

Welcome to Number Fun

Introduction

As parents we all want to help our children with their learning. Many of us are not sure how to go about it. The approach to maths in schools seems to have changed since our school days.

Some of us might say, 'I wasn't any good at maths in school'. This can lower our children's expectations of success. We may think teachers are the best people to help a child with learning and that we should not interfere.

In fact, we can support our children and help instill a confidence about numbers in the same relaxed way as we can impart a love of reading.

The enjoyment of playing number games is one of the most important factors in developing a relaxed confidence and an excitement about the subject. We may be surprised how much maths we are already using with our children in everyday life.

Have fun and enjoy maths

'Children who have fun with mathematics are more likely to have confidence in tackling mathematical problems in school and when they occur through life.'

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About the pack

Number fun is full of ideas for helping your child to respond to maths in a fun way. It has suggestions for parents, and other adults who are willing to find time to play games and explore numbers with children.

It contains a collection of games designed to help children become confident and successful users of maths in everyday situations and in school. The games are suitable for children in primary school and adults of all ages. They are designed to be flexible to allow for new versions to be created.

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The golden rules

- Make playing with numbers enjoyable for everyone involved.
- Encourage your children to talk about and explain what they are doing.
- Listen to what they say – they may come up with different ways of working out the answer which are just as good as yours! Sharing and comparing different ways can be lots of fun.
- Be patient if they make a mistake. Focus on things that are right, not on mistakes. Say things such as 'Let's look at that again' rather than 'That's the wrong answer'.
- Recognising that finding a way of approaching and working out a problem, however simple, is as important as getting the right answer.
- Bear in mind, children need challenges, encouragement and praise – not to be put in a test situation.
- Allow children to show other family members, friends and teachers their games and new skills.
- Enjoy playing with numbers!

Equipment

- The final five cards in the pack have number cards printed on them, and guidelines for cutting them out. You need them to play games 1, 2, 11 and 12. You can use them to make the cards for Game 8.
- You need a range of items including coins, pens, pencils, paper, and a calculator.
- Each card tells you what you need. Use everyday items from around your home.

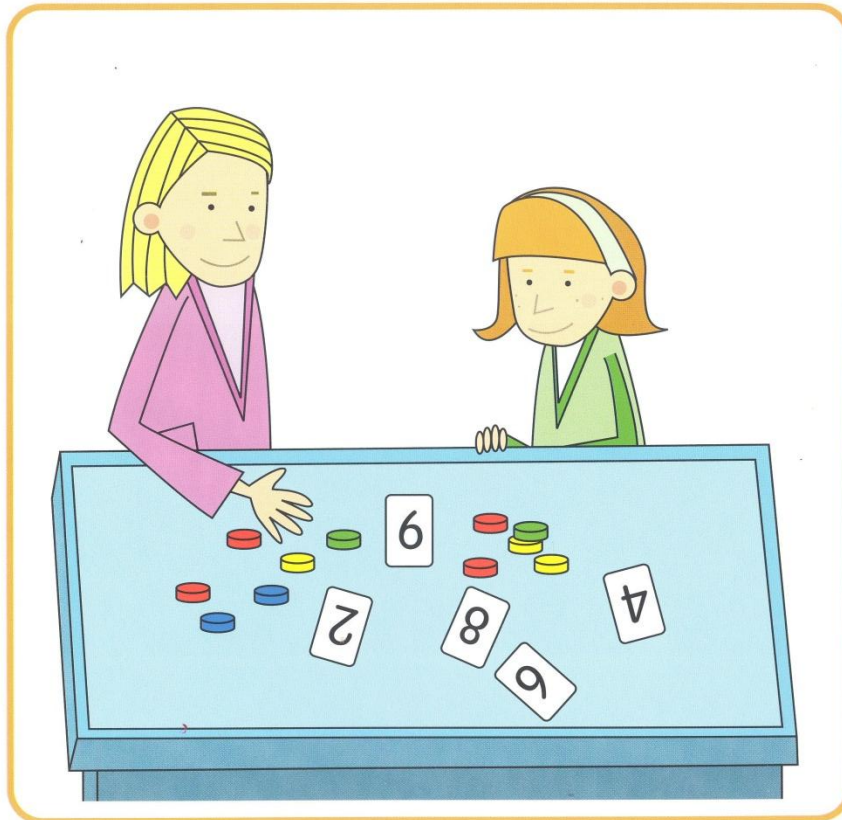
Tips to remember

- Number facts and skills can be practised and learnt in a fun way by playing simple games.
- Talk about maths! By talking to your child about the maths you use everyday, you are helping them to understand that numbers are all around them and not just in books in school.
- Talk about maths when you are shopping, checking the car, doing DIY, cooking, washing, and watching or playing a sport.
- Use your surroundings to set maths challenges.
- Don't miss opportunities to play number games:
 - in the home
 - on the way to school
 - on the way to the shops
 - on long car journeys.
- Always answer your child's questions and encourage them to ask more.

Number Fun

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Number Fun

Game 1: Picking pairs

Game 2: Ten snap

What the games are about

- Learning which pairs of numbers add up to ten.

Check your child can:

- understand numbers and names, e.g. 'add', 'plus', 'make', 'equals';
- count to ten.

What you need

- The four sets of cards numbered 1–9, (at the back of the pack).
- Ten items, e.g. pebbles, buttons.

How to play Picking pairs

- Spread the cards face up on the table.
- Ask a child to pick up a pair of cards that add to ten.
- The next player takes their turn.
- Continue to take turns until all the cards are picked up.
- Your child should say their sum out loud, e.g. '7 and 3 make 10'.
- Counting the items may help, e.g. 7 pebbles + 3 pebbles = 10.

How to play Ten snap

- Shuffle the cards and divide into two equal packs, face down on the table.
- Two players take it in turns to turn over the top card of their pack.
- When the two top cards total ten, whoever shouts 'snap' takes both piles and the game resumes.
- The winner is the one with the most cards.

Variations

Younger child

- Adult puts 1–9 numbered cards down in the wrong order and the child corrects.
- Adult puts the cards in correct order but with one card missing and the child corrects.

Older child

- Increase the number of cards, e.g. 1–20 and totals. You take your turn.
- Continue until all the cards are picked up.
- All players should say their sum out loud, e.g. '7 and 3 make 10'.
- Counting the items may help, e.g. 7 pebbles + 3 pebbles = 10.

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Game 3: Money in my pocket

What the game is about

- Using coins up to 20p.
- Adding and subtracting.

Check that your child can:

- count to 20;
- recognise coins first to 10p then to 20p.

What you need

- Ten 1p coins, five 2p coins, four 5p coins, one 10p coin.
- Trousers with two pockets.
- Two purses or bags.

How to play

- Count out ten 1p coins.
- Put 7p in one pocket or purse, and 3p in the other.
- Say 'I've got 10p altogether. There's 3p in this pocket or purse (take out the 3p), how much is in the other one?'
- Encourage your child to remember the pairs of numbers which add to ten, but get him or her to count on or use the coins if necessary.
- Repeat with 6p and 4p.
- 2p and 8p, 5p and 5p, 1p and 9p.
- Play it again with a total of 20p.

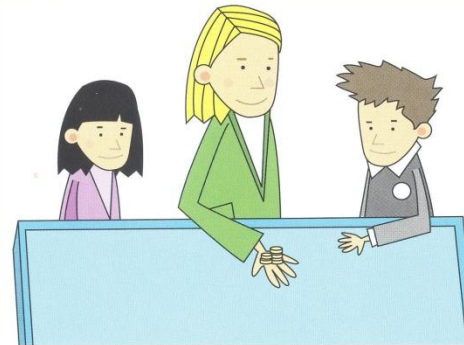
Variations

Younger child

- Set up a shop with items, e.g. cereal packets, biscuit packets, and toothpaste all at one price (1p). As your child gains confidence, increase and vary the prices. Write a shopping list.

Older child

- Set up a shop as above but with higher prices, using a shopping list and a calculator.
- Set more difficult tasks – total shopping bill over £1.
- Ask 'How many 5p lollies can I buy for 50p?' 'How did you work that out?' 'How much will I have left from my £5 note?'



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Game 4: How many have I hidden?

What the game is about

- Adding and taking away.
- Using taking away as the opposite of adding.

Check your child can:

- count to 20;
- understands the term 'take away'.

What you need

- 20 items, e.g. pebbles, pegs, pencils.
- A piece of cloth (like a tea towel), a bag, or a pillowcase.
- A number line (see the edge of this page).

How to play

- Put some items on the table up to 5...10...20.
- Count aloud how many there are.
- Cover the items with the cloth.
- Ask your child to reach underneath and pull out some of the items.
- Ask 'How many have you pulled out?'
- Now ask 'How many are there still hidden under the cloth?'
- Help your child to explain his or her answer. For example, if you have 10 items, use your

fingers to demonstrate – 'We started with 10 and we have taken 5 away'. Put the items behind your back or bend your fingers and ask 'So how many are left?' Use the other hand. If you have 12 items, help your child to explain his or her answer, for example, '12 take away 8 means there are 4 left' or 'We can see 8 we need to add 4 to make 12.'

- Lift the cloth to show how many items are left.
- Count the items. Touch them and say the numbers as you do so.
- Play the game again taking it in turns to remove the items.



Variations

Younger child

- Put ten items on the table and cover them with a cloth. Place number cards 1-4 in a row. Ask the child to remove some items and place them on cards starting with 1. Increase the number when the child is confident.

Older child

- Find items to represent 5...10...20, e.g. a pencil with an elastic band around it equals 5. Count in 5's and say how many are left, e.g. 10 pencils, $10 \times 5 = 50$ under the cloth. Take out four pencils, e.g. $4 \times 5 = 20$ taken out. 'How many pencils are left?', e.g. $6 \times 5 = 30$.



Game 5: The difference game

What the game is about

- Taking away.
- Learning mathematical language.

Check your child can:

- count to 30;
- understand the terms 'more' and 'less'.

What you need

- About 30 small, identical objects, e.g. bottle tops, buttons and counters, in a box or bag.

How to play

- Dip your hand into the box or bag and take out some items and put them in a pile on the table.
- Count the items and say how many there are.
- Help your child to do the same.
- Ask your child to say which pile has more objects.
- Finally he or she answers the question 'How many more objects are in one pile than the other?'

Extending the game

- Vary the final question. Ask 'How many fewer?' or 'What is the difference between the number of items in one pile and the number in the other?'

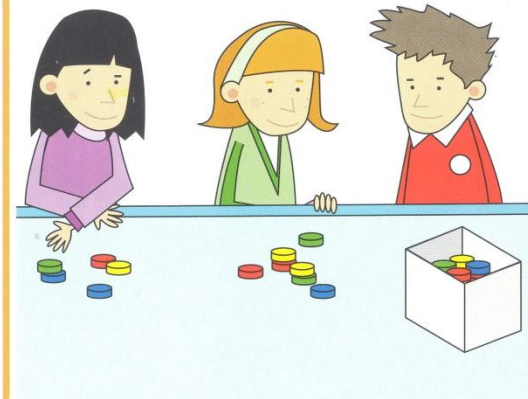
Variations

Younger child

- Start with a small number of items and gradually increase it to 30 items.
- Ask your child to take a handful, then an adult or another child to take a handful. Together, count and work out who has more or who has fewer items.

Older child

- Increase the number of items to 40 or 50.
- Use a calculator.
- Ask your child to take a handful and before he or she counts the items, the adult or other child estimates how many have been taken. Together with your child work out 'Was he or she right, was it more than or less than the number of items taken out?'



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Game 6: 'I'm thinking of a time'

What the game is about

- Telling the time.

Check your child can:

- understand 'first', 'second' and 'third';
- order of activities in the day;
- understand 'hours', 'minutes';
- understand how a clock works – the way the hands move, and what the hands point to.

What you need

A paper clock face, paper and a pencil or biro for each player, and two extra pencils to make the clock hands. (The clock face can be found at the back of this pack.) An old or toy clock with hands the child can turn is very helpful.

How to play

- Your child starts by writing down three things that happened yesterday, and for each one, the time it happened. For instance 'got up at 8.15' or 'had dinner at 12.30'.
- Take it in turns to read out the first thing that happened on their list, and you or others have to guess the time.
- After guessing correctly, set the hands of the clock overleaf to that time.

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Variations

Younger child

- Try to have a routine – do things at the same time each day and tell them the time.
- In the house and when you're out and about, comment on the time and point to clocks and your watch. Let your child see the numbers and the position of the hands.
- Write down appointment times and give a copy to your child.

Older child

- Plan a day out. Include start and finish time for the activities. Help your child plan the journey by checking timetables for buses and trains. If you are going by car, estimate the time it will take to get to Nan's house, the supermarket, or the swimming pool for example.
- Time your activities, e.g. getting ready to go to bed, watching television, sleeping, playing football, and reading.



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Game 7: Time game

What the game is about

- Telling the time.

Check your child can:

- understand that when the minute hand points to
 - 2 on clock face = 10 minutes past = 10 minutes;
 - 3 on clock face = 15 minutes past = 15 minutes;
 - 4 on clock face = 20 minutes past = 20 minutes;and then check all numbers in the same way up to 11.
- understand that
 - 6 is 30 minutes = 30 minutes = half past;
 - 3 is 15 minutes = 15 minutes = quarter past;
 - 9 is 45 minutes = 45 minutes = quarter to.

What you need

- The set of 15 cards with digital times and the set of 15 cards with clock face times.
- Clock face. (The clock face can be found at the back of this pack.)
- Two pencils to make the hands of the clock.

How to play

- Shuffle the cards, and put them in a pile, with the digital times on top.
- Take turns to take a card, say the time aloud and set the hands on the clock face to this time.
- Turn the card over to check the person got it right.
- If you get it right, you keep the card.
- The player with the most cards at the end wins.

Extending the game

- Play Game 7 but use the cards with the clock face showing, read the time aloud, then turn over the card and check.

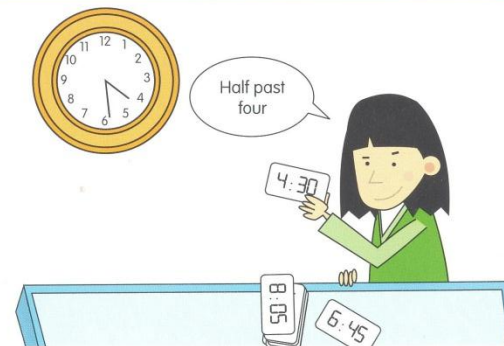
Variation

Younger child

- Use the clock face and pencils at different times during the day to make the time the child sees on a digital clock or watch, e.g.
 - meals
 - reading a storywith activities at different times.

Older child

- Match the times in a TV guide to the cards.



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Game 8: The doubling game

What the game is about

- Doubling and halving.

Check your child can:

- understand the terms 'half'/'halving', 'double'/'doubling'.

What you need

- Make up a set of ten cards (cardboard is best but paper will do) which have 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 written on the front and the corresponding answers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 on the back.
- Make ten more cards for bigger doubles, e.g. 15 and 30, 20 and 40, 25 and 50, 30 and 60, 35 and 70, 40 and 80, 45 and 90, 50 and 100, 55 and 110, 60 and 120.

How to play

- Shuffle the cards and put them in a pile, frontside up on the table.
- Take it in turns to take a card and say 'Double (the number showing) is ...'
- Turn the card over to check.
- Keep the card if you get it right.
- Keep going until you run out of cards.
- The player with the most cards at the end wins.

Extending the game

- Use the cards the other way up – you see the double, and you have to say 'Half (the number showing) is'.
- Doubling and halving – use the cards with higher numbers from the second pack.

Variations

Younger child

- Make halves – fold paper and cut cakes and sandwiches.
- Double things – the number of sweets, biscuits, and pebbles, for example.

Older child

- Without the cards – Ask your child 'What is double 6, 24, 404, 2,500?' 'What is half of 12, 60, 164?' Increase the size of the number as the child becomes more confident.
- Without the cards – introduce odd numbers e.g. 13/25/37.



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Game 9: Shapes

What the game is about

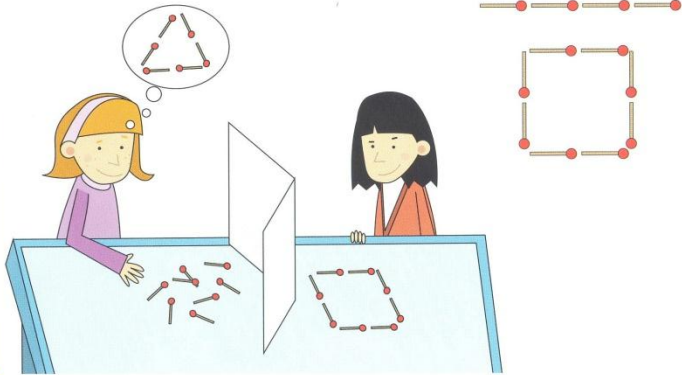
- Using the correct words to describe shapes and angles.

Check your child can:

- understand and use the following words to describe objects, cars, and buildings – 'vertical', 'horizontal', 'round', 'circular', 'corner', 'edge', 'side', 'straight', 'square', 'triangle', 'rectangle', 'left', 'right', 'right angle', 'first', 'second', 'third', 'fourth', 'fifth', 'sixth', 'top', and 'bottom'.

How to play

Talk about the shapes of items you see and use in everyday situations.



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Variations

Younger child

- Sort shapes into squares, triangles and circles.
- Look for a shape in things around the house, e.g. 'Today we will look for squares in our house'. Help your child look for cushions, packets in the cupboard and books, etc.
- Look for shapes when you're out and about:
 - on the way to school, look for circles, e.g. wheels;
 - on the way to the shops, look for triangles, e.g. road signs.

Older child

- Set challenges. With your child find ten circles in the house and 13 squares on the way to school.
- Together find an example of the most unusual shape you have ever seen in the environment, in a book, or on the Internet. What is it called? How do you think it got its name?
- Look at a page in a newspaper. Ask your child how many circles are there? How many squares? Are any 'shape' words used?
- Think of your own shape games.

Game 10: Think of a number

What the game is about

- Developing a feel for numbers.
- Finding a strategy.

Check your child can:

- count to 100;
- count in 10's;
- understand the terms 'more than', 'less than', 'higher', 'lower'.

What you need

- A number line like the one on the edge of this card, but going up to 100 and beyond.

How to play

- Choose a number between 10 and 30.
- Say 'I'm thinking of a number between 10 and 30, guess what it is.'
- Wait for the child to make a guess.
- In response say 'Too big/high' or 'Too small/low'.
- Count how many guesses it takes him or her to find your number.

Extending the game

- Choose bigger numbers, and from a wider range, for example between 0 and 100, or 0 and 1000.
- Help your child to find out how to use the minimum number of guesses.

Variations

Younger child

- Increase the number to 5, 10, 15...100. Make a number line for the number you are going up to, e.g. 5, 10, 15...100.

Older child

- Encourage your child to make up his or her own version of this game.



Game 11: The card game

What the game is about

- Putting small numbers in order.
- Adding up.

Check your child can:

- count to the total number;
- understand the terms 'first', 'second', 'third', 'add', 'total'.

What you need

- The number cards with four each of numbers 1–9.
(The cards are included at the back of this pack.)

How to play

- Shuffle the cards.
- Deal three cards to your child.
- Ask him or her to put them in order, smallest first.
- Ask your child to add up the three numbers. Write down all the totals.
- Deal three cards to the next player and ask him or her to do the same.
- When everyone has had a turn, the player with the biggest total is the winner.

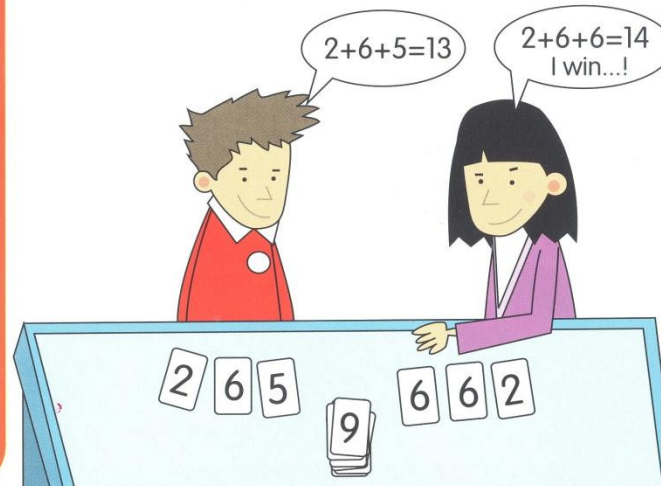
Variations

Younger child

- Give the child two cards. Ask 'Which is the bigger/higher?' 'Which one is smaller/lower?'
- Increase the number of cards.

Older child

- Increase the size of the numbers on the cards and the number of cards.



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Game 12: Make the biggest

What the game is about

- Putting numbers in order.

Check your child can:

- count to 20, and as the game is extended, to 1000;
- understand the terms 'digit', 'tens', 'units', 'highest', 'lowest'.

What you need

- Four sets of 0–9 number cards. (The cards are included at the back of this pack.)

How to play

- Shuffle the cards.
- Your child takes three cards from the top of the pack, and puts them face up on the table.
- From the three cards he or she chooses, put two next to each other to make a two-digit number.
- Your child works out how to make the biggest two-digit number from his or her three cards.
- Each person playing takes it in turns to do the same.
- The person with the biggest number is the winner.

Extending the game

- Play like Game 12, but make the highest three-digit number with three cards.

Variations

Younger child

- Choose three cards – which is the highest number?
- Out and about – which house or bus has the biggest/highest or smallest/lowest number?

Older child

- From the numbers on the car in front/behind, make the highest two-digit number or three-digit number.



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Game 13: The timetable

What the game is about

- Reading and using timetables.

Check your child can:

- read the place names;
- understand the 24-hour clock and how many minutes are in an hour.

What you need

- The timetable. (The timetable can be found at the back of this pack.)
- Bus or train timetable.

How to play

- Take it in turns to ask each other a question about the timetable, e.g. 'What time does the 10.52 from Nantddu reach Caerbont?', or 'Which bus must you catch from Aberbran to get to Blaenbran by 14.00?' or 'How long does the 11.17 take to travel from Bryncoch to Caerbont?'
- You get a point for every correct answer.
- Continue until you run out of questions.
- The person with the most points wins.

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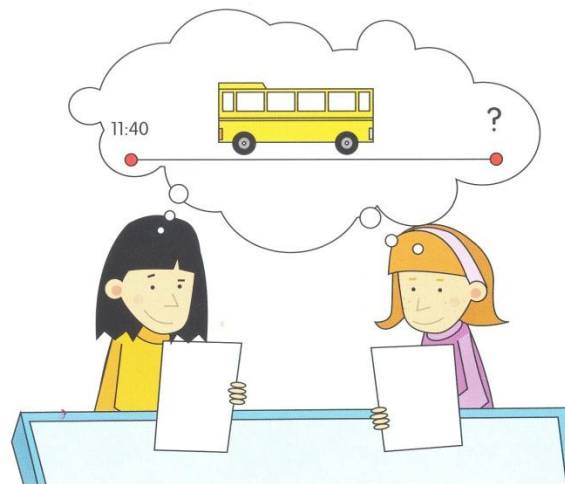
Variations

Younger child

- Involve your child in checking the time the next bus leaves.

Older child

- The next time you are going on a journey or a day out, let your child plan the whole day.



Game 14: Times tables

What the game is about

- Times tables.

Check your child can:

- count to the highest number in the table, e.g. $12 \times 3 = 36$;
- count to 36.

What you need

- A set of nine blank cards for each times table.
- For each times table, take one of the cards and write all the sums on one side and all the answers on the back, e.g. front 2×6 , back 12; front 3×6 , back 18.
- Similar sets of cards for all the other times tables.

How to play

- Choose which times table you want to practise.
- Take the cards for that one, shuffle them and put them in a pile, sum-side up.
- Take turns to take a card, say the sum aloud, then the answer.
- Turn the card over to check the answer. If you get it right, you keep the card.
- Continue until you run out of cards.
- The player with the most cards at the end wins.

Extending the game

- Use the cards answer-side up. You see the answer and have to say the sum.

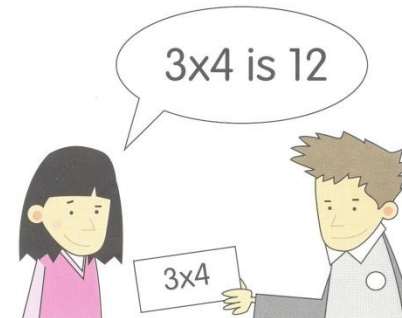
Variations

Younger child

- Count in twos and tens – in the car, on the way to school and up and down stairs.

Older child

- Use cards from more than one times table.
- Say tables backwards and forwards.
- Take it in turns to ask each other. The adult asks the child 'What's 3×5 ?' or 'What is 20 divided by 4?', and the child asks the adult 'How many twos in ten?' Ask the questions at any time, and anywhere but try to link the use of tables to a practical task, e.g. counting pairs of socks as you hang out the washing.



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Game 15: Newspaper

What the game is about

- Practising adding, subtraction, multiplication, division, halving and doubling.

Check your child can:

- count to the highest number in each game.

What you need

- A newspaper.
- A pen or pencil, paper and a calculator.

How to play

- Game A – Each person playing looks at one page (two pages, three pages of the newspaper). The players write down all the numbers they can find on their pages and add them together. The winner is the person who gets the highest total.
- Game B – The players add all the numbers they find on their pages then double the number and take 10 away. The winner is the person with the highest total.
- Game C – The players add all their numbers together; halve that number then take away 20. The winner is the person with the highest total.
- Game D – The players add all the numbers together and multiply the result by 10. The winner is the person with highest total.

- Game E – The players add all their numbers together and divide the result by 5. The winner is the person with the highest total.

- Game F – Find the longest word on the page and use an alphabet code to find its total number, e.g.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Therefore 'caged' = $3 + 1 + 7 + 5 + 4 = 20$

Ask your child if he or she can find a shorter word on the page with a higher number.

Variations

Younger child

- Look at and talk about the date and the number of pages.

Older child

- Use more skills in one game, e.g. add all the numbers, double the number, divide by 6 and multiply by 3.
- The child sets the adult a task like the one above and checks the answer using a calculator.
- Mental tasks – think of numbers and set similar tasks, e.g. on a journey, add together all the numbers on the plate on the car in front and multiply by 10. Do the same with the car behind and add the two totals
- Make up your own games.

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Game 16: Maths around you

What the game is about

- Using everyday situations to develop maths.

Check your child can:

- use their mathematical skills in practical solutions.

What you need

- Items from around the house, e.g. packaging, TV guide.
- Numbers inside and outside the house.

How to play

- Choose something to practise with, e.g. counting to 10 going up or down the stairs, biggest/heaviest; take four items from the kitchen cupboard. Which is the heaviest? Guess by holding the items then look at the weight written on the package. Put them in order by biggest number/heaviest.
- Use items in the house for counting and measuring.
 - ‘How big is this room?’
 - ‘Which is the biggest/largest room in our house?’
 - ‘How much carpet do I need for your bedroom?’
 - ‘How much will it cost?’
 - ‘How did you work out the answer?’

- Ask your child to use the details on a menu to work out the cost of the meal and the change he or she would get from £20. The child could make a menu and a pricelist for meals at home based on the cost of ingredients, and charges for preparation, cooking, setting and clearing the table, and washing up. She or he could work out the bill and calculate the change and the cost of the tip.
- Your child can check the bill from a visit to the supermarket, estimate next week’s bill from the shopping list and negotiate a prize for being within a set range, e.g. £2 over or under.

Variations

Children of any age

- Look out for, and use, any situation which allows your child to enjoy practising and showing off his or her number skills.
- Set more challenges within the games so your child makes progress.
- Find out what your child is doing at school and try to link the games to the new skills he or she is learning.

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Acknowledgements

This pack has been created from material originally produced by Peter Moody, Coordinator of Maths Year 2000, the programme sponsored by the Welsh Assembly Government and managed by Math Cymru to promote mathematics. We are grateful to Peter Moody and to Colin Johnson, Chair of Math Cymru, for their help with this project.

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ISBN: 1 85990 270 7
Design: Efen
Translation: Cwmni Iaith
Pictures: Efen
Published May 2004

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Family Programmes in Wales

The
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Agency
Yr
Asiantaeth Sgiliau
Sylfaenol

Cyrsiau i'r Teulu yng Nghymru

Caerbont buses – Timetable

ROUTE 3

Bryncoch to Caerbont (Monday–Friday)

Bryncoch	10:17	10:37	10:57	11:17
Blaenbran	10:21	10:41	11:01	11:21
Nantddu	10:23	10:52	11:12	11:32
Pentrebach	10:40	11:00	11:20	11:40
Aberbran	10:49	11:09	11:29	11:49
Llandre	10:55	11:15	11:35	11:55
Caerbont	11:01	11:21	11:41	12:01

ROUTE 3

Caerbont to Bryncoch (Monday–Friday)

Caerbont	12:24	12:59	13:34	13:59
Llandre	12:30	13:05	13:40	14:05
Aberbran	12:36	13:11	13:46	14:11
Pentrebach	12:45	13:20	13:55	14:20
Nantddu	12:53	13:28	14:03	14:28
Blaenbran	13:04	13:39	14:14	14:39
Bryncoch	13:08	13:43	14:18	14:43

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Cyrsiau i'r Teulu yng Nghymru

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