

**NUMBERS COUNT**

**ECIE5002**

**SUBMITTED BY:**

**NERISSA LEKA**

**SUBMITTED TO:**

**MS. HEIKE GRIFFITH**

**DATE OF SUBMISSION:**

**FEBRUARY 28, 2026**

## **TABLE OF CONTENTS**

|                                                                                |                     |
|--------------------------------------------------------------------------------|---------------------|
| <b><i>COVER PAGE .....</i></b>                                                 | <b><i>1</i></b>     |
| <b><i>TABLE OF CONTENTS .....</i></b>                                          | <b><i>2</i></b>     |
| <b><i>ELEMENT 1, Why is Good Numeracy important .....</i></b>                  | <b><i>6-11</i></b>  |
| <b><i>ELEMENT 2, Blog: Development of Pedagogy and Policy for Numeracy</i></b> |                     |
| <b><i>Provisions .....</i></b>                                                 | <b><i>7-13</i></b>  |
| <b><i>ELEMENT 3, Resource Information Sheet .....</i></b>                      | <b><i>14-16</i></b> |
| <b><i>ELEMENT 4, Video of the Resource in Action .....</i></b>                 | <b><i>17</i></b>    |
| <b><i>ELEMENT 5, Evaluation of the Resource .....</i></b>                      | <b><i>18-21</i></b> |

## **ELEMENT I**

### **WHY IS GOOD NUMERACY IMPORTANT?**

**What is Numeracy and why is it important?** This essay will explore the significance of numeracy and why it remains essential in today's digital society. Whether we realise it or not, we use numeracy skills daily at home, at work and even during leisure times mainly through time or financial management; measurement and calculation; and data analysis and reporting.

Numeracy refers to the actual application of mathematics to solve problems and is needed for the people to be able to function daily for a healthy economic nation (Wales curriculum, 2020). Numeracy is more than just knowing numbers; it is an important foundation of learning in school that can depend on high-quality mathematics teaching, a supportive learning environment, professional learning and parental involvement (Estyn Numeracy, 2026). Good numeracy skills shape many areas of everyday life, influencing our confidence and our ability to manage financial, social, professional and general wellbeing. Numeracy is not just simply getting the correct answer instead, it is about learning how to think logically and building problem solving skills; It is a life skill. Consider a simple example: shopping in a store with a lot of promotions such as “buy two for a fiver,” even though one item cost £2.50. Without the ability to calculate and compare, it is easy for consumers to be misled. Poor numeracy can lower people's confidence and self-esteem that is why it is equally important for children to be given the chance to learn and develop their skills. As such, parents or guardian's role in realising how they may help to improve their children's numeracy is critical (Haley, 2022). Examples of how parents can help are as follows: buying their children an analogue watch instead of digital watch; letting them use real money to pay bills instead of using cards; helping children with homework and many more. Numeracy is always used to work out how much is needed.

Moreover, good numeracy is important because it helps people understand politics and think clearly in today's world that is changing fast with widespread information more than ever. People encounter a lot of information daily and in a democratic society this information should be understood by the citizens.

Research indicates that numerate citizens are more likely to be convinced when presented with strong evidence rather than relying solely on “gut feelings”, whereas those with weaker numeracy skills are more likely to be influenced by repeated advertising. As Schleicher, (2014) argues, numeracy enables individuals to interpret information accurately, evaluate evidence and participate meaningfully in society. Hence it is important to have quantitative literacy because it helps people take part in discussions and understand how much personal risk is involved (Bredberg, 2020).

In addition, good numeracy is important because it helps people make sense of policies and media messages. Much of the information we see and read like percentages, rates and graphs are based on numbers and people with adequate numeracy skills can interpret and understand the significance of the numbers in real life circumstances, such as how taxes, public health measures or new policies can affect them (Peters, 2012). Strong numeracy skills also help the people to question the statistics presented by the authorities and avoid being misled. Furthermore, it also means voters can efficiently understand what their choices may result in and recognise when situations in society are unfair (Freire, 2005).

Also, good numeracy is the best protection against unemployment, low wages and poor health (Schleicher & OECD, 2014). People with solid numeracy skills are better equipped to access a wider range of jobs, adapt to new workplace demands and progress in their careers. Background in mathematics is an essential element in recruitment as employers value the ability to understand data, solve problems and make informed decisions resulting to better chance of employment and higher earning potential (Jones, 2026). Numeracy also contributes to improved health outcomes as it helps people interpret medical instructions, understand risks, and make informed choice about diet, medication and lifestyle. In this way, strong numeracy skills support both economic stability and general well-being.

Furthermore, strong numeracy skills help people become better leaders because it supports clear thinking, smart decision-making and planning effectively. Leaders with a solid grasp of numbers are better equipped to understand and influence key business outcomes (Estyn numeracy, 2026). Leaders who are confident in numbers can understand financial reports, assess risks, analyse trends and figure out what might happen if they make certain decisions. This allows them to plan more effectively, allocate resources wisely and deal with problems more clearly. Numerate leaders can explain evidenced-based decisions more

clearly to their team and stakeholders, which build trusts and helps the organisation perform better. In this way, Numeracy directly supports a leader's ability to understand and shape important business result (Haldane,2019).

To sum up, numeracy is extremely important. It affects many aspects of everyday life, from making personal decision to active participation in society. In today's era of rapid change filled with information, numeracy helps people understand data, think clearly and make good choices. It also supports democracy by helping people judge policies, make sense of media messages and recognise misinformation. Strong numeracy skills are also linked to better job opportunities, higher wages and improved health outcomes as they allow people to manage money, assess risks and understand medical instructions. As researchers and organisations point out that numeracy is not just about doing math but an essential life skill that helps people succeed in society, in the economy, and in making informed decisions about their lives. Therefore, it is vital to have effective method of teaching, conducive learning environment and parental guidance to improve education because these are contributory factors to improve students' engagement, understanding and outcomes in numeracy.

## REFERENCES

- Bredberg, J., (2020), The role of mathematics and thinking for democracy in the digital society. Available at: [The role of mathematics and thinking for democracy in the digital society - Johan Bredberg, 2020](#) Accessed: 19/01/2026
- Curriculum for Wales, (2020) Mathematics and Numeracy. Available at: [Mathematics and Numeracy: Introduction - Hwb](#) Accessed: 22/01/2026
- Estyn, Numeracy (2026), A focus on Numeracy. Available at: <https://estyn.gov.wales> Accessed: 22/01/2026
- Haldane, A., (2019), A better grasp of financial skills is key to our prosperity. Available at: <https://Standard.co.uk/comment/a-better-grasp-of-financial-skills-is-key-to-our-prosperity> Accessed: 23/01/2026
- Haley, J., (2022), The importance of numeracy #NationalNumeracyDay. Available at: <https://resolution.nhs.uk/national-numeracy-day-importance-of-numeracy> Accessed: 22/01/2026
- Harrison, K., (2023), Critical mathematical thinking skills create more engaged citizens. Available at: <https://UNSW.edu.au/newsroom/news/2023>. Accessed: 19/01/2026
- Jones, G., (2026) A focus on mathematics at Estyn. Available at: <https://estyn.gov.wales/a-focus-on-mathematics-at-estyn>
- Freire, P., (2005) Education for critical consciousness. Cited in [O’Keeffe, Lisa, and Paige, Kathryn. \(2019\) "Re-highlighting the Potential of Critical Numeracy." Mathematics Education Research Journal: Mathematics Education Research Journal, 2019.](#) Accessed: 30/01/2026
- Peters, E. (2012). Beyond comprehension: The role of numeracy in judgments and decisions. *Current Directions in Psychological Science*, 21(1), 31–35. Available at: <https://doi.org/10.1177/0963721411429960> Accessed: 27/01/2026
- Schleicher. A. & OECD, (2014) Why numeracy matters. National Numeracy Charity, UNSW. Available at: [Why is Numeracy Important? - The Effects of Poor Numeracy](#) Accessed: 19/01/2026

## ELEMENT 2

### BLOG

#### DEVELOPMENT OF PEDAGOGY AND POLICY FOR NUMERACY PROVISION



Shutterstock.com

Alamy, 2011

**Education** starts at home as the old saying goes. I remember vividly when my uncle used to sing “one, two, three, four, five, once I caught a fish alive...” to my sibling and me. I had memorised the song before I even understood the numbers involved. As he sang, we would use our fingers to act it out, and before long we were learning how to count by matching each number with the little fish in the illustration.

Children receive numeracy lessons long before they attend formal school through play, conversations and daily routines that help shape their understanding of the world we live in. Later on in their lives, learners build these experiences, advancing their understanding through independent exploration and collaboration with others (Wales Curriculum, 2020). May it be literacy or numeracy, learning

constantly takes place around us. Although home environment lays the foundation of learning, it is still the schools that play a crucial role in developing and strengthening knowledge, confidence and the ability to solve problems (McCombs, 2001).



In today's era, where statistics are usually expressed in percentages, graphs, tables and numbers, numeracy have become an essential life skill to function confidently and competently. From understanding news stories to managing personal finances and pursuing information technology positions, strong numeracy skills give us the tools we need to handle everyday challenges that comes our way. This prompts an important question: **what role do schools play to raise the standard of numeracy?** According to Gibbs (2015), Nurturing mathematical foundation is not an option; it is a necessity for thriving in modern society. Schools therefore carry a responsibility to shape and equip students with vital capabilities (McCombs, 2001).

Good education needs strong policies that recognise math as a fundamental skill. The government spearheaded by the ministry of education in Wales, have developed and successfully rolled out a curriculum, aimed on high-standard math teaching and teachers training, reinforcing numeracy as a national priority (Ofsted, 2023). The outcomes of these efforts can be seen in the following school-based provisions (Miles, 2023):

- ✚ **Embedding numeracy across the curriculum-** When mathematics becomes a part of most lessons, it will nourish and reinforce the learner's ability to understand all subjects as well as develop their capacity to make decisions in their daily lives.
- ✚ **Investing in numeracy education and promoting a healthy scepticism toward numbers:** Availability of high-quality reading materials and mentoring programme to work with targeted groups of learners can influence pupil's attitude to learning numeracy.
- ✚ **Securing universal access to numeracy:** All learners in Wales should have the opportunity to develop numeracy skills that support full participation in society, career advancement and future employment.

Inspection evidence shows that progression in numeracy learning and improving test results for learners in Wales, depend on high-quality mathematics teaching. With thoughtful teaching and supportive education policies, schools become a powerful force in helping learners develop numeracy skills that last a lifetime. Consequently, being numerate is an advantage as it has increasingly become a key consideration in recruitment (Estyn, 2026, cited in Jones, G., 2026).

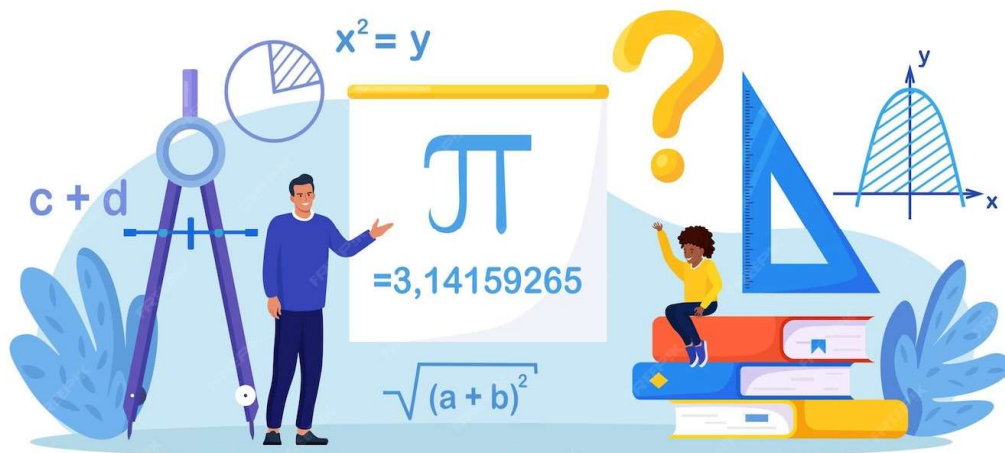
**Estyn, (2025), identifies several elements of successful teaching and learning that enhance numeracy:**

- ✚ Strong subject knowledge
- ✚ Planning that reflects how pupils learn best
- ✚ High-quality teaching that makes links across the curriculum
- ✚ Supportive learning environments, indoors and outdoors
- ✚ Celebrating achievements and embracing mistakes

## Active parental involvement

Despite these efforts, negative attitudes toward mathematics remain common. Often Staff and students respectively, say things such as “I hate math”, I have dyscalculia; I just can’t do numbers”. These phrases have become so common, and seemed acceptable resulting to mathematicians perceived as somehow superior to the average person; people who are good in maths are usually admired and sometimes envied because people see them with a rare kind of intelligence only few gifted people possess: like the ability to understand basic structures, above all, to solve problems with ease (Epstein et al, 2010).

Traditional teaching methods which emphasise memorisation, rote procedures and speed, often limit deep understanding due to lack of “number sense”. While these methods were initially useful, it is no longer sufficient against a broader numeracy context (Boaler, 2015). Nowadays, schools have shifted focus to helping students develop their numeracy to be able to function in real world.



In.pinterest.com

To support this shift, both pedagogy and policy emphasised five key strategies for raising numeracy standard (Gov.wales, 2020):

### **1) Conceptual understanding**

- It means knowing why something works not just memorising how to do it. Learners need to understand the relationship between numbers and visualise the meaning behind a method not just following the step.

## **2) Communication using symbols**

- Expressing ideas through numbers, diagrams and mathematical notations

## **3) Fluency**

- Working with numbers easily, accurately and confidently. It is about doing calculations smoothly, knowing more than one method and using the one that makes sense.

## **4) Logical reasoning**

- Identifying patterns, making connections and drawing sensible conclusions.

## **5) Strategic competence**

- It is the capacity to figure out how to approach a problem by choosing a good plan, trying it out and adjusting when needed.

**Schools** do play a vital role in shaping how learners understand and use numeracy throughout their lives. When thoughtful pedagogy is paired with supportive, well-designed policies, schools turned into a genuine place of moulding learners instead of just a place where math is taught. Effective teaching practices help students build confidence, deepen understanding and apply mathematical thinking in different ways. Moreover, strong policies ensure that teachers have the guidance, resources and structures needed to deliver high-quality numeracy provisions. Bringing all these elements together, will create a coherent system in which learners can develop the skills, mindset and critical awareness needed to navigate an increasingly data-driven world. Although in the end, pupil's attitudes to learning maths remains a crucial factor in their progress. Evidence shows that they concentrate more if they understand, enjoy and celebrate positive results (National Numeracy, 2020).

## REFERENCES

Boaler, J., (2015), Fluency Without Fear. Available at: [Fluency Without Fear - YouCubed](#) Accessed: 31/01/2026

Curriculum for Wales, (2020) Mathematics and Numeracy. Available at: [Mathematics and Numeracy: Introduction - Hwb](#) Accessed: 28/01/2026

Epstein, et al (2010), Why numeracy is important? Available at: <https://nationalnumeracy.org.uk> Accessed: 30/01/2026

Estyn, (2025), Unlocking potential insight into improving teaching and leadership in mathematics education. Available at: <https://estyn.gov.wales/app/uploads/2025/06/thematic/report> Accessed: 28/01/2026

Estyn, Numeracy (2026), A focus on Numeracy. Available at: <https://estyn.gov.wales> Accessed: 28/01/2026

Gibbs, J., (2015), Maths Recovery Available at: [Jo Gibbs Maths Recovery masters assignment Edge Hill University](#) Accessed: 30/01/2026

Gov.wales, (2020), Mathematics and Numeracy. Available at: <https://hwb.gov.wales/curriculum-for-wales-mathematics-numeracy> Accessed: 28/01/2026

Image, Available at: [Math school subject pupil studying mathematics in classroom teacher pointing at chalkboard teaching kids children learn maths arithmetics algebra and geometry education knowledge | Premium Vector](#) Accessed: 29/01/2026

Image, Available at: <https://www.dreamstime.com/learning-mathematics-mathematical-puzzle-game-kids-number-range-up-to-vector-illu> Accessed: 30/01/2026

Image, Available at: [Doodle Math Formula Mathematics Font Illustration Stock Vector \(Royalty Free\) 2072180816 | Shutterstock](#) Accessed: 30/01/2026

Image, Available at: [Group of Children and Mathematic Concept Stock Photo - Alamy](#) Accessed: 30/01/2026

**McCombs, B., (2001), What Do We Know About Learners and Learning? The Learner-Centered Framework: Bringing the Educational System into Balance. Available at: <https://www.jstor.org/stable/42927064> Accessed 30/01/2026**

**Miles, J., (2023), Written Statement: Raising standards of literacy and numeracy. Available at [Written Statement: Raising standards of literacy and numeracy \(29 November 2023\) | GOV.WALES](#)**

**National numeracy, (2020), Attitudes towards Maths. Available at: <https://www.nationalnumeracy.org.uk/research-and-resources/attitudes-towards-maths> Accessed: 04/02/2026**

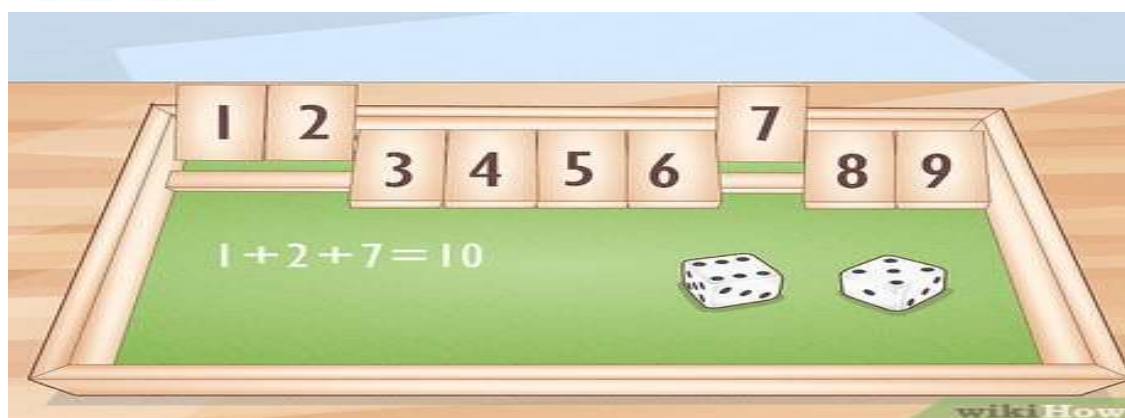
## ELEMENT 3

### RESOURCE INFORMATION SHEET

#### Traditional Shut the Box Games

Easy to Learn! Great to Play!

Wikihow.com



#### Overview

**Shut the box** is a traditional game of chance and strategy involving dice and numbers, originating from the Roman pubs and orchards in the 18<sup>th</sup> century, that evolved across the UK and abroad (Judy, 2025). It is a fun game that can be enjoyed in school and can be played with family and is highly adaptable that it allows increased complexity from addition to subtraction and multiplication. It can also use more dice to suit different age group and skills level. The winning team is the one who have the lowest score at the end of the game if they have not managed to shut all their tiles. This is why it is important to close the higher numbers (8,9,10) whenever possible, as they reduce score the most. (Montessoritoddlers.com).

---

#### Purpose of the game

The resource is designed to develop mental arithmetic and social skills through play, strategy and quick thinking on a low-pressure environment. It is frequently used as an educational tool to make mathematics engaging for children and adults and also offers opportunities for mathematical discussions as pupils play; they engage in conversations about numbers, addition strategies and reasoning (Doherty, 2026).

**Group learner's overview:** This resource will require up to four players. The learners take turns rolling the dice and adding the numbers. They select and shut the combination of numbers that match the total rolled. As they play, learners explain their possible choices of numbers to shut and compare strategies as well as support each other in decision making throughout the game.

### **What learners can learn?**

#### **Mathematical skills**

Learners will enhance their addition and number-bonds skills, improve mental calculation, develop flexible thinking on how numbers can be subitised and build awareness of how their choices affect later move in the game ([Math Week Scotland, 2023](#)).

#### **Strategic move**

Learners will practice planning ahead and considering the consequences of their choices, evaluate different options, recognise patterns in the game and reflect on which patterns help them achieve lower scores as the next winner after the box is shut is based on the lowest score.

#### **Social and collaborative skills**

Learners will develop turn taking and fair play; considering peers ideas; following rules and working cooperatively to solve problems most of all developing interactions with other players.

#### **Specific barriers to learning in numeracy**

While it is versatile, teaching the game require adapting the rules to the playing ability eg., using one dice for very young children; KS1 can use to build number recognition and basic addition skills; older learners can use it to explore more complex strategies eg., increase dice to three or incorporate subtraction and multiplication into the rules.

#### **How to tell progress has been made?**

Progress has been made if learners can add the numbers accurately, if they can suggest and justify their combinations, if they can work respectfully with others, if they can show awareness of different strategies and if they can reflect on how their decisions affect their moves later in the game ([Wordpress.com, 2017](#)).

## REFERENCES

Doherty, S., (2026) Shut the Box Game-rules and Printable Board Plus Subitising Snap. Available at: [Shut the box game – Rules and printable board \(plus Subitising Snap\) - Teachwire](#) Accessed: 04/02/2026

Image Available at: [How to Play Shut the Box: Gameplay, Scoring & Variations](#) Accessed: 04/02/2026

Judy, (2025) Master skills fast with step- by-step [Shut the Box: The Ultimate Dice Game Guide - Card Hunters UK](#) Accessed: 05/02/2026

Math week Scotland, (2023) Shut the Box Available at: <https://mathsweek.scot> Accessed: 04/02/2026

Montessori Toddlers, (2026) Shut the Box Game- Promotes Maths Skills. Available at: <https://Montessoritoddlers.com/products/Shut-the-box-dice-game> Accessed: 04/02/2026

WordPress.com (2017) Shut the Box- Mr. C's ShareEase Available at: <https://mrcsshareease.wordpress.com> Accessed: 05/02/2026

#### **ELEMENT 4**

#### **VIDEO OF THE RESOURCE IN ACTION**

**<https://photos.app.goo.gl/yq8toikcra6fnRt36>**

**(Please click the link above for the video)**

## ELEMENT 5

### EVALUATION OF THE RESOURCE

This section will evaluate the game “*Shut the Box*” by highlighting both its numerous key strengths and limitations while also exploring how it links to Frobel’s Theory of play and Piaget’s stages of cognitive development.

***Shut the box*** is a board and dice game, coined in the 18<sup>th</sup> century and is mathematically effective and highly engaging to play that supports a wide range of learning outcomes. It can be described as a “***push-your-luck***” board game because the dice decide what options the players have, rather than through strategy. The mechanism of *push-your-luck* is deciding between risk and reward which is applied to shut the box game where players need to make decision each time the dice is rolled (Slack, 2021).

**Strengths of the “*Shut the Box*” game includes:**

**1. It is a useful tool for practicing early maths skills (Taylor, et al, 2023).**

The game gives learners repeated opportunities to add numbers quickly, allows them to explore number bonds and think flexibly about how numbers can be broken apart and recombined. For example, a sum of 10. How might you best decompose it? Would it be 5+5, 10 itself, 9+1, 8+2, 7+3, 6+4, 5+3+2, 5+4+1 or more number bonds? It might look very elementary for adults, but it takes a lot of practice and experience to become fluent in mental maths. Young learners can develop subitising skills or get used seeing the number combination summing up to ten. With the maths naturally built into the gameplay, learners stay engaged while strengthening their mental calculation skills. It also encourages them to reason out loud, justify their choices, and become more confident working with numbers in a fun way without any pressure (Fournier, 2024).

**2. Its quick pace and easy set up make it a great game for people to relax and socialize because players do not need to focus intensely between turns (Galison, 2026).** It means that players can still make conversation, laugh and stay involved while the game keeps moving. This kind of light, low pressure interaction is well recognised benefits of social and tabletop games. Studies show that board games create a shared experience, help people bond, communicate and help build a sense of community which explain why games like the *Shut the Box* remained popular in indoors and outdoors setting (Tyler, et al, 2026).

3. Even though the game looks simple because you just roll the dice and close the matching numbers, **it actually involves more thoughtful decision-making**. Players need to think about which numbers to shut at that moment and which ones to leave open for later rolls. They must consider different combinations, weigh up the risks, and choose the options that gives them the best chance to carry out the game. This makes a basic dice roll into a small strategic puzzle each turn (Butler, 2026).
4. **It promotes inclusivity** due to its small number of participants, they can naturally talk to one another, share ideas, and react to each roll together. The quick turns and simple rules make it easy for everyone to stay involved, and the mix of luck and strategy creates excitement that encourages conversation and teamwork. This social interaction builds confidence, strengthen communication skills and makes the learning skills enjoyable (Barros et al, 2024).

***“Shut the Box” limitations:***

1. **High dependency on luck over strategy.** The player’s moves and chances of winning are determined on the outcome of the dice rolled not by careful planning or skill. They cannot plan ahead in the way they might in a more strategic game (MatterOfFact.com, 2024).
2. **It is a repetitive gameplay.** The act of rolling and closing the numbers remains the same until the end of the game which can be monotonous for the players. Moreover, the game is of short duration usually lasting 10-15 minutes depending on the participants subitising skills. The fast-paced nature of the game can result to dissatisfaction of some players who are looking for a longer and more involving game.
3. **In addition of its limitations is the simplicity of its mechanics.** It lacks the complexity found in many other board games.

**Froebel’s view of play as a foundation of learning**

Froebel believed that play is the ultimate mode of a child’s learning. He thought play is not just something fun to pass the time but was the main way to make sense of the world. Shut the box game reflects these principles by allowing children to manipulate number tiles, experiment number combinations, and make independent decisions about which tiles to close. Through this playful activity, children develop early mathematical skills, fine motor skills and social abilities

such as turn-taking, aligning closely with Froebel's belief that meaningful play experiences foster cognitive, physical and social growth (Powell, 2026).

Significantly, the game of "***Shut the Box***" can be associated with **Piaget's theory and stages of cognitive development**. He believed that children begin to learn from birth through the use of their senses and by physically interacting with things around them. The clicking of the wooden board as they play creates a sensory and motor experience which, over time, can build simple mental connections (or schemas) that forms the basis of their understanding (McLeod, 2026).

**In conclusion**, *Shut the box* is more than just an old game from the 18<sup>th</sup> century. Even though it has changed overtime, it still offers great value today. It has many strengths such as it allows players to make smart choices as well as its easy to play design making it enjoyable for all ages. Moreover, while it may lack the narrative depth of modern board games, its addictive "just one more go" feeling and strong educational benefits ensure its place as one of the favourites of both classroom and outdoors. On the contrary, *Shut the box* also has its limitations such as it relies highly on luck rather than strategy; it is also a repetitive gameplay with short duration on each game and has a very simple mechanism.

Lastly, I believe *Shut the box* game is an effective way to engage young learners in maths as it makes practicing number skills enjoyable, hands on and easy for learners of different ages to understand (Froebel Trusts, 2026).

## REFERENCES

- Barros, J. et al. (2024) Bridging play and inclusion. Available at: [\(PDF\) Bridging Play and Inclusion: a Qualitative Investigation into Accessibility Challenges and Innovations in Board Game Design](#) Accessed: 27/02/2026
- Butler, B., (2026) Durango Bill's Analysis Available at: ["Shut The Box" Analysis](#) Accessed: 27/02/2026
- Galison, (2026) The benefits of social game. Available at: [The Benefits of Social Games: More Than Just Fun – Galison](#) Accessed: 26/02/2026
- Fornier, C. (2024) What is subitising? A hidden gem in developing mental arithmetic skills. Available at: [What is Subitising and How Does it Develop Mental Arithmetic?](#) Accessed: 27/02/2026
- Froebel Trust, (2026) Powe of play Available at: [Froebel Trust | The power of play](#) Accessed: 27/02/2026
- McLeod, S., (2026) Piaget's Theory and Stages of Cognitive Development Available at: <https://www.froebel.org.uk/about-us/the-power-of-play> Accessed: 27/02/2026
- MatterOfStats.com, (2024) Tinding an optimal strategy for shut the box Available at: [Finding an Optimal Strategy for Shut The Box: Part 1 — Matter of Stats](#) Accessed: 27/02/2026
- Powell, S., (2026) The Power of Play Available at: [Froebel Trust | The power of play](#) Accessed: 27/02/2026
- Slack, J., (2021) Game mechanics: Sometimes you want to push your luck. Available at: [Game Mechanics: Sometimes You Want to Push Your Luck - The Board Game Design Course](#) Accessed: 26/02/2026
- Taylor, et al, (2023) Beyond Play games Available at: [https://scitechdaily.com/beyond-play-board-games-boost-math-ability-in-young-children/?utm\\_source=copilot.comaylor](https://scitechdaily.com/beyond-play-board-games-boost-math-ability-in-young-children/?utm_source=copilot.comaylor) Accessed: 27/02/2026
- Tyler, et. al, (2026) 4 ways board games increase social connection Available at: [4 Ways Board Games Increase Social Connection - Center For Mindfulness & CBT](#) Accessed: 27/02/2026