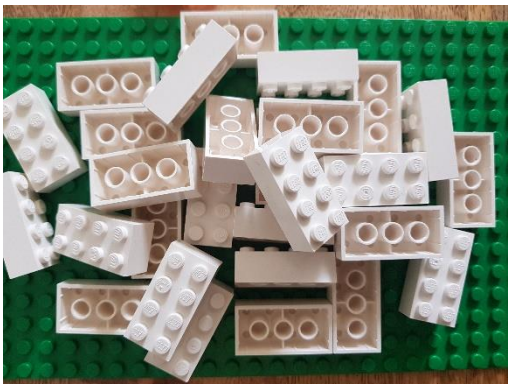
Calculator Week – Exploring number patterns Y3/4

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.



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Day 1

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

- Press 0 then + 2 = =
- Keep pressing = to keep counting.
- Now press 0 then + 4 = =
- Keep pressing = to keep counting.
- What do you notice?
- Write down the numbers in each sequence.
- Draw something or find something from your home or garden to represent the number patterns.
- Take a photograph or draw a picture if you haven't already drawn one.
- Write down some three-digit numbers you know the calculator would show if you kept pressing =.
- Write down some three-digit 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 and the doubling and halving relationship between the two number sequences
- Numicon, number lines and hundred squares could be used to model the counting sequences
- Give the children the opportunity to explain how they have chosen to arrange their objects to represent the number patterns

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Day 2

- Make your calculator count in fours.
- Make your calculator count in eights.
- What do you notice?
- Write down the sequences and circle the numbers that appear in both.
- Can you draw or find something from your home to show the connection between the patterns and use this to explain it to someone else?
- Can you find things that come in fours and eights in your home or online?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting in equal steps and the doubling and halving relationship between the two number sequences
- Numicon, number lines and hundred squares could be used to model the counting sequences
- Give the children the opportunity to explain what they have chosen to draw to represent the number patterns
- Help the children find things that are sold in fours or eights such as packs of tins of baked beans, cans of fizzy drink, yoghurts etc.

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Day 3

- Make your calculator count in threes.
- Make your calculator count in sixes.
- What do you notice?
- Write down the sequences and circle the numbers that appear in both.
- Can you draw or find something from your home to show the connection between the patterns and use this to explain it to someone else?
- Can you find things that come in threes and sixes in your home or online?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting in equal steps and the doubling and halving relationship between the two number sequences
- Numicon, number lines and hundred squares could be used to model the counting sequences
- Give the children the opportunity to explain what they have chosen to draw to represent the number patterns
- Help the children find things that are sold in threes or sixes such as packs of tins of sweetcorn, multipacks of crisps, boxes of doughnuts, etc.

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Day 4

- Look back at your number sequences for threes and sixes. If you were to count in nines, what do you think would happen?
- Make your calculator count in nines.
- Write the sequence down.
- Which numbers appear in all three sequences (threes, sixes and nines)?
- Can you explain this to someone else?

Notes for adults working with groups of children

- Help the children to notice that the calculator is counting in equal steps and the relationships between the three number sequences
- Numicon, number lines and hundred squares could be used to model the counting sequences

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Day 5

- Choose a number you are interested in.
- Make your calculator count in equal size steps of your chosen number.
- Write down the sequence; what do you notice? Can you predict bigger numbers that would be shown if you kept pressing =? How do you know?
- Tell someone else what you have noticed.

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