

The Everyday Maths Adventure

A fun dyscalculia-friendly journey through real life. This is not a school maths test. Use fingers, counters, coins, drawings, a number line, calculator or another person. Talk through your thinking. There may be more than one sensible way to solve a challenge.

STOP 1 — The Corner Shop

You have **£10**. Choose what you would buy. Circle your choices, then work out whether your money is enough.

Item	Price	Choose?
Drink	£1.50	■
Sandwich	£3.25	■
Fruit pot	£2.00	■
Magazine	£2.75	■
Snack	£1.25	■

My total: £_____ Money left: £_____ A calculator is welcome.

STOP 2 — Café Choices

You and a friend have **£12 altogether**. Pick one item each. Can you afford both? Try another combination if you want.

Toast	£2.50
Soup	£4.25
Jacket potato	£5.50
Hot chocolate	£3.00
Juice	£2.25

Our choices: _____ + _____ = £_____

STOP 3 — Catch the Bus

Your appointment is at **2:00 pm**. The journey takes about **20 minutes**. Which bus gives you enough time without making you rush?

Bus A	1:20 pm
Bus B	1:35 pm
Bus C	1:50 pm
Bus D	2:05 pm

I would choose Bus _____ because _____

Cooking, Sharing & Measuring

STOP 4 — Kitchen Challenge

A recipe uses **2 cups** of oats for 4 portions. You only want 2 portions. How much might you use? You can draw cups or use real containers.

Recipe amount	For 4 portions	For 2 portions
Oats	2 cups	_____
Milk	400 ml	_____
Berries	2 handfuls	_____

STOP 5 — Share It Fairly

There are **12 crackers** and **3 people**. Draw, move counters or make groups to share them. Then try 10 crackers between 3 people. What happens when it cannot divide evenly?

Challenge	My answer / drawing space
12 crackers ÷ 3 people	_____
10 crackers ÷ 3 people	_____

STOP 6 — Will It Fit?

A shelf is **60 cm wide**. Choose which objects could fit on it one at a time. Estimating first is encouraged.

Object	Width	Fit on 60 cm shelf?
Small box	25 cm	■ Yes ■ No
Large box	72 cm	■ Yes ■ No
Laptop	34 cm	■ Yes ■ No
Picture frame	58 cm	■ Yes ■ No

STOP 7 — Estimate Before Measuring

Choose three nearby objects. Guess their length first, then measure if you can. The aim is to compare your estimate with reality — not to guess perfectly.

Object	My estimate	Measured
_____	_____ cm	_____ cm
_____	_____ cm	_____ cm
_____	_____ cm	_____ cm

Time, Planning & Everyday Decisions

STOP 8 — Plan the Afternoon

You have these activities. Put them in an order that feels realistic. You do not have to make the 'perfect' timetable.

Activity	Approx. time	My order
Lunch	30 minutes	_____
Travel	20 minutes	_____
Appointment	45 minutes	_____
Shopping	30 minutes	_____
Rest	20 minutes	_____

What might make time harder to judge? _____

STOP 9 — Which Queue?

Queue A has **3 people**, each with a full trolley. Queue B has **6 people**, each holding only one or two items. Which might be quicker? There is no guaranteed answer — explain what information you used.

I would choose Queue _____ because _____

What could change my decision? _____

STOP 10 — At Home: A Small Budget

Imagine you have **£30** for three things you need this week. Pick from the list or invent your own. Decide what matters first and keep within the budget.

Possible need	Cost
Travel	£12
Phone credit	£10
Lunches	£15
Household item	£8
Something enjoyable	£6

My choices: _____ Total: £ _____

YOUR ADVENTURE TOOLKIT

■ Used fingers/counters	■ Drew it
■ Used real coins	■ Used a calculator
■ Estimated first	■ Asked someone to explain
■ Broke it into steps	■ Checked it another way
■ Took extra time	■ Found my own method

Guide for Support — Making Maths Feel Safer

Dyscalculia can affect much more than written arithmetic. Everyday tasks may involve judging quantity, remembering number facts, sequencing, estimating, handling money, reading clocks, understanding duration, following measurements or keeping track of several numerical steps at once. The difficulty can become greater when somebody is rushed, watched or worried about getting the answer wrong.

The purpose of this game is therefore not speed. It is to help a person explore practical situations while discovering what supports their thinking. A calculator, number line, written prompt, visual clock, real coins, measuring jug, counters or another person's explanation can all be legitimate tools.

Suggested answers — without turning it into a test

Stop 1: answers depend on the items chosen; check that the total does not exceed £10. **Stop 2:** several combinations are possible within £12. **Stop 3:** Bus B at 1:35 gives about 25 minutes before 2:00; Bus A also works and provides more time. Bus C would leave only about 10 minutes if the journey takes 20 minutes. **Stop 4:** approximately 1 cup oats, 200 ml milk and 1 handful berries for half the portions. **Stop 5:** 4 crackers each for 12 shared between 3; 10 cannot be shared into equal whole crackers without leftovers or splitting.

Stop 6: 25 cm, 34 cm and 58 cm fit within 60 cm; 72 cm does not. **Stop 7:** personal estimates. **Stop 8:** open planning activity. **Stop 9:** either queue may be reasonably chosen if the explanation considers both number of people and amount of shopping. **Stop 10:** multiple valid combinations; the emphasis is budgeting and prioritising.

Useful ways to support someone

Keep numbers visible instead of expecting them to be held in working memory. Give one numerical instruction at a time. Allow extra processing time before repeating or rephrasing. Where possible, connect an abstract number to something concrete: £5 as a real note, 500 ml as a bottle, 15 minutes as a visible section on a clock. Encourage checking without framing checking as failure.

This resource is not a diagnostic assessment

Someone finding a particular activity easy or difficult does not confirm or rule out dyscalculia. Education, anxiety, attention, language, working memory, previous experiences with maths and the way information is presented can all influence performance. The activities are designed for practical exploration, confidence and strategy-building.

Space to Breathe Therapy