1**) What's my number?**

* Someone sits on the step with their back to the board. They cover their eyes.
* Someone else writes a number on the board.
* The person guessing asks the others to give clues - they can't just tell them the number.
* The guesser must listen to at least 3 clues to what the number is before they can guess. The clues as easy or as hard as they like.
* The person sitting down needs to guess the number without looking at the board. The person who wrote the number can tell them when they can look at the board to check it.
* Then someone else has a go.

**2) Number Talks**

* Start by coming up with simple calculation, for example 3+3=?
* On a whiteboard, write down the calculation and the answer.
* Now talk to your partner about how you got to your answer. For example, did you use doubles? Did you use “friendly numbers”, or your fingers, or lock the biggest number in your head and count on? What did you do, and was it the same or different from your partner?
* Then choose another calculation to talk about!

**3)Snap-it:**

* Start with 10 cubes. Join them together in a long tower.
* One person holds the tower behind their back and snaps it into 2 bits, then brings one hand round holding one part of the snapped tower.
* The person guessing counts how many cubes they can see and they work out how many are behind the person's back.
* Are they right? Check by showing the other hand.
* Then try again.

**4) Measuring with spans**

* Choose something to measure around the classroom (not something on the floor).
* Open your hand out wide and stretch it as far as it will go. This is a span.
* How many spans will you need to measure the item? Make an estimate.
* Put your pinky on the very end of the item you are measuring. Put the next hand on with the thumbs and also stretched out. That's 2 spans.
* To get your third span, cross your first hand over and touch pinkies.
* Count as you go along. Only count whole spans! If you less than a whole span left at the end, count it as "... and a bit".
* Was your estimate a reasonable one?
* Choose something else to measure and try again.

**5) Measuring with feet**

* Choose something to measure that stands on the floor, or a distance between two things on the floor.
* How many feet will you need to measure it? Make an estimate.
* Put your heel on the very end. Put the other foot in front of the first one, touching heel to toe.
* To get your third foot, bring the first one to the front, heel-to-toe.
* Count as you go along. Only count whole feet! If you have less than a whole foot left at the end, count it as "... and a bit".
* Was your estimate a reasonable one?
* Choose something else to measure and try again.

**6) Weighing with cubes**

* Choose something to weigh.
* Hold it in your hand and guess how many cubes it would weigh - make an estimate.
* Put something you want to weigh on one side of the scales. Put the cubes in the other side.
* Put cubes in one at a time until the side with the item in it lifts up.
* Keep going until the arrows in the middle of the white part and the blue part of the scales line up.
* Do you need to change your estimate?
* Put cubes in or take some out to try to be exact. If you can't be exact, go for the smaller number and say "...and a bit".
* Was your estimate a reasonable one?
* Choose something else to weigh

**7) If this is the answer, what is the question?**

* Write down a number on a whiteboard and show it to your partner.
* You and your partner should try to come up with calculations that will give that number.
* For example, for the answer "51", the questions could be:

What is 51 add nothing?

What is 1 more than 50?

What is 40 add 10 add 1?

What is 56 take away 5?

What does 30 and 21 make?

What is 60-9?

What is 2 less than 53?