

## **Barrier Games**

Barrier Games are used to reinforce learning on assorted topics and are played like Battleships. Each pupil has an identical mat with a book or something across the middle. The mat can be A4 with 4 – 8 squares on with each square a distinct colour.

These are just a few of the topics you can use:

- Money
- Shape
- Odds and evens
- Maths symbols

How to play:

If the mat has for instance shapes on the squares the pupils need coloured counters or cubes, one pupil will say 'place the yellow counter/cube on the square with a circle both pupils do this. When all squares have been completed the book is removed and the pupils compare mats which should have the same items on the squares.

### **Using Barrier Games**

The possibilities for Barrier Games to develop math skills and vocabulary are endless. Some ways to use them are as follows.

#### To develop skills in naming shapes:

One child places a pattern block onto a game board while describing to a partner what he/she is doing. For example, 'Put a yellow hexagon in the centre square.'

This can be extended for older students by having one child draw, rather than a place, a shape in each space on the game board while describing to a partner what he/she is doing. For example, 'Draw an equilateral triangle in the centre square.... draw a parallelogram in the square below the equilateral triangle', and so on. Measurements can be included in instructions to make this more challenging. For example, 'Draw a square with a perimeter of 12cm in the centre square'.

#### To develop skills in naming coins/adding coin amounts:

One child places a coin onto a game board while describing to a partner what he/she is doing. This can be extended to develop skills in adding coin amounts by having students place more than one coin in each space on the game board. For example, 'Place two coins that equal twenty pence in the centre square'.

#### To develop skills in reading and writing numerals:

One child places a numeral card onto a game board while describing to a partner what he/she is doing. This can be extended to reading and [writing three/four/five digit numbers](#): One child writes a number in each space on the game board while describing to a partner what he/she is doing. For example, 'Write the number 179 in the centre square. Write 258 in the square to the left of 179', and so on.

## SEND SERVICES GUIDES

### To develop skills in reading analogue and digital times:

The teacher prepares a board with a [blank digital or analogue clock](#) in each space. One child fills in a time on each clock on the game board while describing to a partner what he/she is doing. For example, 'Show half past two in the clock in the centre.' 'Show ten o'clock on the clock below half past two, and so on.

### To develop skills in naming fractional parts:

The teacher prepares a [board with a shape in each space](#) that has been divided into equal parts. One child shade in a fraction of each shape while describing to a partner what he/she is doing. For example, 'Shade in one-third of the circle in the centre of the grid'.

### To develop skills in drawing and naming angle measures:

One child uses a protractor to draw an angle in each space on the board while describing to a partner what he/she is doing. For example, 'Draw and label an acute angle that measures  $47^\circ$  in the centre square.... draw and label a straight angle to the right of the acute angle', and so on.

### **Useful References and Links**

[Elklan Language Builders Book](#)