

Doing Maths on the Move

- Lay the ropes down to make a 5 x 5 quadrant and get children to run from the origin to a nominated point – along and up! This will help them read and plot coordinates in the first quadrant, then in all four quadrants (you will need more ropes for this).

Resource/Materials Needed

Set of 10, 2.4m (240cm or 8ft) skipping ropes
Pen and paper or whiteboard and water based pen
Set of 50 cones
Tape measure – 10m
Black insulation tape to mark length skipping rope (say 2m)

Extensions/Ideas

Use the length of the ropes but in feet – some simple conversion. Discussion on what is easier and why, how did imperial measurements come about (links to History), why the UK converted in 1969. Where we still use Imperial units (height measurement, shopping for fruit and vegetables, measuring speed etc.) and why?

What we could use as our own unit of measure – height of one child in the class – how many 'Johns' to the length of the sports hall? Why would this be no use next year? Perhaps arrange in teams and measure using whole teams. Make into a race – a rolling tape measure!

Make a circle 10 ropes in circumference, get the children to stand in a circle 3 ropes in circumference, 5 ropes etc. Use the vocabulary that they will need or already using (Circle, circumference, diameter, radius, centre)

Play games of swapping from opposite sides of the circle, running around the circumference, jumping over the centre).

Speed – maybe introduce the concept of speed whilst working on distance and length – use Speed Trackers (code PE00991 - not provided)

<http://www.tts-group.co.uk/shops/tts/Products/PD3030188/Rechargeable-Speed-Trackers/>



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General Notes

Note – use the **Team Selector Bands** (provided in the kit) to select teams, if you don't want the class to select their own partners – this can be easier for the teacher, as it will mix the group randomly, sometimes stop arguments, prevent some children from feeling excluded, get children working with others that they wouldn't normally work with, mix the sexes etc. You will find that the class will soon accept this process (and even devise strategies to ensure they work with their friends on some occasions).

Please note: These lesson plans/ ideas are supposed to be starting points for the teacher and operate as an 'ideas bank' from which they can draw, use, modify and develop and make appropriate for their age and ability group. Around the general activity, there are a multitude of opportunities to get the children moving and you will no doubt find that as you take the session for the second and third times that it will improve and new ideas will present themselves.

Risk assessment: The sessions will also lend themselves to using other equipment that you have in the school already. For example, metre rulers could be used in the lesson above – please ensure that a sensible risk assessment is carried out before the use of any other equipment is incorporated into an 'active' session.

