

State $\frac{3}{7}$ as a decimal to 3 d.p.	Only take your next turn if you roll three or less	Mime making a cup of tea	$1\frac{7}{8} + 3\frac{3}{4}$	Finish Shout 'I am the champion!'
Don't bend your elbows				
$1.45 + 7.2 \times 6.1$	Only take your next turn if you roll an odd	Give high fives to the other players	State $\frac{1}{11}$ as a decimal to 3 d.p.	Miss a turn
				$\left(\frac{25}{16}\right)^{\frac{3}{2}}$
Stand up and slowly turn on the spot	$5888 \div 23$	Don't answer a question to take your next go	Stand up and sit down ... over and over again	Move your piece backwards on your next turn
Move ahead two spaces				
$(6.4 + 2.1)^2 \times 4$	52.6×9.3	Write a haiku about a triangle	Answer two questions to have two rolls on your next turn	Decrease 110 by 83%
				Go back four places
$\left(\frac{1}{8}\right)^{\frac{1}{3}}$	Chant the six times table	Only move your counter if you roll an even on your next turn	Quietly sing the alphabet backwards	$\sqrt{13^2 - 5^2}$
Draw a symmetrical picture of a house				
$\frac{3}{8} \div \frac{5}{6}$	Double your next roll	Increase £42 by 12%	Pat your head while rubbing your tummy	$3995 \div 17$
				Miss a turn
Start	$\frac{5}{12}$ of 132	Wave at the teacher	$\frac{0.32 \times 2.5}{2}$	Answer two questions to take your next turn

Teaching notes

In groups of two or more, your students will need:

- one counter each
- one die
- one game board
- a set of questions provided by you, such as the **Pick and mix revision cards** published by www.teachitmaths.co.uk.

You may wish to use other question cards, or you could create your own set by cutting up an existing worksheet.

How to play

1. All players put their counters on the starting square.
2. The player to the right of player one takes a question card and reads it aloud. If player one answers correctly, they may roll the die and move their counter forward along the track. If they answer incorrectly, play passes to player two. Remember that you must answer a question before rolling the die.
3. Each player must perform the action on the square they land on, or miss their next go:
 - Maths squares (purple) – complete the Number task **before play returns to you for your next go** (no calculators allowed!).
 - Action squares (green) – perform the given action repeatedly, **until you move off that square** (although you may pause to ask someone else a question on their turn).
 - Forfeit squares (orange) – follow the rule on your next go.
4. Play passes clockwise around the players. The winner is the first to reach the finish.

Maths squares answers

$\frac{5}{12}$ of 132 = 55	$\frac{3}{8} \div \frac{5}{6} = \frac{9}{20}$	$52.6 \times 9.3 = \mathbf{489.18}$	$\frac{1}{11} = \mathbf{0.091}$
$\frac{0.32 \times 2.5}{2} = \mathbf{0.4}$	$\left(\frac{1}{8}\right)^{-\frac{1}{3}} = \mathbf{2}$	$(6.4 + 2.1)^2 \times 4 = \mathbf{289}$	$1.45 + 7.2 \times 6.1 = \mathbf{16.57}$
$3995 \div 17 = \mathbf{235}$	$\sqrt{13^2 - 5^2} = \mathbf{12}$	$5888 \div 23 = \mathbf{256}$	$\frac{3}{7} = \mathbf{0.429}$
Increase £42 by 12% = 47.04	Decrease 110 by 83% = 18.7	$\left(\frac{25}{16}\right)^{\frac{3}{2}} = \frac{\mathbf{125}}{\mathbf{64}}$	$1\frac{7}{8} + 3\frac{3}{4} = \mathbf{5\frac{5}{8}}$

Differentiating the activity

The difficulty is mainly set by which question cards you decide to use. You could also make the game longer or shorter by:

- cutting off the bottom row (or more!) to shorten the track
- asking players to choose between moving one, two or three spaces by answering that many questions, rather than rolling a dice
- making students land exactly on the finish square to win (remembering that players must answer a question before rolling the die).