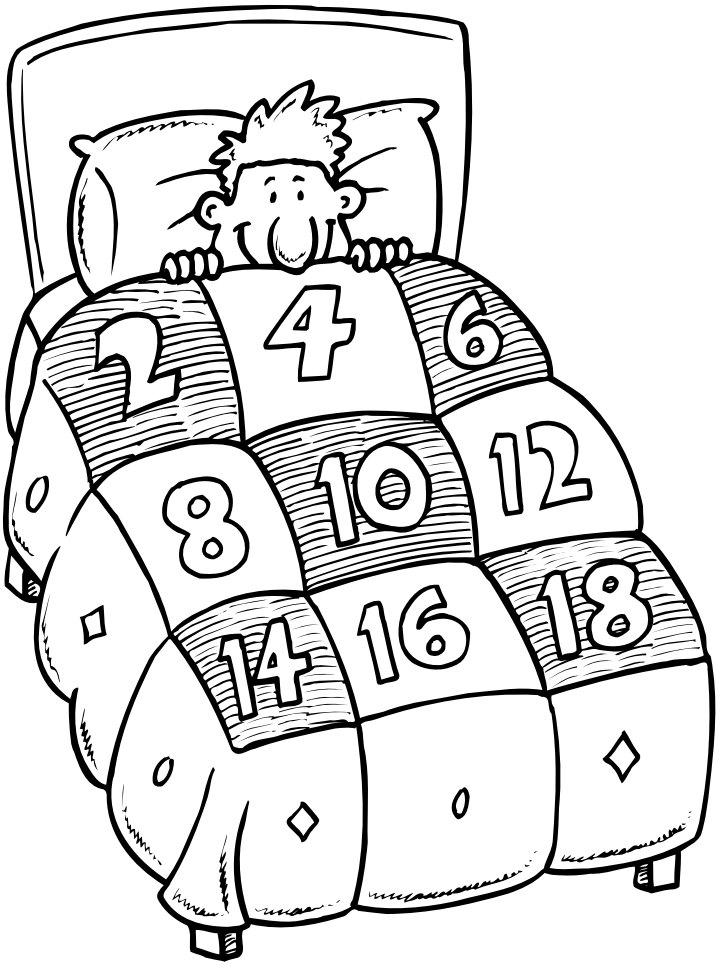
AGE RANGE 5–8

LEARNING OBJECTIVE
To create and describe number patterns.

CURRICULUM LINKS
KS1 and KS2: MA2 2b.
NNS: Counting, properties of numbers and number sequences (Y1–3, p4-7).

Next in line

What you need
Number patterns on separate pieces of paper (see below), pencils; paper.



What to do
- Organise the children into teams of five or six. Give each team a piece of paper with number instructions to make up a number sequence. For example: *A number pattern of even numbers*; *A number pattern which has the numbers 7 and 16 in it*; *A number pattern using the number 5*.
- The children have to use the number patterns to create a number sequence using any numbers they want. For example, an even sequence could be 2, 4, 6, 8, 10, 12 or a number sequence which has the numbers 7 and 16 in it could be 2, 4, 7, 11, 16, 22.
- The amount of numbers in each sequence should be the same as the number of players in the team, for example, six numbers in a team of six. The teams must also work out the next number in the sequence, so that they can challenge the other teams to work out their number sequence.
- Give the teams up to two minutes to decide on their sequences. After two minutes, invite the teams to take turns to stand up. Each player in the team should call out a number from their sequence in the correct order.
- The other teams have up to one minute to work together to decide on the next number in the sequence.
- Encourage the teams to put up their hands when they think they know the answer. If they are correct, they get one team point. If they are incorrect, ask the next team who put their hands up.
- For a bonus point, ask them to tell you what the number pattern is and how they worked it out.
- Now ask another team to come up and call out their number sequence.
- Once all of the teams have called out their sequences, count up the points. The winner is the team with the most points.

Differentiation
Work with smaller groups of younger children. Older or more able children could create their own number patterns within the one-minute time limit. Encourage them to create number patterns by adding and subtracting numbers in the same sequence. They could also create sequences that extend beyond zero and use negative numbers.