

Snakes and Ladders — An activity for maths groups: Instructions

You need: a game board, 1 dice, a token for each child, numbered pop sticks (first, second, third, fourth, fifth).

1. Children choose a pop stick (number unseen) to allocate play positions.
2. Play the game in the traditional way, but **use every opportunity for the development of mathematical language, knowledge and understanding.**



Teaching and discussion points during play

On each turn the child should:

- ❖ roll the dice
- ❖ identify the number on the dice
- ❖ move the token the corresponding number of spaces, counting them out
- ❖ tell the number landed on.

Questions and points for discussions throughout the game:

- ? Who is coming first? What number are they on? What number are you on? How many will you need to throw to catch up? Can you catch up on your next throw? Why/Why not?
- ? How many do you need to throw to land on a snake, on a ladder? Do you want to land on a snake? Do you want to land on a ladder? Why or why not? If you land on a snake (or a ladder), will the number get higher or lower?
- ? What number don't you want to roll if you don't want to land on a snake? What numbers can you roll and not land on a snake?
- ? What number do you want to roll to land on a ladder?
- ? How many do you need to reach the finish?
- 🗣️ Ask the children what they notice about the way the numbers are arranged on the game board. How does the arrangement differ from the class 100 board? (In Snakes and Ladders, 100 is at the top, not the bottom; the numbers go back and forth across the board, not from left to right.)
- 🗣️ Ask the children why the numbers may be arranged differently (e.g. 100 has to be at the top so you can go up the ladders, numbers go back and forth so you can just keep going).

