good game with many players. Matching games or memory games can also be practiced using cards. Another simple game for junior levels is to get the children to match the cards by number, suits

6.

All Class Levels

Number hunts within a certain area/areas are good and adapt the level of difficulty by incorporating sums or maths questions for the older classes. Once all numbers have been found, a reward can be given of the child's or parent/guardian's choice.

	or colour from a deck of cards.	
<p>7.</p> <p><u>Online Websites</u> These can be used as reference points for different maths topics or the children while being supervised can partake in different activities, games or worksheets. E.g.</p> <ul style="list-style-type: none"> • https://ie.ixl.com/math/ • https://www.topmarks.co.uk/ • https://www.mathplayground.com/math-games.html • https://www.funbrain.com/math-zone • http://www.mathgametime.com/ • http://www.numbernut.com/ • https://www.multiplication.com/games/all-games • https://www.mathsisfun.com/index.htm • https://www.arcademics.com/ • https://www.mathplayground.com/ 	<p>8.</p> <p><u>All Class Levels</u> Work on shapes by organising a shape hunt. Keep it basic by trying to recognise 2-D shapes for junior levels and depending on ability in Middle and Senior levels extend the activity by asking to recognise 2-D/3-D shapes/polygons. An extension of this activity is to identify shapes in your home, some of their properties, then draw or construct them using any available materials e.g. lollipop sticks/matchsticks and blue tack.</p>	<p>9.</p> <p><u>All Class Levels</u> Drawing maps of their house/certain rooms, preferably on squared paper e.g. an old maths copy. Extend the activity for the senior classes depending on available resources by calculating perimeter/area. For junior levels focus on keeping the activity basic by asking how many rooms/windows/doors etc.</p>
<p>10.</p> <p><u>All Class Levels in particular Junior Levels</u> Find objects that go together. Find objects that pair well, such as spoons and forks, cups and saucers, bowl and spoon. As he/she does this, have them count each set of</p>	<p>11.</p> <p><u>All Class Levels in particular Junior Levels</u> Count objects in everyday contexts. Count the number of buttons on the child's shirt as they button them or Velcro</p>	<p>12.</p> <p><u>All Class Levels</u> An activity to practice ordering, comparing and measuring. Compare feet sizes. Get the children to place their feet next to a siblings/parent or guardian's foot and ask the child to</p>

objects to help reinforce the idea that each pair consists of the same number.

straps on their shoes, the number of apples/oranges they (*hypothetically/imaginarily*) help you put in the shopping bag at the supermarket/shop or if they were to go on a picnic, the number of forks needed to set the table, or the number of stairs they walk up to the front door/next floor etc. Start with small numbers (no more than five) and add a few as the child is ready for a challenge.

guess/predict who has the longest/biggest and smallest/shortest foot. Have a ruler or tape measure (*if available*) to measure and then compare the sizes. The junior levels may need some help to differentiate between long and short, large and small, biggest/smallest. This ordering task could be used to measure and compare the size of other household items for example saucepans etc.