

## Calculator Week – Exploring number patterns Y1/2

### For this week you will need:

- A calculator. There are calculators on phones, laptops and other devices. Here's a link to one: <https://www.online-calculator.com/>
- Paper, pencil and pens (you'll need to keep the work you do each day).
- Small things to count with like pasta, dried peas, shells, stones, coins, Lego bricks, playing cards etc.



Email: [LDP-SchoolImprovementTeam@babcockinternational.com](mailto:LDP-SchoolImprovementTeam@babcockinternational.com)

Website: [www.babcockldp.co.uk/improving-schools-settings/mathematics](http://www.babcockldp.co.uk/improving-schools-settings/mathematics)

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## Calculator Week – Exploring number patterns Y1/2

### Day 1

Did you know you can make a calculator count for you by pressing the keys?

- Press 0 then + 1 = =
- Keep pressing = to keep counting.
- What do you notice?
- Choose some things from your home or garden to show counting in 1s.
- Take a photograph or draw a picture.
- Write the numbers down to go with your counting.
- Write down some bigger numbers you know the calculator would show if you kept pressing =

#### ***Notes for adults working with groups of children***

- Help the children to notice that the calculator is counting in equal steps
- Numicon, Cuisenaire and bead strings could be used to model the counting sequence
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the pattern of counting numbers

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## Calculator Week – Exploring number patterns Y1/2

### Day 2

- Make the calculator count in twos; press 0 then + 2 = =
- Keep pressing =. What do you notice?
- Choose some things from your home or garden to show the number pattern from the calculator. How far can you go?
- Take a photograph or draw a picture.
- Write the numbers down to go with your pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- Write down some bigger numbers you know the calculator would **not** show if you kept pressing =.
- How do you know?

#### *Notes for adults working with groups of children*

- Help the children to notice that the calculator is counting in equal steps
- Numicon, Cuisenaire and bead strings could be used to model the counting sequence
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the pattern of counting numbers

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## Calculator Week – Exploring number patterns Y1/2

### Day 3

- Make the calculator count in fives; press 0 then + 5 = =
- Keep pressing =. What do you notice?
- Choose something from your home or outside to show the number pattern. How far can you go?
- Take a photograph or draw a picture.
- Write the numbers down to go with your pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- Write down some bigger numbers you know the calculator would **not** show if you kept pressing =.
- How do you know?

#### ***Notes for adults working with groups of children***

- Help the children to notice that the calculator is counting in equal steps
- Numicon, Cuisenaire and bead strings could be used to model the counting sequence
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the pattern of counting numbers

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## Calculator Week – Exploring number patterns Y1/2

### Day 4

- See if you can make the calculator count in tens.
- What do you notice? What changes and what stays the same?
- Draw something or find something from your home or garden to show the number pattern.
- Take a photograph or draw a picture if you haven't already drawn one.
- Write the numbers down to go with your pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- Write down some bigger numbers you know the calculator would **not** show if you kept pressing =.
- How do you know?

#### ***Notes for adults working with groups of children***

- Help the children to notice that the calculator is counting in equal steps
- Numicon, Base 10, Cuisenaire and bead strings could be used to model the counting sequence
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the pattern of counting numbers

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### Day 5

- Look at the number patterns you have made this week. Some numbers appear in all of the sequences. See if you can spot them.
- What do you notice about the numbers when counting in ones and when counting in twos?
- What do you notice about the numbers when counting in fives and when counting in tens?
- How many ways can you land on 30 when counting in equal steps?
- Try counting in some other steps on the calculator.

#### ***Notes for adults working with groups of children***

- Help the children to notice that the calculator is counting in equal steps
- Help the children to connections between counting in fives and tens using bead strings or Numicon.

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