

CROSS-CURRICULAR ACTIVITIES

RECEPTION - MATHS

COUNTING UP AND SUBTRACTING

Equipment needed

- A football, tennis ball or softball
- A variety of red, yellow, blue and white cones

The game

Explain to the pupils that they are going to be split into 4 teams, each team will stand in a corner of the area.

The pupils will take it in turns to roll a ball towards a cone, if the ball hits a cone then the pupil will collect their ball and the cone and bring it back to their team. The game is over when all the cones have been collected from the area.

For the first round, the pupils will simply collect as many cones as possible and at the end of the round count them all up. The team with the most cones in this round will be the winner.

For the next round, the pupils should gather all the cones in the same way. At the end of the round, you can state a colour cone and each cone of this colour would mean taking away one point.

CROSS-CURRICULAR ACTIVITIES

YEAR ONE - MATHS

FINDING ONE MORE AND ONE LESS THAN A NUMBER

Equipment needed

- Up to 30 cones within an area with the numbers labelled on
- Either beanbags or tennis balls for each pupil

The game

Pupils are to start the game by finding a space within the area. Each cone will have a ball or a beanbag placed on top of them.

The pupils will initially perform different movements around the area until the whistle is blown or a signal is given. At this point, the pupils will find a cone as quickly as possible and stand by it and find out what number they are. The pupils will then place their ball or beanbag on the number that is either one more or one less than this number (you can decide this).

Once this has been placed on the cone then the pupils are to move around the area again performing different movements and finding numbers both one more and one less.

CROSS-CURRICULAR ACTIVITIES

YEAR TWO - MATHS

ADDING ONE AND TWO-DIGIT NUMBERS

Equipment needed

- Pairs of cones with numbers 5 - 25 labelled on them
- Beanbags, tennis balls and footballs

The game

All cones will be placed around the area in pairs with a larger number paired with a smaller number. Pupils are to be placed in pairs for this game.

The game will start with the pupils moving around the area performing different movements. When a whistle or signal is given then the pupils will find a pair of cones to stand by. The pupils will look at the numbers on the cones and then will be told to add the numbers together. The pupils will then perform an action to the value of this number (20 jumps).

After a few rounds of this game without equipment, you can then introduce the equipment so that the pupils have to perform a sporting movement to the value of their answer.

CROSS-CURRICULAR ACTIVITIES

YEAR THREE - MATHS

COUNTING UP IN MULTIPLES OF 2,3,4,5 AND 8

Equipment needed

- Pairs of cones spread around an area with 5m between them
- Tennis balls, football and hoops

The game

Pupils are to be placed in pairs for this game and will find a pair of cones to stand by. The aim of the game is for them to perform various skills and movements as a pair whilst counting up in multiples of different numbers.

The pupils will start by counting up in multiples of 2, they will simply throw their tennis ball at each other. The pupils will continue this until they are instructed to stop, if a pass is unsuccessful then the pairs will have to start counting again.

They will next perform the same process whilst rolling a ball to each other and counting up in their 3's. Next moving onto bouncing a ball to each other and counting in their 4's. Kicking the football to each other whilst counting up in 5's and finally jumping in and out of the hoop whilst counting up in 8's.

CROSS-CURRICULAR ACTIVITIES

YEAR FOUR - MATHS

ACUTE AND OBTUSE ANGLES

Equipment needed

- A large enough space to make shapes
- Cones, skipping ropes, tennis balls or any other equipment

The game

Explain to the pupils that they are going to be working in small groups and will be working together to make shapes.

First, the pupils can work individually and make a shape using their own body that has an acute angle. If they are successful in making a shape that has an acute angle then they can move on to making a shape that has an obtuse angle.

Now the pupils can make shapes using their bodies they are now going to work in small groups and will be given a set of equipment. They will then have to use this equipment to make whichever shape is called out by the teacher.

Using this equipment could they design and play a game within this shape?

CROSS-CURRICULAR ACTIVITIES

YEAR FIVE - MATHS POSITION AND DIRECTION

Equipment needed

- Lots of cones, hurdles and obstacles
- Blindfolds or clothing could be used for blindfolds

The game

Make an obstacle course using a variety of equipment, this should include lots of turns. Place the pupils in pairs initially and they are to navigate each other around the course. They should use vocabulary such as 'turn your body 90 degrees'. One pupil will give instructions and the other will follow them. Once completed the pupils can swap roles.

Now that the pupils have practiced navigating their way around an obstacle course they can now join up with another pair and start to create their own course. Once the pupils have created their courses then they can practice navigating through, before joining up with another group and guiding them through the course.

Different movements could be introduced for the pupils to have to do at certain points. Maybe they have to score through some cones at the end of the course?

CROSS-CURRICULAR ACTIVITIES

YEAR SIX - MATHS

SOLVING MIXED OPERATIONS MENTALLY

Equipment needed

- Lots of cones or hoops
- A set of mixed operation questions printed on A4 paper or on whiteboards
- Large dice or enough small dice for all pupils to use

The game

Have an example of a physical board game with lots of hoops or cones placed in spaces and have various questions at these spaces. The pupils can take it in turns to start making their way through the board game and answering questions.

Explain that the pupils will have to roll the dice and jump to each space, when a pupil lands at a space they will need to answer the question mentally. If they get the answer correct they can stay at that space but if it is incorrect then they must move back to where they came from. The answers to the questions could be made available on the back of the sheet for pupils to check.

If enough time within the lesson then the pupils could work in small groups and create their own physical board game.