

KS1 – Lesson Plan 1 – Maths

How can we use movement to learn numbers?

<p>Aim: To develop early number skills through active movement-based games and to reinforce counting, addition, and subtraction in a fun, physical way.</p>	<p>Key Words:</p> <ul style="list-style-type: none"> count, add, subtract, more, fewer, total, number line, movement, exercise 	<p>Preparation:</p> <ul style="list-style-type: none"> Number cards (0–20) Cones or hoops Beanbags or soft balls Whiteboards and pens Chalk (if outside) Stopwatch or timer
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Prior Learning: Children should already be able to count forwards and backwards within 20 and recognise written numbers up to 20. They should also be familiar with basic addition and subtraction concepts.

<p>WC / PT</p>	<p><u>Warm-up:</u> Number Jumping Jacks Call out a number (e.g. “7”) — children do that many jumping jacks. Repeat with different numbers, encouraging quick recall. Add in subtraction (e.g. “10 minus 3”) for older Year 2 pupils.</p>	<p>0-5 mins</p>
<p>WC</p>	<p><u>Main Teach:</u></p> <ul style="list-style-type: none"> Introduce the idea of ‘active numbers’. Show number cards and match them with movements — e.g. 5 = 5 star jumps, 3 = 3 squats. Demonstrate how addition and subtraction can be shown using movement. For example, “We do 3 jumps, then 2 more jumps. How many altogether?” Use a number line on the floor to show physically jumping along a number track. Model a game: ‘Beanbag Maths’ Children throw beanbags into numbered hoops, then add their scores together or subtract smaller scores from larger ones. 	<p>5-10 mins</p>

I / S	<p><u>Activity:</u> Maths Movement Circuit Set up several stations:</p> <ul style="list-style-type: none"> • Station 1: Hop the total of a sum (e.g. $4 + 3 = 7$ hops) • Station 2: Throw 2 beanbags, add the numbers they land on • Station 3: Balance on one leg while solving a subtraction problem • Station 4: Skip the answer to a question written on a card <p>Children rotate through stations in small groups.</p>	10-30 mins
I	<p><u>Extension Challenge:</u> Children create their own number sentence using movement (e.g. "I did 5 jumps and then 3 spins. That's 8 movements altogether!") and write or draw it on a whiteboard.</p>	30-35 mins
WC	<p><u>Plenary:</u> Circle time cool down. Ask:</p> <ul style="list-style-type: none"> • What numbers did you work with today? • What movements helped you remember your number facts? • Can you think of a way to practise your maths at home using movement? 	35-40 mins

WC – Whole Class

PT – Partner Talk

I – Independent

S - Support

Challenge A	<p>Track & Count Challenge After completing their movement circuit, children record how many times they completed each station (e.g. 5 star jumps, 3 runs between cones). They then:</p> <ul style="list-style-type: none"> • Create a simple bar chart or pictogram to represent their movements • Answer simple questions about their data (e.g. "Which exercise did you do the most?")
Challenge B	<p>Design a Movement Poster Children design a bright and colourful "Fitness Maths" poster that shows their favourite exercises alongside the number of repetitions (e.g. "Do 10 frog jumps!"). This helps reinforce number recognition and writing numerals within a fun, creative format.</p>