



A Treasure Hunt for Ideas — 5 February 2027

Explore 5, 2 and 27 through Noticing, Explaining and Wondering.

5/2/27

The Date & Numbers

KS1+2

Audience

0

Prep Required
Just curiosity

What pupils do

- Explore 5, 2 and 27 in multiple ways
- Use the NEW framework: Notice, Explain, Wonder
- Work alone, in pairs and as a class
- Find as many ways as possible to show each number

What teachers do

- Read through the **Project Pack**.
- Watch the **launch video**.
- Familiarise yourself with the numbers **2, 5 and 27**.
- Gather simple mathematical resources that children can use to represent number.
- Think about where you might pause and invite discussion.

You do not need to prepare answers.



This is not a quiz or a race. It is a reminder that numbers can be seen in many ways — and that noticing those ways is mathematical thinking.

The Structure

Present a simple visual showing:



Low > Reach > Climb

Low

What can children notice immediately?

Reach

What patterns and relationships can they discover?

Climb

What explanations, connections or questions emerge?

Your Role

The richest mathematical learning does not happen in silence.
It grows through questions, explanations and shared thinking.
Your role is to create the conditions for mathematical conversation.

Celebrate multiple approaches.

Value partial ideas.

Invite children to build on each other's thinking.

Suggested Flow

Activity	Approximate Time
Watch the launch video	3 minutes
Explore 2, 5 and 27	20–30 minutes
Mathematical discussion	15–20 minutes
Complete the Time Capsule	10 minutes

This activity is designed to be flexible.

This activity is flexible — complete it in one lesson or return to it throughout the day.
There is no fixed route.

The activity is intentionally open enough to grow with the conversations in your classroom.
Give children time to notice, explain and wonder.

You might choose to:

- Watch the launch video together at the start of the day.
- Introduce the challenge and invite children to begin exploring.
- Pause throughout the day to share ideas and build on one another's thinking.
- Return to the activity after break or lunch with fresh eyes.
- Finish the day by completing the **Number Day Time Capsule**.

Sometimes the richest mathematical conversations are the ones that were never planned. **This is not a search for one correct answer.**

It is a treasure hunt for ideas.