Calculator Week Revisited – 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 cereal shapes, shells, stones, marbles, Lego bricks, pegs etc.




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Day 1

- Make the calculator count in twos; press 0 then + 2 = =
- Keep pressing =. What do you notice?
- Write down the numbers in this pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- How do you know?
- Now press 1 then + 2 = =
- Keep pressing = to keep counting. What do you notice?
- Write down the numbers in this pattern.
- Draw something or find something from your home or garden to represent this number pattern.
- 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 of two (two is being added) both times but the number patterns are different. The first sequence produces even numbers and the second sequence, starting with 1, produces odd numbers
- Numicon, number lines or hundred squares could be used to model the even and odd counting sequences
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the number pattern

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Day 2

- Make the calculator count in twos from 10; press 10 then + 2 = =
- Keep pressing =. What do you notice?
- Write down the numbers in this pattern.
- Draw something or find something from your home or garden to represent this number pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- How do you know?
- Make the calculator count in twos from 5; press 5 then + 2 = =
- Keep pressing =. What do you notice?
- Write down the numbers in this pattern.
- Draw something or find something from your home or garden to represent this number pattern.
- Write down some bigger numbers you know the calculator would show if you kept pressing =.
- How do you know?
- What do you notice about the number patterns from today and yesterday?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting in equal steps of two (two is being added) both times but the number patterns are different; one is even numbers and one is odd numbers.
- Numicon, number lines or hundred squares could be used to model the even and odd counting sequences
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the number pattern

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Day 3

- On days 1 and 2 you made the calculator count in 2s from 0, 1, 10 and 5
- Make the calculator count in 2s from a number of your choice, for example 6 or 23
- What do you notice?
- Write down the numbers in the 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 =
- Draw something or find something from your home or garden to represent this number pattern.
- Choose a new number to count in 2s from, and another and another…
- What do you notice?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting in equal steps of 2 and that odd and even sequences are produced depending on whether you start on an odd or even number.
- Numicon, number lines or hundred squares could be used to model the even and odd counting sequences
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the number pattern

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Day 4

- Press 40 then – 2 = =
- Keep pressing =. What do you notice?
- If you keep going, will the calculator show zero? Why?
- Write down the numbers in this pattern.
- What do you notice?
- Press 41 then – 2 = =
- Keep pressing =. What do you notice?
- If you keep going, will the calculator show zero? Why?
- Write down the numbers in this pattern.
- What do you notice about today's number patterns and the ones you wrote down on days 1, 2 and 3?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting backwards in equal steps of 2 and that these sequences are the same as those from days 1, 2 and 3: odd numbers and even numbers depending on the number at the start of the count.
- Numicon, number lines or hundred squares could be used to model the even and odd counting sequences

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Calculator Week Revisited – Exploring Number Patterns Y1/2

Day 5

- On day 4 you made the calculator count backwards in 2s from 40 and from 41
- Make the calculator count in 2s backwards from a number of your choice e.g. 48 or 63
- What do you notice?
- If you keep going, will the calculator show zero? Why?
- Write down the numbers in your pattern
- Choose a new number to count backwards in 2s from, and another and another…
- If you keep going, will the calculator show zero? Why?
- Write down the numbers in these patterns
- What do you notice?
- What do you notice about today's number patterns and the ones you wrote down on days 1, 2, 3 and 4?

Notes for adults working with groups of children

- Help the children to notice that the calculator is still counting backwards in equal steps of 2 and that these sequences are the same as those from days 1, 2, 3 and 4: odd numbers and even numbers
- Numicon, number lines or hundred squares could be used to model the even and odd counting sequences

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