

Dyscalculia — The Number Escape Room

Solve the clues • unlock the doors • find your way out. There is no timer. Use a calculator, number line, counters, fingers, drawings, ruler or another person. Each room gives you a code digit. Write the digits in your Escape Code boxes.

ROOM 1 — The Pattern Lock

Look for what changes. Choose the missing number. You can write the pattern underneath if that helps.

2	4	6	8	?
5	10	15	20	?
20	18	16	14	?
3	6	9	12	?

For your first code digit, use the **ones digit** of the answer to the first row: ■

ROOM 2 — Dice Door

Imagine or draw the dots. Add the two dice in each row.

Die 1	Die 2	Total
● ● ●	● ●	_____
● ● ● ●	● ● ●	_____
●	● ● ● ● ●	_____
● ●	● ● ● ●	_____

Code digit 2 = the total in the **first row**: ■

ROOM 3 — The Number Order Maze

Put these numbers in order from smallest to largest. Cross them off as you move them.

Numbers	My order
17, 7, 27, 12	_____
42, 24, 40, 14	_____
9, 19, 1, 11	_____

Code digit 3 = the smallest number in the first row: ■

Escape Room — Time, Shape & Measure

ROOM 4 — Clock Chamber

A film starts at **3:00 pm**. You want to arrive 20 minutes earlier. What time should you arrive? Draw it on a clock if useful.

Film starts	Arrive early by	Arrival time
3:00 pm	20 minutes	_____

Now: an activity begins at 10:30 am and lasts 30 minutes. It finishes at _____.

Code digit 4 = the **hour** when the activity finishes: ■

ROOM 5 — Shape Vault

Use the clues rather than trying to remember everything in your head.

Shape	Sides	Corners
Triangle	_____	_____
Square	_____	_____
Rectangle	_____	_____
Pentagon	_____	_____

Code digit 5 = number of sides on a square: ■

ROOM 6 — Measuring Tunnel

A box is **45 cm** wide. The shelf space is **60 cm** wide. Will it fit? ■ Yes ■ No

How much space would be left? You can subtract, count up from 45, use a ruler/number line or calculator:
_____ cm

Now choose the longer measurement in each pair.

25 cm	52 cm
80 cm	18 cm
36 cm	63 cm
49 cm	50 cm

Code digit 6 = the **ones digit** of the space left on the shelf: ■

Escape Room — Money, Estimation & Logic

ROOM 7 — Coin Chest

You need exactly **£3.50**. Which combination works? More than one method may work.

Option A	$£2 + £1 + 50p$
Option B	$£2 + £1 + 20p$
Option C	$£1 + £1 + £1 + 20p + 20p$
Option D	$£2 + 50p + 50p$

My choice: _____. Code digit 7 = number of coins used in Option A: ■

ROOM 8 — Estimation Cave

Do not calculate first. Choose the answer that feels closest, then check if you want.

Question	Choices
About how much is $19 + 21$?	20 / 40 / 80
About how much is $48 + 51$?	50 / 100 / 200
About how much is $98 - 49$?	10 / 50 / 90

Code digit 8 = the **tens digit** of the closest answer to $19 + 21$: ■

ROOM 9 — Logic Bridge

Three keys are labelled 2, 5 and 8. The correct key is **more than 3 but less than 7**. Which key opens the bridge? _____

Next clue: I am an even number, greater than 6 and less than 10. I am _____.

Code digit 9 = the answer to the second clue: ■

ROOM 10 — Final Combination Door

Write your nine code digits here. Then solve the final clue to escape.

1	2	3	4	5	6	7	8	9
■	■	■	■	■	■	■	■	■

FINAL CLUE: Take code digit 2 and code digit 5. Add them together. Your final key number is: _____

THE DOOR OPENS! ★

You escaped by using strategies — not by doing everything in your head. Circle what helped: calculator • fingers • drawing • number line • counters • checking • asking for help • taking more time • trying another way.

Number Escape Room — Clue & Support Guide

Answer key

Room 1: 10, 25, 12, 15. Code 1 = 0. **Room 2:** 5, 7, 6, 6. Code 2 = 5. **Room 3:** first row 7, 12, 17, 27; Code 3 = 7. **Room 4:** arrive 2:40 pm; $10:30 + 30 \text{ minutes} = 11:00$; Code 4 = 1. **Room 5:** triangle $\frac{3}{3}$, square $\frac{4}{4}$, rectangle $\frac{4}{4}$, pentagon $\frac{5}{5}$; Code 5 = 4.

Room 6: yes, the 45 cm box fits; 15 cm remains; Code 6 = 5. **Room 7:** Option A makes £3.50 using 3 coins; Code 7 = 3. **Room 8:** closest estimates 40, 100, 50; Code 8 = 4. **Room 9:** first key 5; second clue 8; Code 9 = 8. Final clue: Code 2 (5) + Code 5 (4) = 9.

If somebody gets stuck

Give a clue before giving the answer. Make the number visible. Let the person move counters, draw groups, write intermediate steps or use a calculator. For time, use a real or drawn clock. For money, use real or pretend coins. For measurement, show the distance on a ruler or tape. The aim is to make the problem accessible, not to prove that it can be solved mentally.

Why this format can help

A game structure can reduce the feeling of being presented with a page of maths questions. Each room gives the numbers a purpose: opening a lock, crossing a bridge or finding a key. The story does not remove numerical difficulty, but it can make experimenting with strategies feel safer and more engaging.

Dyscalculia is broader than arithmetic

People may experience difficulty with number sense, quantities, estimating, sequencing, recalling number facts, time, money, measurement, direction or keeping several numerical steps active at once. Individual profiles vary. Someone may manage one kind of numerical task well while finding another disproportionately difficult.

Keep it pressure-free

Do not introduce a countdown unless the player specifically enjoys one. Avoid treating calculator use, finger counting or checking as cheating. If anxiety rises, pause the escape room, simplify the clue or solve one together. Needing a different route to the answer is part of the activity.

This game is for engagement and strategy-building. It is not a dyscalculia diagnostic or screening assessment.

Space to Breathe Therapy