

FUN WITH MATHS - WORKING WITH 100 CHARTS

1

Warm Up Advice

With your child, try the following:

- Point to a number. Get your child to say the number.
- Now add 10 by counting squares. What number are you on now? Now subtract 10.
- Look for addition and subtraction patterns. $3+9=?$ Now go to $23+9$, $33+9$. What do you notice? What do $15-7$, $25-7$ have in common?
- Cover all numbers that have a 2 in either the ones or tens place. Discuss the patterns you see.
- Use the chart to find:
 - * 3 more than 11
 - * 6 less than 80
 - * 10 more than 64
 - * 10 less than 78
- Point to a number smaller than 20. Add 20 to this number. Add another 20.
- Choose a number. Count backwards in 5s. Then count forwards in 5s.
- Try counting in 2s, 3s, 4s, 10s and 20s.
- Then make up some examples of your own.

Activity 1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

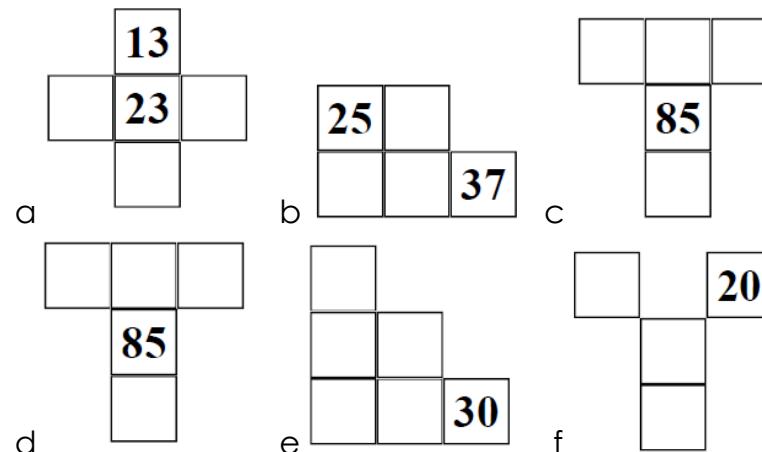
Answer the question & colour the numbers on the grid

- Half of 24
- 9 more than 10
- 5 tens and 6 ones
- $40 + 6 =$
- 9 lots/sets of 5
- 10 more than 45
- 11 more than 12
- 3 more than 25

- 3 sets of 10 plus 4
 - The number between 38 and 36
 - 20 more than 44
 - 20 less than 93
 - $70 - 3 =$
 - 8 more than 70
 - 8 tens and 2 ones
 - 10 less than 99
- What shape have you made?**

Activity 2

Someone stole some of the numbers from the hundred board puzzle. Then they lost some of the puzzle pieces as they left in a hurry. Fill in the missing blocks without looking at the chart. Use the chart to check answers.



Activity 3

How many numbers are there from 11 to 15? Are there 4 or 5? What about from 91 to 100? 9 or 10? What does it mean to count from one number to another? When you count, do you include the first number, or the last one, or both, or neither? Talk about this type of counting, and then make up counting puzzles for each other.

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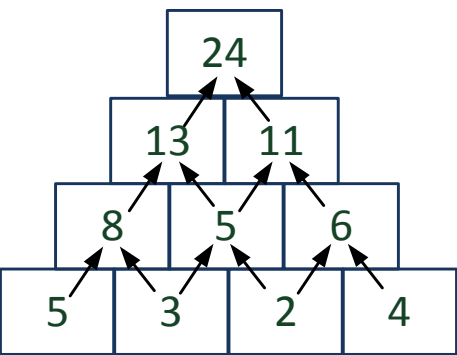


Activity 1: If all the questions are answered correctly, you should have a cross shape
Activity 2: a) 13, 22, 23, 24, 33 b) 25, 26, 35, 36, 37 c) 74, 75, 76, 85, 95 d) 74, 75, 76, 85, 95 e) 8, 18, 19, 28, 29, 30 f) 18, 20, 29, 39

ANSWERS

FUN WITH MATHS - PYRAMIDS

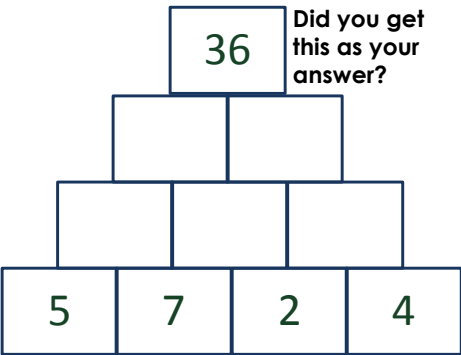
Example: add 2 numbers to get the 1 above



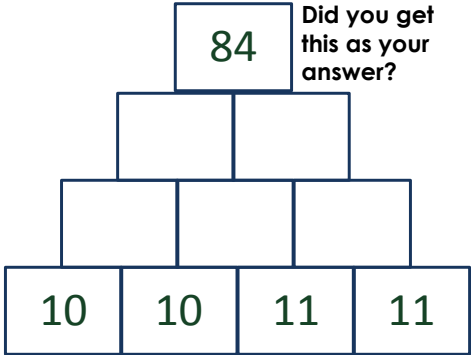
a)

How do you work these ones out?

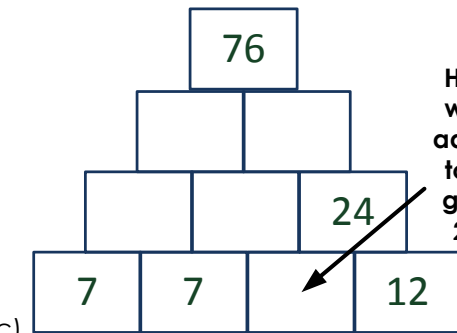
Now try these ones:



b)

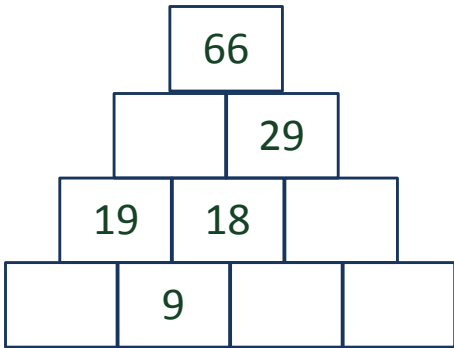


Now try this with 5 levels

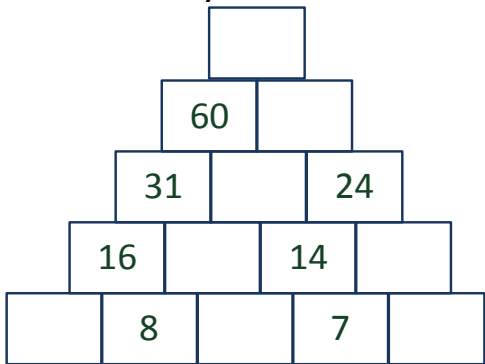


HINT: what added to 12 gives 24?

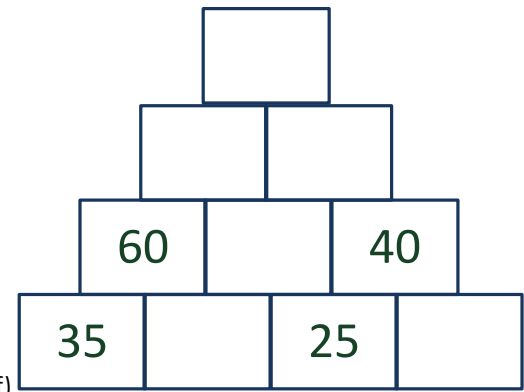
c)



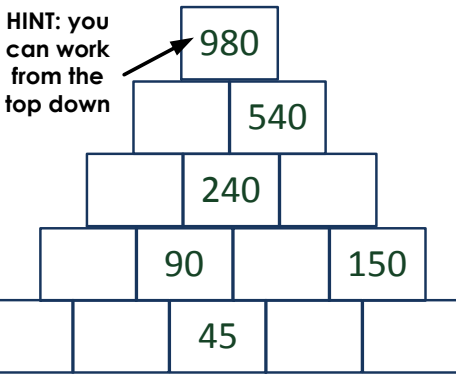
d)



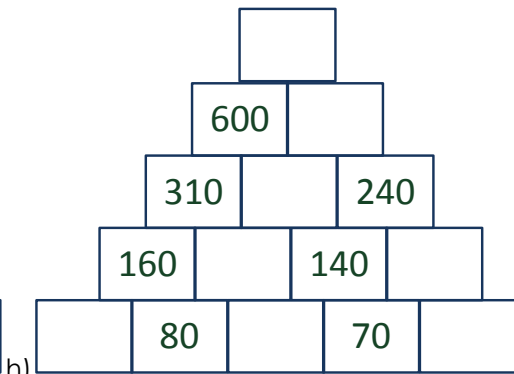
CHALLENGES



f)



HINT: you can work from the top down



g)

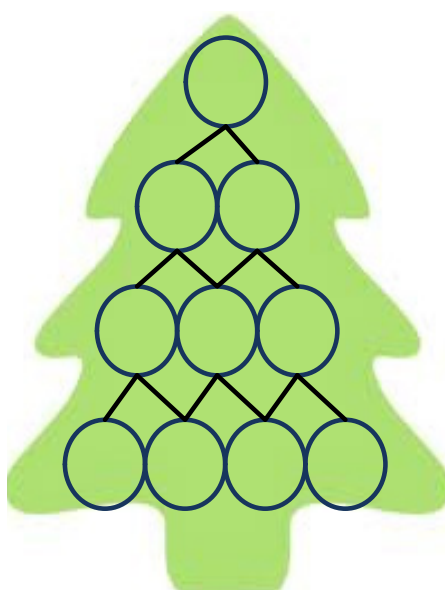
Make a few pyramid sums of your own to share with family and friends. When they're done, mark them to check they are right!

ANSWERS IN TOP BLOCK: e) 113 f) 200 h) 1130

ANSWERS IN BOTTOM ROW: f) 35, 25, 25, 15 g) 55, 45, 45, 105, 45 h) 80, 80, 70, 30

ANSWERS IN BOTTOM ROW: d) 10, 9, 2 e) 8, 8, 7, 3

Puzzle Time



Put the numbers 1 to 4 in the bottom row of the Christmas tree. They can be in any order. Add 2 numbers to get the 1 above. What order on the bottom row will give the highest possible total at the top? There is more than one possible way.



Dice Game:

Throw 1 dice many times. Keep adding each time to get to exactly 20. If your score adds to more than 20 you are bust! Start again. Variations: Add to 30, 50 or 100.

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Warm Up Advice

With your child, try the following:

- Say a number below 10. Ask your child to give you the number to add to it to makes 10. e.g. You say 4, child says 6
- Say a number for example: 6. Ask your child to find as many ways to make the number as possible e.g. $6+0$, $3+3$, $5+1$ etc. For extension encourage other operations e.g. 2×3 , $12 \div 2$ etc
- Ask your child the answer to $4+6$. Then ask $6+4$. Ask $7+13$ and $13+7$. Repeat asking reverse pairs of questions until your child notices that they get the same answer.

ACTIVITY 1: Find 2 numbers which add up to **10**. The numbers must touch each other. One has been done for you

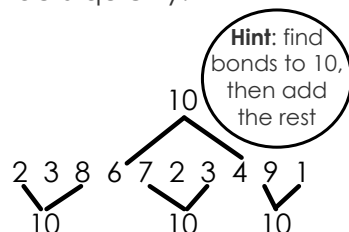
10	0	11	7	5	9	5	5
2	3	8	3	3	1	4	6
11	7	12	8	2	5	3	7
1	0	7	11	0	5	2	8
9	10	3	10	6	3	3	6
2	13	6	3	8	4	7	9
6	7	12	10	1	2	1	8
2	4	4	11	1	9	3	7

ACTIVITY 3: Look at each sum. If the sum adds up to exactly 20, shade the box. Read the message.

7+7	13+5	11+3	14+2	5+11	6+8	15+4
19+3	10+10	8+8	12+8	5+5	19+1	6+7
8+6	14+6	7+4	3+17	15+3	17+3	6+6
7+8	2+18	19+1	8+12	12+6	20+0	6+5
18+4	11+9	17+2	6+14	14+5	5+15	11+8
8+4	13+7	5+12	7+13	17+1	9+11	9+9
9+7	19+0	8+9	16+3	13+4	9+6	9+2

Adding Strategies

Throw 1 dice ten times. Write each number that is thrown. Find ways to add the numbers quickly.



$$10 + 10 + 10 + 10 + 3 + 2 = 45$$

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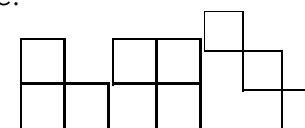
ACTIVITY 2: Find 2 numbers which add up to **20**. The numbers must touch each other. One has been done for you

9	11	10	6	3	17	15	5
2	6	4	13	7	10	10	4
18	8	12	5	6	0	20	16
0	20	3	17	14	19	2	18
13	4	16	10	1	6	14	9
5	15	11	9	12	8	19	1
13	1	3	10	10	1	8	3
7	19	2	8	4	5	2	17

HINT: You can also find diagonal pairs like this

ACTIVITY 4: When you have found all the pairs of numbers in ACTIVITIES 1 & 2, see if you can find 3 or more numbers that add to 10 or 20 in different shapes.

For example:



Dice Games

- Throw two dice
- Add the numbers together
- Say how many more you need to make 20

e.g. + answer 15



VARIATIONS:

You can use more dice and say how many to add to 25; 30; 50 or 100

Warm Ups

Try the following with your child:

Both Number Lines:

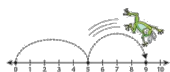
- What is the difference between the 2 number lines. Ask them what they notice.

The 0-20 Number Line:

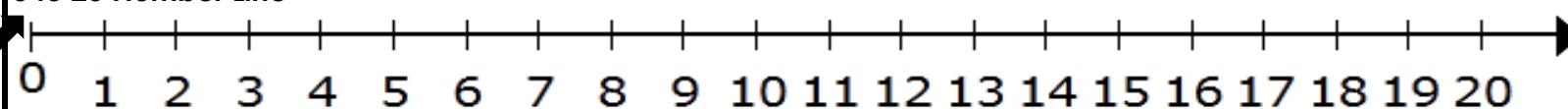
- Pick a number. Say what number comes before it, after it.
- Pick a number. Say what number comes 2 before it, 2 after it. Now do this with 5 before and 5 after
- Pick a number less than 5. Skip count in 2s, 3s and 5s from it
- Practice plus and minus sums up to 10. e.g. $5+3$
- Practice plus and minus sums up to 20. e.g. $12-6$

The 0-120 Number Line:

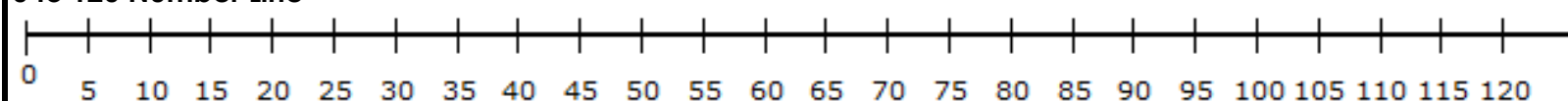
- Point to a number. Count forward & backward in 5s / 10s.
- Use the number line to answer:
 - $20 + 15 =$
 - $100 - 30 =$
 - $75 + 25 =$
 - $110 - \square = 85$
 - $5 + 25 + 60 =$
 - $65 + \square = 100$



0 to 20 Number Line

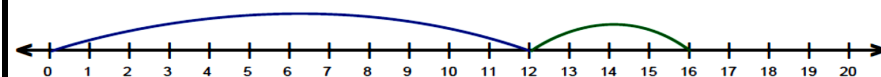


0 to 120 Number Line

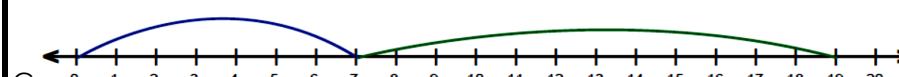
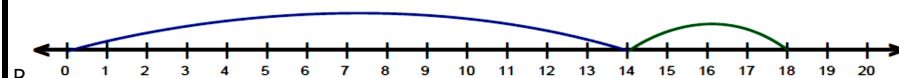
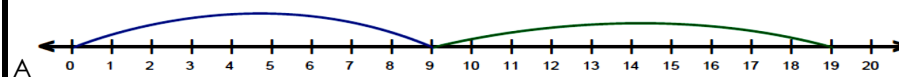


Activity1: Addition Number Line Sums:

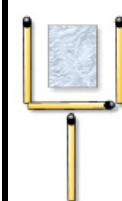
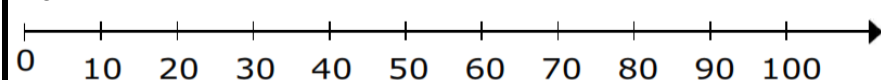
Work out the sums shown on these number lines.



For example: $12 + 4 = 16$



Use this number line to make up some of your own sums and answer them



MATCHSTICK PUZZLE

Move 3 matchsticks to remake the glass in the same shape so that the ice is outside it.
Can you do the same with 2 matches?

WARNING Keep the matchbox away from children for safety. Toothpicks can also be used.

Activity 2: Number Line Game (for 2 people)

You need: 2 matchsticks or toothpicks, a dice, 0-20 number line above

Addition Game

- Each player puts a stick on 0 at the **beginning** of the number line.
- Take turns rolling the dice. Move your stick forward along the number line by the number rolled on the dice.
- If you land on the same number as another player, the other player goes back to 0.
- The first player to land on 20 wins!
- If you go past 20, you must go back to 0

Subtraction Game

- Play as above except start by putting your sticks on 20.
- This time move your stick backwards along the number line by the number rolled on the dice.
- The first player to land on 0 wins!
- If you go past the 0, you must go back to 20.



Puzzle Solution & Answers:
Activity 1:
 $9 + 10 = 19$
 $14 + 4 = 18$
 $7 + 12 = 19$

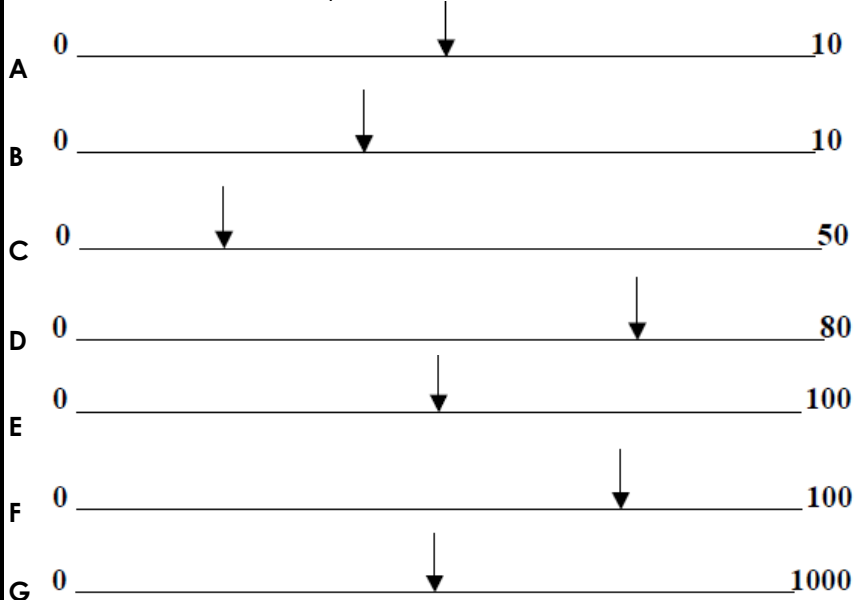
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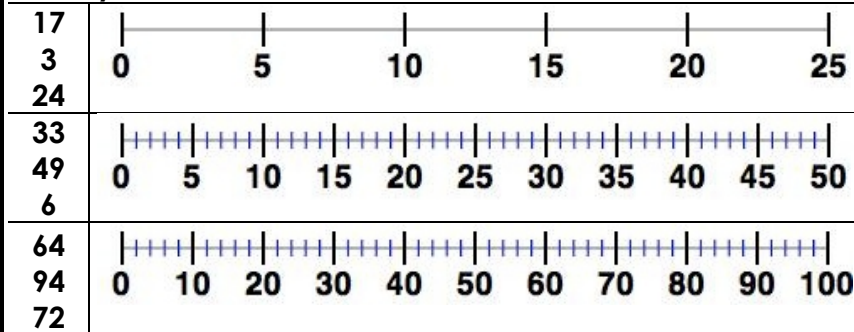
Activity 1: Number line estimation

Estimate what number shown by the arrows on these number lines. Discuss the answers with your child



Now draw your own number lines. Practice deciding where numbers should go.

Activity 3: Mark each of these numbers on the number lines:



Now, choose your own numbers & find them on the number line

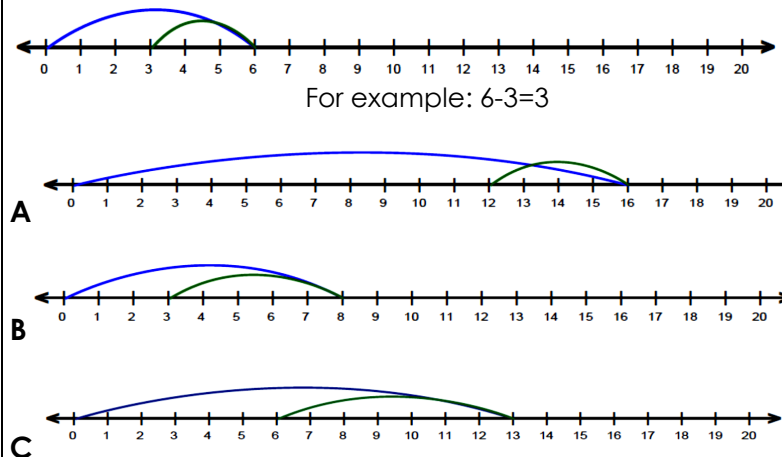
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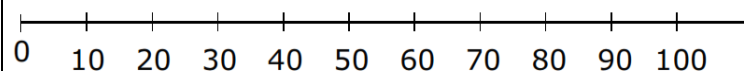


Activity 2: Subtraction Number Line Sums

Work out the sums shown on these number lines.

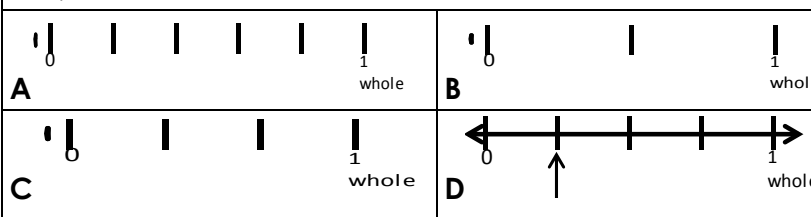


Use this number line to make up some of your own subtraction sums and answer them



Activity 4: Fractions on the number line

Discuss how the number lines below are different to the others on this page. You might notice that they represent from 0 to 1 (or 1 whole). Look at the arrows & point to half, third, fourth or fifth.



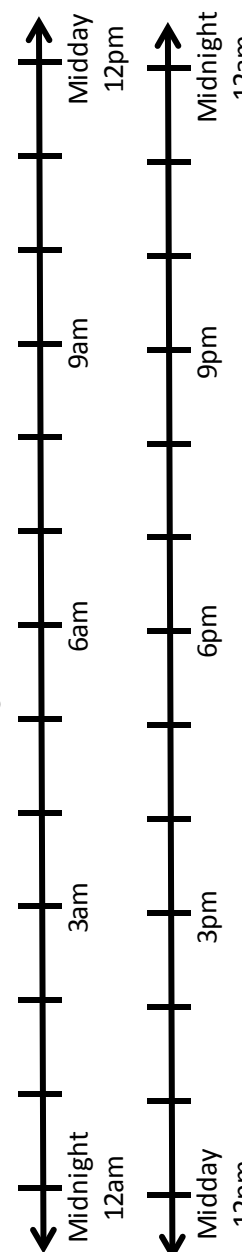
MATCHSTICK PUZZLES

Move 1 match to make 4 triangles



ANSWERS:
Activity 1: A=5, B=4, C=10, D=60, E=10, F=75, G=500
Activity 2: A: $16-4=12$, B: $8-5=3$, C: $13-7=6$
Activity 4: A=FIFTH, B=HALF, C=THIRD, D=FOURTH

ACTIVITY 5: Time on the number line: Get your child to mark times of the day on the number lines. e.g. when they wake up, eat breakfast, go to school, finish school. Ask them questions like: how long are you at school, how long do you sleep? etc



Warm Up

With your child, try the following:

- Look at the number patterns below. Say or write the next three numbers in the pattern. Ask your child to explain the pattern or say how they know which numbers came next?

- 5; 10; 15; ...
- 3; 6; 9; ...
- 4; 8; 12; ...
- 20; 16; 12; ...
- 33; 30; 27; ...
- 2; 5; 8; ...
- 7; 15; 23; ...
- 28; 21; 14; ...
- 10; 18; 26; 34; 42; ...
- 2; 4; 8; ...
- 90; 80; 70; ...

- Which numbers come before the pattern:

- ___; ___; 25; 30; 35
- ___; ___; 12; 16; 20
- ___; ___; 59; 69; 79
- ___; ___; 24; 32; 40

- CHALLENGE.** Find the next 2 numbers in the pattern:

- 1; 1; 2; 3; 5; 8; ...
- 180; R90; R45; ...
- $\frac{1}{2}$ day; 6 hours; 3 hours; ...

ACTIVITY 1 – Matchstick Patterns

- Talk about the pattern with your child. Ask them to explain the pattern and try to build or draw the next picture.
- Fill in the table.

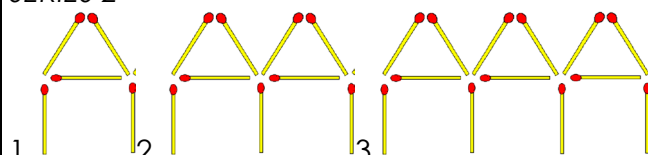
CHALLENGE: Predict the number of matchsticks needed for the 10th & 100th number.

SERIES 1



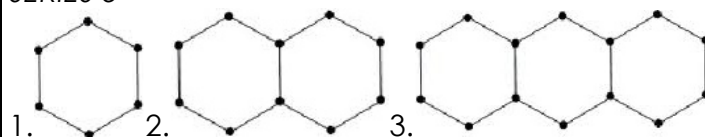
Picture No	1	2	3	4	5	...	10	100
No of matchsticks	3	5 3+2						

SERIES 2



Picture No	1	2	3	4	5	...	10	100
No of matchsticks	5							

SERIES 3



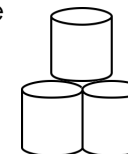
Picture No	1	2	3	4	5	...	10	100
No of matchsticks								

Make up other patterns with matchsticks? Predict how many matchsticks you need for the 10th picture in each pattern.

ANSWERS a-l:
a. 20, 25, 30 b. 12, 15, 18 c. 16, 20, 24 d. 8, 4, 0 e. 24, 21, 18 f. 11, 14, 17
g. 31, 39, 47 h. 7, 0 i. 50, 58, 66 j. 16, 32, 64 k. 60, 50, 40 l. 15, 20

ACTIVITY 2

A shelf stacker at the supermarket has been asked to display the soup tins in the shop window. Each tin must rest on 2 tins underneath it, to make a triangular shape.



If he builds a pile 2 tins wide on the bottom row, he has a total of 3 tins in the pile like this:

- How many tins would there be in a pile that has 5 tins on bottom row?
- Fill in the table & discuss the patterns you see in the table.

Number of tins in bottom row	2	3	4	5	6	10
Number of tins in pile altogether	3					

DICE GAMES:

- Play with a friend
- Throw a single dice, then double it and add 1. e.g. throw a 6. Double 6 is 12 then add 1 = 13.
- The winner is the person with the highest number.

VARIATIONS:

- Subtract 1 from the number and then double it e.g. throw a 5. Subtract 1 is 4, double 4 is 8
- Make up your own variations

ANSWERS m-r:
m. 4, 8 n. 39, 48 o. 8, 16
p. 13, 21 q. R22, 50, R11, 25 r. 1½ hours, 45 minutes

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Warm Up Advice

With your child, try the following:

- Have your child point to the numbers as you give directions.
 - 22 and count on 3 more
 - 37 and count on 6 more
 - 63 and count on 2 more
- Have your child point to the numbers as you give directions.
 - 10 more than 26
 - 8 more than 86
 - 3 more than 73
- Have your child point to the numbers as you give directions.
 - 47 and count back 4
 - 54 and count back 9
 - 58 and count back 2
- Have your child point to the numbers as you give directions.
 - 3 less than 76
 - 7 less than 20
 - 6 less than 80
- Have your child point to the numbers as you give directions.
 - 10 more than 38
 - 10 less than 27
 - 10 more than 14
- Have your child point to the numbers that have the same value as:
 - 3 x 20c pieces
 - 4 x 10c pieces and 1 x 5c piece
 - 1 x 50c piece and 2 x 20c pieces
 - 4 x 5c pieces
 - 4 x 20c pieces and 1 x 5c piece

You can photocopy this chart if you want to

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity 2 - Number Pattern Investigations

- Get your child to point to **11, 22, 33, 44, 55, 66, 77, 88, 99**. Discuss what they notice. One pattern they might notice is that you are adding 11 each time & the sums of the digits (11 is $1 + 1 = 2$; 22 is $2 + 2 = 4$) are 2, 4, 6, 8, 10, 12, 14, 16, 18. These are also all even numbers.
- Get your child to point to **5, 14, 23, 32, 41, 50**. Discuss what they notice. They may notice that you are adding 9 each time & the sum of the digits all equal 5.
- Get your child to point to **7, 16, 25, 34, 43, 52, 61, 70**. Notice what the sum of the digits equal (7). Check to see if this pattern works for other set of diagonal numbers.
- Get your child to point to the five times table on the chart. What do they notice?
- Do the same for the three times table.

Activity 1 - Arrow Clues

Means move 1 block to the right Means move up 1 block
 Means move 1 block to the left Means move down 1 block

a) Where do you end up on the 100 chart?

START		END
e.g. 23		26
58		
69		
34		

Now try to work out the start number on this one:

		74
--	--	----

Now make up some of your own

b) Now make the moves and write the sum

START		SUM
e.g. 25		$25 + 3 = 28$
45		
25		
51		

Now make up some of your own & write the sum

Activity 3 - Guess the secret number.

On the number chart:

- Shade all the numbers where the ten's digit is one more than the one's digit (e.g. 32)
- Using only the numbers that have been shaded, draw a circle around all of the odd numbers.
- Which number is shaded, circled and is in the 5 times table? That's the secret number!

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Activity 1: a) 54, 49, 64, 94 b) 45-4=41, 25+40=65, 51-30+2=23
Activity 3: 65
ANSWERS

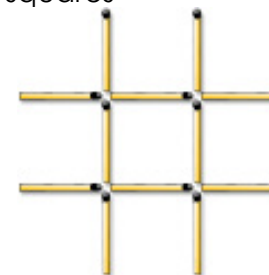
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ACTIVITY 1: Get your child to shade in the multiples of 2 on the 100 chart. Mark the multiples of 3 with a cross. Discuss what they notice about the pattern.

ACTIVITY 4: Allow your child to explore other number patterns on the charts to the left. For example 7, 8, 9 & 11 times tables depending on their level.

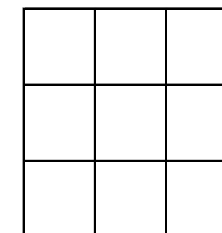
ACTIVITY 5: Ask your child to put their finger on 14, then add 10 and add 10 and add 10 ... Do this repeatedly with different starting numbers. What do they notice.

MATCHSTICK PUZZLE
Move 3 matches so that you make 6 squares



For more visit: http://www.learning-tree.org.uk/stickpuzzles/stick_puzzles.htm

SQAURE PUZZLE:



How many squares can you see?
HINT: there are more than 9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ACTIVITY 2: On this square, shade in the multiples of 5. Circle the multiples of 10. Discuss the patterns.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ACTIVITY 3: shade the multiples of 4 and mark the multiples of 6 with a cross. Discuss which numbers they have marked twice. These are multiples of both four & six.

ACTIVITY 5: Find the patterns for the missing number. complete grid

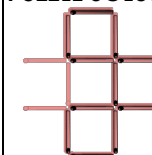
Adapted from BEAM Education

			12	15	18		
				20			
	10	15	20				
	12				33	36	39
	14						
8		24					
		51	58				
							89
		68		76			99

ACTIVITY 5 SOLUTION

99		76	72	68	64	60	
89					54		
79	72	65	58	51	44	37	
69					34		
59		48	40	32	24	16	8
49			35			14	
39	36	33	30			12	
	31		25	20	15	10	5
	26		20			8	
24	21	18	15	12	9	6	3

PUZZLE SOLUTIONS



Number of squares: 9+4+1=14

Brought to you by the

SA Numeracy Chair is hosted by Rhodes University & is jointly funded by the FirstRand Foundation with the RMB fund, the Anglo American Chairman's Fund & the DST and administered by the NRF.



This week we focus on using playing card games to strengthen number facts to 10 and 20. **Why card games?**

Games can be played at home and shared with other members of the family, allowing your child to practice maths skills in a fun way.

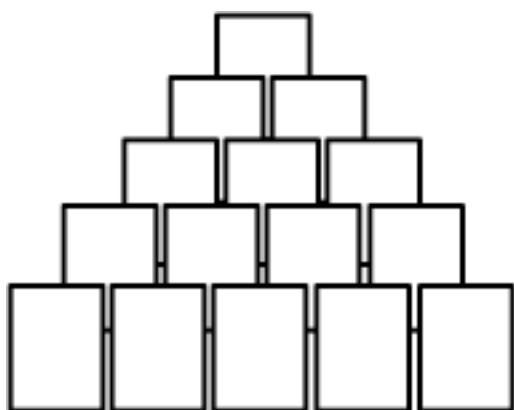
PYRAMID GAME

Play on your own or take turns with a friend

You need: 1 pack of cards

Layout: 15 cards **FACE UP** as shown

All picture cards = 10, Ace = 1



- The aim of the game is to remove as many cards from the pyramid as possible. Only cards that are “free” (not covered by other cards) may be used.
- Keep the rest of pack **face up** on the table
- Look for pairs of cards in the pyramid or on top of the pile that make 10. Remove these from the pyramid or the pile and put to one side.
- Keep looking for free cards that make 10. If you cannot find any in the pyramid, turn over 1 card from the pack. The pack can be used with cards from the pyramid to add to 10.

VARIATIONS: See panel to the right

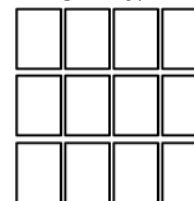
TEN!

Play on your own or with a friend.

You need: 1 set of playing cards.

Take out Jokers and picture cards.

- Place 12 cards **FACE UP** in 3 rows of 4 like this:



- Take turns removing a pair or group of cards that add to 10. For example, you can choose a 7 and a 3; or a 3, an Ace, a 1 and a 4. You can also choose a 10.
- Each player keeps the removed cards.
- Fill in the spaces with new cards from the deck
- Play continues until no more sets of ten can be formed.
- The winner is the player who has the most cards at the end.

If you are playing alone, see what is the highest number of cards you can get in a game.

PYRAMID GAME VARIATIONS:

- *Bonds to 11:*
find pairs that **add to 11**.
- *Bonds to 12:*
find pairs that **add to 12**.
- *Bonds to 13:*
King = 13, Queen = 12, Jack = 11, Ace = 1.
find all pairs that **add to 13**.
- Make up your own variations by adding to other numbers eg 20, 30 etc
- Add another row to the bottom of the pyramid

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This week we focus on playing card games that strengthen addition strategies and skills.

FLIP OUT

Skill: Efficient addition strategies

Players: play with friends (2 to 4)

You need: 1 Deck of cards per player (or equal parts of a deck each), scrap paper & pencil
Picture cards = 10, Ace = 1

Adapted from: Acing Math (One Deck At A Time!): A Collection of Math Games
(<http://www.pedagonet.com/quickies/acingmaths.pdf>)



- Each player shuffles his/her deck and lays it **FACE DOWN**
- A timer calls out, "Go!" and times 1 minute.
- Each player flips over one card at a time and calculates a running total of the values on the cards.
- After one minute the person keeping time shouts "Stop!"
- Players write down their total

e.g. 32 for this set: $1 + 4 = 5$; $5 + 10 = 15$; $15 + 3 = 18$; $18 + 10 = 28$; $28 + 4 = 32$



You can change the time depending on the players abilities.

- Players check each others totals.
- The winner is the one with the highest total. You cannot win if your total is wrong.

ADD 5 CARDS

Skill: 1 & 2 digit addition and addition strategies

- Work with a friend using 1 pack of cards. King = 13, Queen = 12, Jack = 11, Ace = 1
- Deal out 5 cards face up as shown
- Both players add up the values of the cards. For this example the total would be 31
- Check each other's totals and discuss the strategies used to add
- Play again with 5 new cards
- **VARIATIONS:** Use less cards for younger players or take out picture cards



Adapted from: <http://www.math-drills.com/addition.shtml#Games>

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