



Key Stage 1

	Games	Gymnastics	Dance
Number	<ul style="list-style-type: none">• In pairs, pupils can throw and catch a ball. Each time a successful catch is made they count up in a particular multiple. If they drop the ball they have to go back to the start. You can make this more of a competition by setting a time limit and seeing which pair can get to the highest multiple. With children who are struggling more you might want them to throw the ball round a circle and give a bit more support.• Develop knowledge and understanding of patterns/sequences: pass the ball between your legs, then over your head and repeat• Counting games: bounce the ball 5 times, throw the bean bag in the air 3 times, pass the ball to each other 5 times, how many times can you bounce the ball?• Counting off in a sequence, 1,2,1,2,1,2 etc• Simple grouping: Get into 2's, 3's, 4's etc• Grouping in sets: there are four groups of 5, how many children are there?• Use number cards to get into groups: odd numbers below 10 here, even numbers between 10 and 20 here	<ul style="list-style-type: none">• Developing sequences: 1st do a jump, 2nd do a roll, then repeat• Investigating patterns: run and hop, run and jump	<ul style="list-style-type: none">• Grouping in sets: there are four groups of 5, how many children are there? Sequencing, including pace and speed: first start your movement slowly, then make your movement faster, repeat the pattern• Repeating patterns of footwork: two skips, walk for 4 steps, two hops and repeat

<p>Shape</p>	<ul style="list-style-type: none"> • Reinforcing shape concepts and vocabulary: make a circle, go to the 4 corners of the grid, what shape is it? Make a rectangle. • Discuss the mathematical properties of the equipment and reinforce key vocabulary: a ball is a sphere, a cone, a hoop, a quoit, mats, etc. How many edges, faces, sides etc. 	<ul style="list-style-type: none"> • Children could explore making 2D shapes in two ways: with their bodies, e.g. lie on the floor to make a triangle. • Investigating shapes: when doing a forward roll, what shape does the body make? Use of vocabulary, tall, long, small etc • Travelling including direction and speed: direction: up, down, right, left, forwards and backwards. Speed: slow, fast • Reinforcing shape concepts and vocabulary: make a circle, go to the 4 corners of the grid, what shape is it? Make a rectangle. Get into threes, make a triangular shape etc. • Safe movement of equipment: when putting mats away, 1 person to each corner. • Use simple mathematical vocabulary: make a straight shape, curved, make a right angle with your arms 	<ul style="list-style-type: none"> • Links to symmetry: mirror the actions of your partner. • Reinforcing shape concepts and vocabulary: make a circle, go to the 4 corners of the grid, what shape is it? Make a rectangle. • Direction: forward, backward, up, down, right and left • Use simple mathematical vocabulary: make a straight/curved shape, make a right angle with your partner
<p>Measures</p>	<ul style="list-style-type: none"> • Estimation of distance: stand about 1 metre away from your partner • Estimating distances apart and where it is safe to jump, move without interfering with each other • Compare measures of length, speed: how far can you jump, how far can you throw the ball, can you run to the end of the playground before the sand runs through the timer? 	<ul style="list-style-type: none"> • Estimate height of apparatus: compare to a metre, how tall is the climbing frame? How high is the big stool? How long is the bench? How could you measure the bench? 	<ul style="list-style-type: none"> • Estimate distances: place your feet about 20 cm apart, about 30 cm apart, stand about 1 metre away from anyone else in the room

Key Stage 2

	Games	Gymnastics	Dance
Number	<ul style="list-style-type: none"> • Use agility ladders to recite times tables. As you put your foot down, you recite a table. This helps to learn them to the rhythm and identify points of difficulty • Relay races. Each time a child runs up to a cone and puts the ball down, they recite a x table. The next child picks up the ball and recites the next number in the tables. This could be repeated in reverse. • Hide numbers or calculations underneath a cone or use whiteboard pens. Children to find Paris. Match the calculation to number. • blow a whistle shout out the size of the group they have to get into. You can extend this by saying “get into a multiple of 3” or “get into a squared number” or “get into a factor of 24”. Alternatively, you could try “there must be 30 fingers in each group” or “there must be 16 arms and legs in each group” • Simple ordering: Get into 2’s, 3’s, 4’s etc • Counting off in a sequence: 3, 5, 7, 3, 5, 7, etc • Counting games: bounce the ball 25 times, throw the bean bag in the air a multiple of three times, how many times can you pass the ball to each other without dropping it, estimate first. 	<ul style="list-style-type: none"> • Grouping in sets: there are 29 children here today, what size groups could we make for this activity? • Investigating patterns: when jumping, jump and curl, jump and stretch, etc • Developing sequences: 1st do a jump, 2nd do a roll and 3rd do a twist, repeat the pattern five times 	<ul style="list-style-type: none"> • Grouping in sets: there are 29 children here today, what size groups could we make for this activity? • Sequencing, including pace and speed: first start your movement slowly, then make your movement faster, next make your movement very fast and finally slow your movement down, repeat the sequence three times • Rhythms of steps in Country Dancing • Repetition of footwork

- Grouping in sets: there are 29 children here today, what size groups could we make for this activity?
- Develop further knowledge and understanding of patterns/sequences: if there are 7 people in a row, and we pass the ball over the first person's head and between the second person's legs, where will the last person in the line receive the ball
- Devise and explain scoring systems.
- Fractions: halves/quarters/thirds of a pitch/ court/game
- Work out combined distances/times for group: which group has thrown the furthest? Which group the quickest combined total for a run over a given distance?
- Work out comparisons against previous best and recognise improvement over time: can individual children recognise improvement over time? Can they identify which is the furthest throw, which is the fastest run over 50 metres?
- Work out combined distances/times for group: which group has thrown the furthest? Which group the quickest combined total for a run over a given distance?
- Work out speeds using simple formulae.
- Set a target and allocate a particular score for each area that the pupil is able to throw a beanbag into. Pupils can have clipboards and be responsible for noting down scores and adding them up. This is easily adaptable from Year 1 to Year 6:

	<p>using single digit numbers for, move on to multiples of 10, 20 and 100 or challenge with a mixture of 3 or 4 digit numbers for upper KS2. You could even get them adding decimals numbers. Why not challenge each team to calculate their average score at the end?</p>		
Shape	<ul style="list-style-type: none"> • Reinforcing shape concepts and vocabulary: make a circle, go to the 4 corners of the grid, what shape is it: Make a quadrilateral. How many people do you need to make a hexagonal shape? • Discuss the mathematical properties of the equipment and reinforce key vocabulary: see above, KS1 • Discuss symmetry on the football pitch or netball court. • Pitch/court markings: semi-circles, quadrilaterals etc • Design a court, based on description of mathematical shapes 	<ul style="list-style-type: none"> • Children could explore making 2D shapes in two ways: with their bodies, e.g. lie on the floor to make a triangle, or using large loops of string/ribbon. The string method is better for Key Stage 2 so you can look more closely at the angles, e.g. make a right angled triangle, make an isosceles triangle, make an irregular pentagon. 	<ul style="list-style-type: none"> •
Measures	<ul style="list-style-type: none"> • Estimate distances of own jumps/throws etc: are estimations realistic • Measure and record accurately distances of own jumps, throws etc: are distances measured accurately? • Time accurately (with stop watches) own runs in pairs or small groups: are times accurate? • Estimation of distance: stand 5 metres away from your partner to throw the ball/ hit the stumps etc. • Apply vocabulary: fastest, slowest, highest, shortest, largest, smallest to a range and variety of athletic activities 	<ul style="list-style-type: none"> • Estimate height of apparatus: how tall is the climbing frame? What's the difference in height between the small a-frame and the large a-frame? How long is the bench? • Estimating distances apart and where it is safe to jump, move without interfering with each other • Time, distance and speed of races can be incorporated into Maths sessions to enable children to work out averages and convert between different measures. 	<p>Swimming:</p> <ul style="list-style-type: none"> • Water safety: estimate distances needed to throw rope/object to rescue someone in difficulty? • Record times taken to complete width/length of pool. How much can you improve? • Work out comparisons against previous best and recognise improvement over time: can individual children recognise improvement over time? • Estimate distances: place your feet 20 cm apart, about 30 cm apart,

		<ul style="list-style-type: none"> Averages (Mean, Mode and Median) can be used to assess and athlete's performance. 	stand 1 metre away from anyone else in the room.
Data Handling	<ul style="list-style-type: none"> Represent, extract and interpret data in tables, graphs, charts and diagrams, e.g. five star awards, ten step awards. Use ICT where appropriate. Multi-skills results are a good opportunity to demonstrate individual results. Recorded in tables and represented in graphs. 		
Problem Solving		<ul style="list-style-type: none"> Use simple maps and diagrams to develop range of orienteering and wide games: need to discuss and practise a range of mathematical skills in class before the children can be expected to interpret maps, for example direction, scales, map orientation Children to set problems for others to solve practically. Children to create questions for others to solve based on their graphs/table of results from sporting activities. Eg. How much faster was ... to? Or what was the mean speed in the 100m race? Based on activities, debrief on how groups solved problems 	