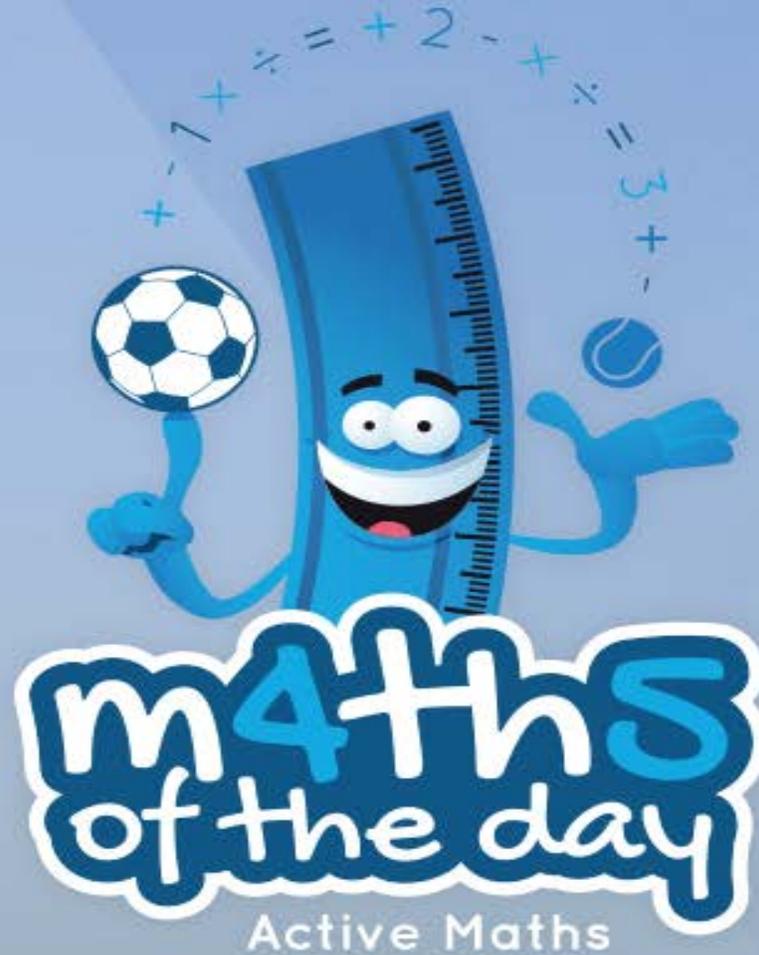


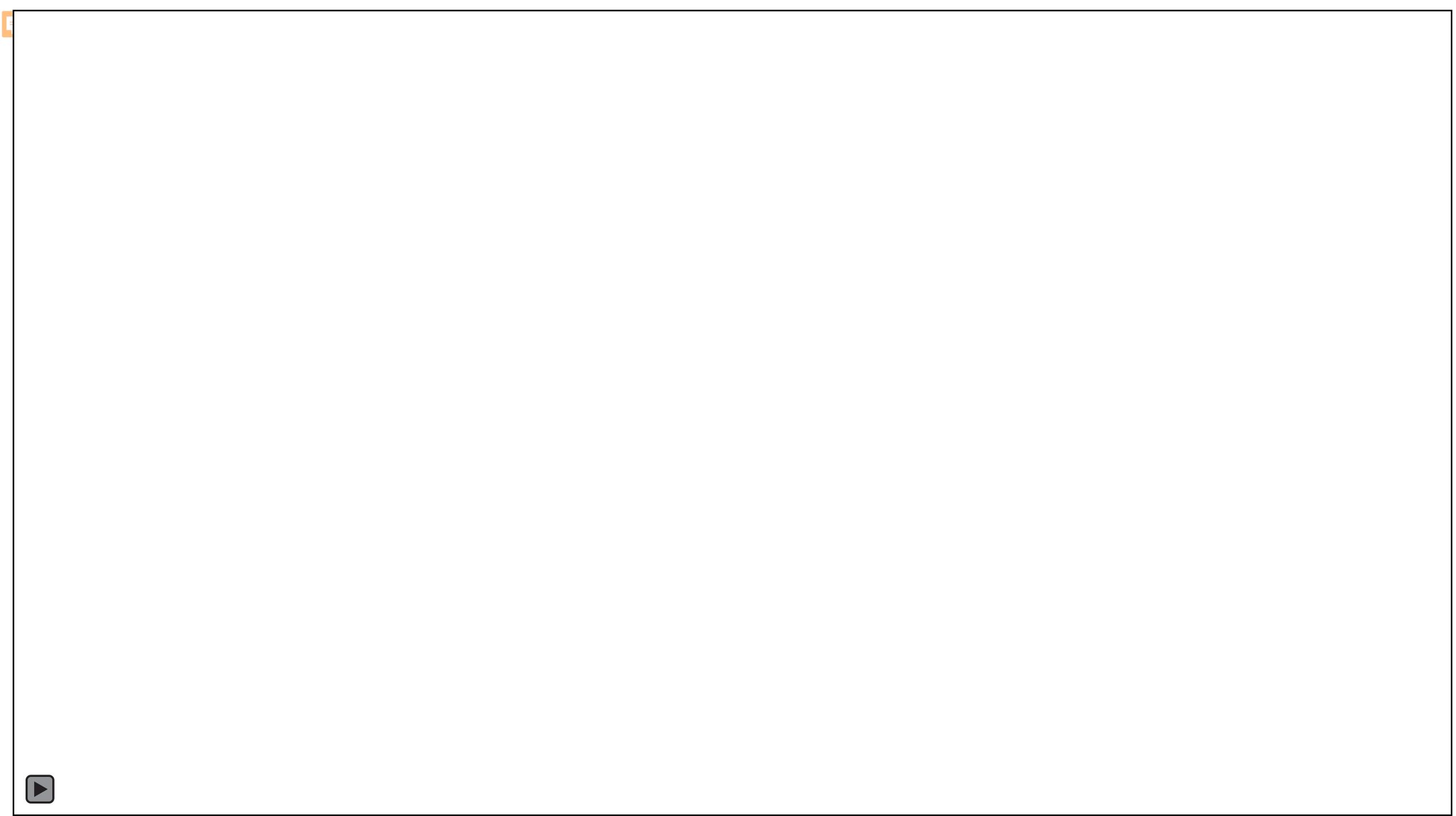
Jon Smedley



@MathsoftheDay



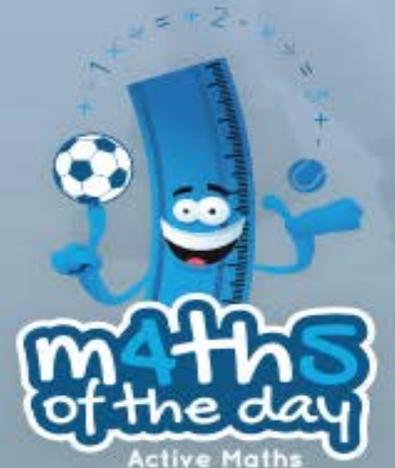
**Active Children – Now is the Time!**



First generation in history to have a life expectancy less than their parents



= + 2 - x ÷ = 3 + - x ÷ 4 = + - x 5 + = + - 6 x ÷ = + 7 - x ÷ = 8 + - x 9



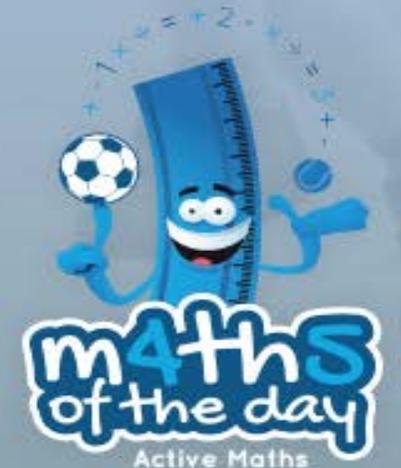


# By age 7, half of all UK children are not achieving the recommended amount of physical activity

*Physical Activity declines by 40% (boys) and 50% (girls) between the ages of 8-12*



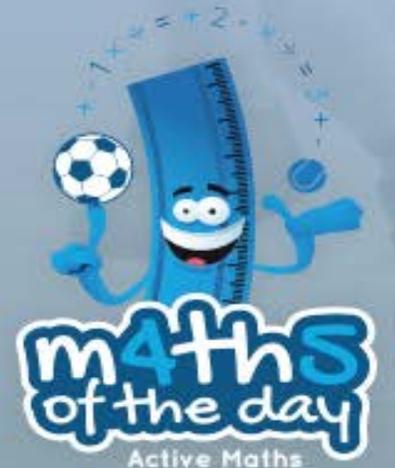
= + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



20% of children enter primary school overweight or obese, this rises to a third by the time they leave



= + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





## The Obesity Strategy – A Plan for Action (August 2016)

“Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time”



= + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





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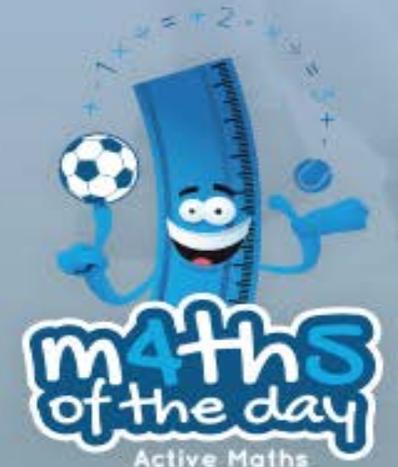
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= + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



“Active children are happier children”

“Better attitudes towards work”

“More enthusiasm”

“More engagement”

“Better self-esteem”

“Increased confidence”

“Enjoying lessons more”



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9

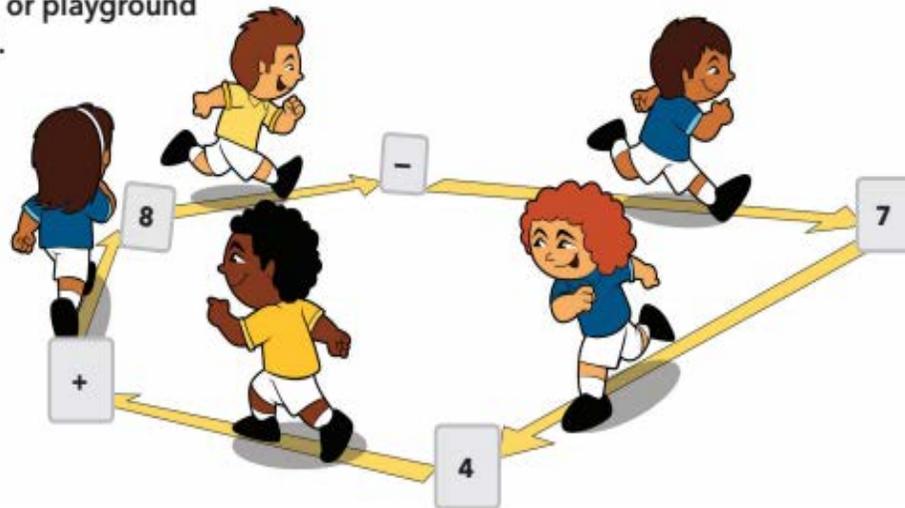


**Objective: Solve problems with addition and subtraction.**

### Number Search

#### Activity

- There are 20 cards scattered around the hall or playground (you could use the example cards provided).
- Start at any given number, the answer will tell you which card to go to next.
- The first group to complete the course correctly are the winners.



**Challenge/extension: Draw a map of the school. Put the cards out at the right place related to the map. Mark them on the map. Get another group to follow the map. OR, use your TOP challenge cards 'What's the Score'.**

1 × ÷ = + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × + = 8 + - × 9

ACTIVE

MATHS

YEAR 4

maths  
of the day  
Active Maths



**Objective: Estimate and use inverse operations to check answers to a calculation.**

### True or False

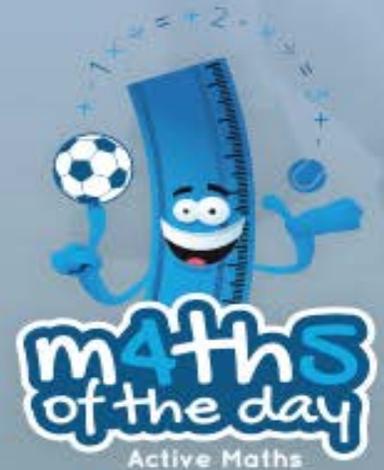
#### Activity

- Teams run and collect a 'sum card'\* from a designated area e.g. a hoop full of numbers at the end of the hall.
- If the children feel the numbers have been added/subtracted correctly and that the answer is correct, then the card goes in the true pile.
- However, if they see something that is wrong, then it simply goes in the false pile.
- Once completed, get pairs to look at each other's piles. Are they the same or different? Promote explanation and reason.
- Finally, the teachers can reveal the correct answers and correct any misconceptions.



\*A sum card will show a sum, it will show two numbers and an answer. The answer is based on the two numbers having been added/subtracted from one another.

1 × ÷ = + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × + = 8 + - × 9



ACTIVE

MATHS

YEAR 6

maths  
of the day  
Active Maths



**Objective: Solve problems involving addition, subtraction, multiplication and division.**

### Maths Hunt

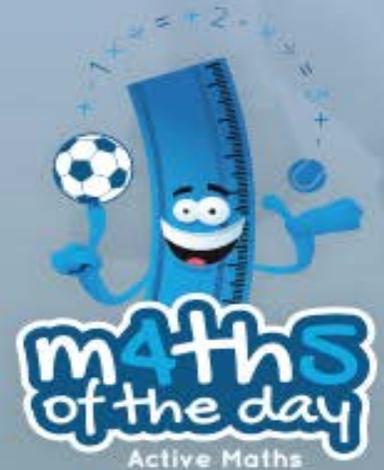
#### Activity

- Teacher prepares by putting clues out where numbers are marked on school orienteering map. (See additional resources)
- Give each pair/group an orienteering map and show them how to successfully use the map to identify school grounds\*.
- Pairs visit each clue on order (start from different clues to avoid congestion).
- On arrival at each clue they must answer the question, record the answer and then move on to the next clue.
- Once all clues have been visited and all questions answered the pair/group have finished.

\*If you don't have a map of your school grounds simply hide clues around the school or in the hall



1 × ÷ = + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × + = 8 + - × 9



“Evidence shows us that a positive attitude to maths is key to being numerate”

National Numeracy



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





“Negative attitudes are at the root of our numeracy crisis, rather than a lack of innate talent...our attitudes have to change”

## National Numeracy



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



“It is culturally acceptable in the UK to be negative about maths. We hear ‘I can’t do maths’ so often it doesn’t seem a strange thing to say”

Jorj Kowsun



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





“The best way to overcome negative attitudes to maths is to link it to something they love”

NCETM



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



Ofsted

DfE

“Increased attainment”

“More progress within lessons”

“Retain concepts better”

“Children have made exceptional progress”

“More work produced!”

“Increased understanding”

AfPE

YST



+ 2 - x ÷ = 3 + - x ÷ 4 = + - x 5 + = + - 6 x ÷ = + 7 - x ÷ = 8 + - x 9





**Townfield Primary School**

Using Maths of the Day to raise attitudes and attainment in maths.

**CASE STUDY**

<p><b>SCENARIO</b></p> <p>In a questionnaire, pupils voted maths as their least favourite subject.</p> <p>Attainment in maths within the school was poor, particularly with boys. As a result, maths became the number one school priority.</p>	<p><b>ACTIONS TAKEN</b></p> <p><b>Identify need</b> – SLT came together to look for alternative, creative and innovative ways to engage pupils in maths.</p> <p>School contacted Jan Smedley, Jan lead INSET within the school and introduced Maths of the Day.</p>
<p><b>IMPACT ON ATTITUDES</b></p> <p>Children's enthusiasm for Maths has increased significantly and it is now one of their favourite subjects! Children are engaged and their self-esteem has improved readily. This in turn has had a direct impact upon the attainment of the children across the school.</p>	<p><b>IMPACT ON ATTAINMENT</b></p> <p>As a result of the impact of Maths of the Day, children (across all year groups) are now attaining well above the national average in Maths. Pupil Premium children have made exceptional progress.</p> <p>The enthusiasm and passion for Maths incited by Maths of the Day continues to grow.</p>

**"Maths of the Day gives us the tools we need to get our children up and active and enjoying maths again."**  
- Doug Stitcher, Deputy Head Teacher.




[www.mathsoftheday.org.uk](http://www.mathsoftheday.org.uk)



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Doug Stitcher, Deputy Headteacher



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





**Marazion Primary School** CASE STUDY

Using Maths of the Day to increase engagement in maths lessons & increase physical activity levels within the school-curriculum

SCENARIO	ACTIONS TAKEN
The main focus was to bring increased engagement in Maths lessons through practical activity. This was also intrinsically linked to the Marazion School Improvement Plan (SIP), which focuses on increasing physical activity throughout the curriculum.	Jon Smedley from Maths of the Day attended Marazion and delivered a CPD session to staff.  As a result, the school subscribed and became a Maths of the Day member school.  Maths of the Day was introduced throughout the school.
IMPACT AND EVIDENCE	SHARING GOOD PRACTICE
Teachers reported: - Impact on the quantity of mathematical work completed during lesson - Impact on progress within lessons - Increased understanding - Clear impact on children's attitudes, engagement and enthusiasm - Increased levels of physical activity.	Following on from Marazion 'piloting' Maths of the Day - the school gave feedback to the other 10 local schools within the PE Cluster.  As a result, all 10 schools subscribed to Maths of the Day and have launched it within their own school.

"Maths that doesn't feel like maths - that's MOTD! Pupils have enjoyed mixing PE and maths; being active really makes a difference to engagement and motivation."  
- Jenny Rainbow, Headteacher

maths of the day logo, www.mathsoftheday.org.uk, Youth Sport Trust logo

Teachers reported:

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- Impact on progress within lessons
- Increased understanding
- Clear impact on children's attitudes, engagement and enthusiasm
- Increased levels of physical activity

*"Maths that doesn't feel like maths – that's MOTD! Pupils have enjoyed mixing PE and maths; being active really makes a difference to engagement and motivation"*

Jenny Rainbow, Headteacher



+ 2 - x ÷ = 3 + - x ÷ 4 = + - x 5 + = + - 6 x = - + 7 - x = - 8 + - x 9



**Mendell Primary School**  
Using Maths of the Day to improve standards in mathematics.

**CASE STUDY**

<p><b>SCENARIO</b></p> <p>Maths standards at Key Stage 2 were below national expectations. Only 70% of pupils were achieving the expected level of attainment at the end of year 6.</p> <p>Maths attainment became the school's number one priority.</p>	<p><b>ACTIONS TAKEN</b></p> <p>Introduction of 'Maths of the Day' across whole school.</p> <p>Action plan agreed - all classes to teach one lesson of maths via 'Maths of the Day' each week.</p> <p>Intervention/booster classes to involve 'Maths of the Day' 3 x per week.</p>
<p><b>IMPACT ON ATTITUDES</b></p> <p>Attainment went from below national expectations to top 10% nationwide.</p> <p>School recognised in top 50 schools nationwide for sustained improvement in maths.</p> <p>100% of children met KS2 at or above the expected level.</p>	<p><b>IMPACT ON ATTAINMENT</b></p> <p>94% of pupils rated maths higher since the introduction of Maths of the Day.</p> <p>100% of teachers felt it helped children to retain mathematical concepts.</p> <p>Improved teamwork, collaboration and determination within lessons.</p>

"Of all the new initiatives I have been introduced to, Maths of the Day is the one I use most and wouldn't want to teach without."  
- Sarah Swan, Maths Subject Leader

maths of the day logo, www.mathsoftheday.org.uk, Youth Sport Trust logo

Teachers reported:

- 94% of children rated maths higher following the introduction of MOTD
- 100% of teachers reported MOTD helped children to retain mathematical concepts
- Maths results went from below national expectations to top 10% nationwide

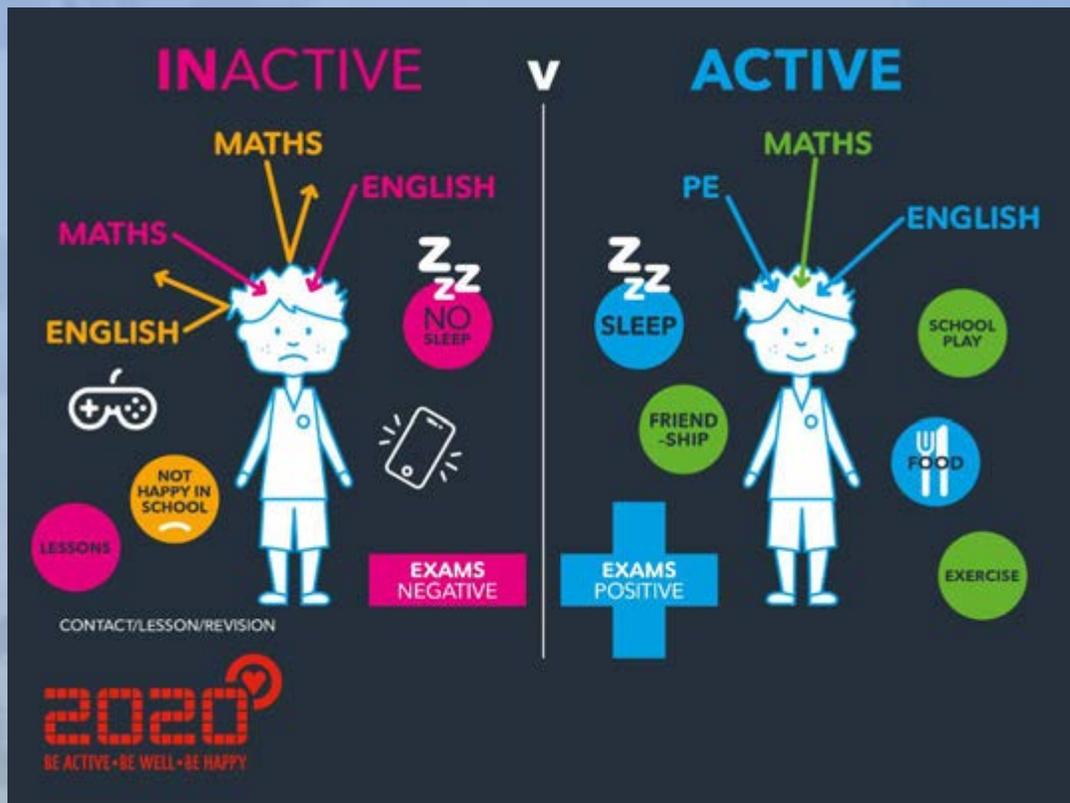
***“As a result of Maths of the Day, attainment in maths – and children’s enjoyment of maths – is improving”***

**Ofsted**



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9





## Active kids do better

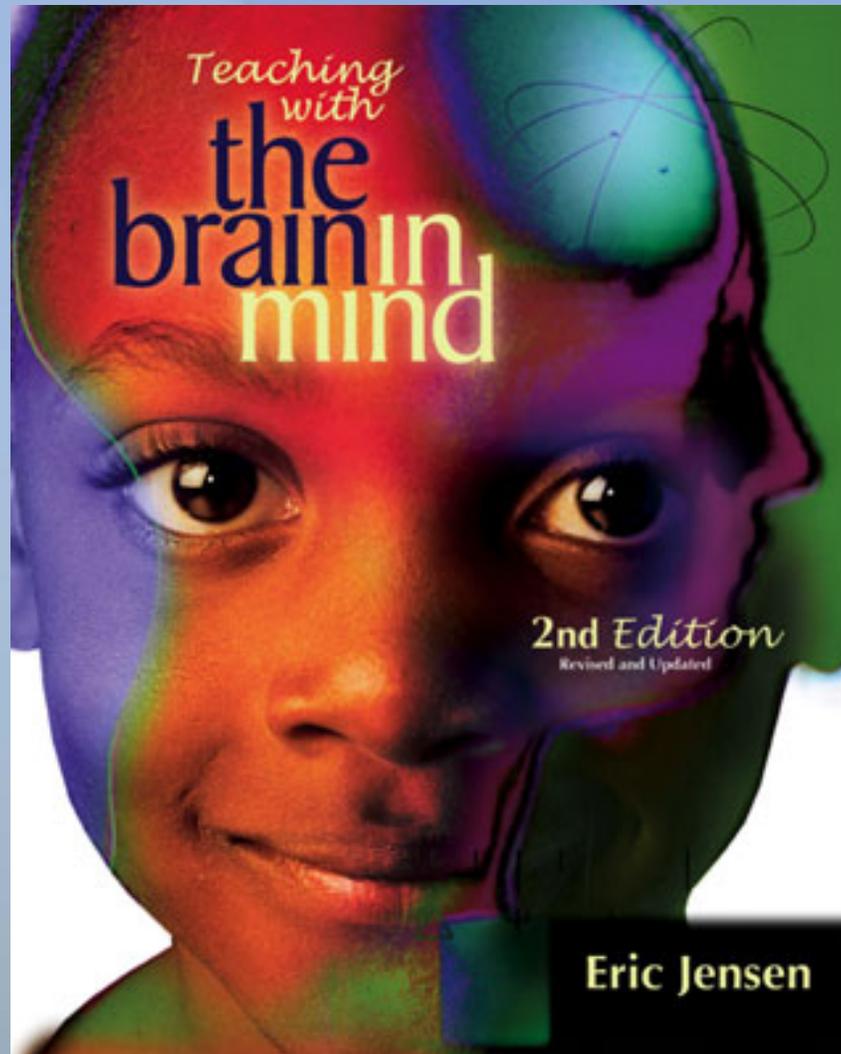
Better academic performance. Better behaviour.  
Better health. Better lives.

# Benefits of Active Children

- Increases Productivity
- Increases Energy Levels
- Exercise Improves Well Being
- Reduces Obesity
- Reduces Stress Levels
- Improves Mood
- Improves Brain Health

1 × ÷ = + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × = = + 7 - × = = 8 + - × 9





- × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × + = 8 + - × 9



- “There are strong connections between physical education, movement, energising activities and cognitive learning”
- “Movement can:
  - 1) strengthen learning
  - 2) improve memory and retrieval, and
  - 3) enhance learner motivation and morale”
- “Most neuroscientists agree that movement and cognition are powerfully connected”
- “Exercise improves classroom behaviour and academic performance”
- “Active children showed better attitude towards school”



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



- “Learning through play and physical education allows learners to make mistakes without ‘lethal’ consequences (with far less embarrassment and more fun than in a traditional classroom situation)”
- “It enhances social skills, emotional intelligence and resilience”
- “It increases catecholamines (brain chemicals) which energise and elevate mood”
- “The case for children learning through physical movement everyday is growing”



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



# Movement and Learning by Eric Jensen

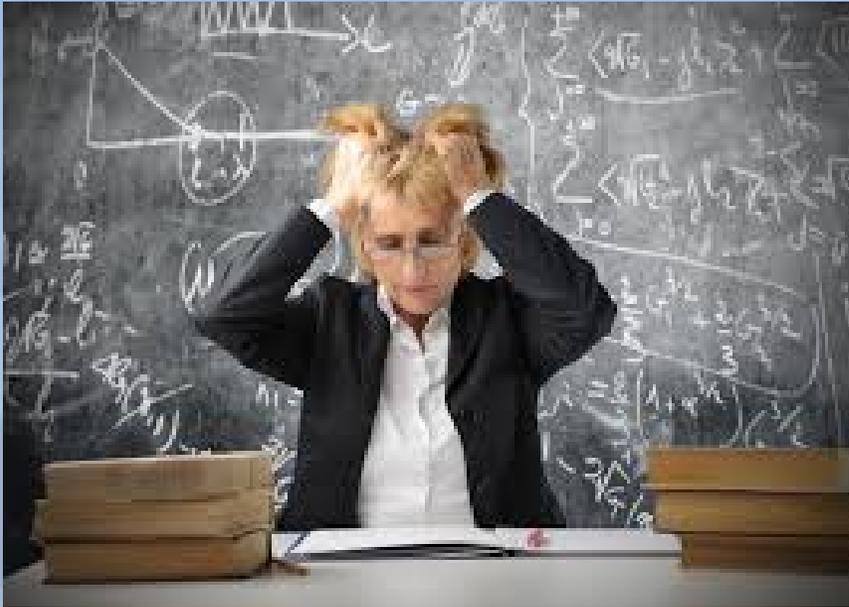
## Summary

“Some of the smartest things teachers can do are the simplest. When we keep students active, we keep their energy levels up and provide their brains with the oxygen-rich blood needed for highest performance. Teachers who insist that students remain seated and still during the entire lesson are not promoting optimal conditions for learning”

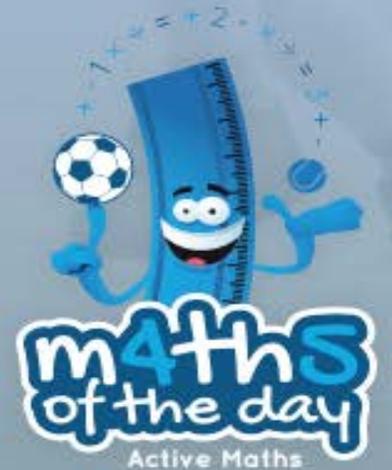


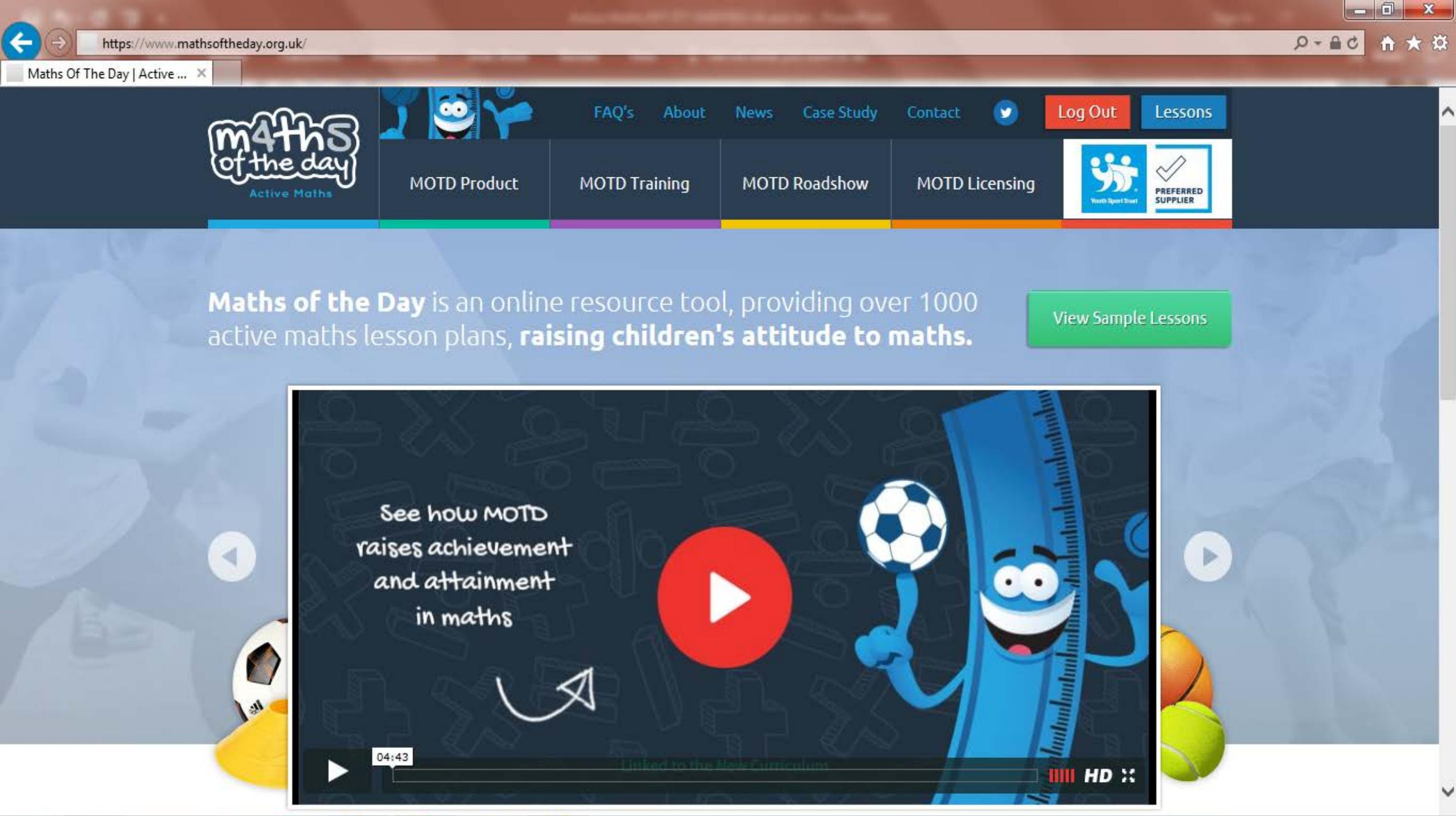
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- × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × + = 8 + - × 9





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Lessons

MOTD Product

MOTD Training

MOTD Roadshow

MOTD Licensing



Maths of the Day is an online resource tool, providing over 1000 active maths lesson plans, **raising children's attitude to maths.**

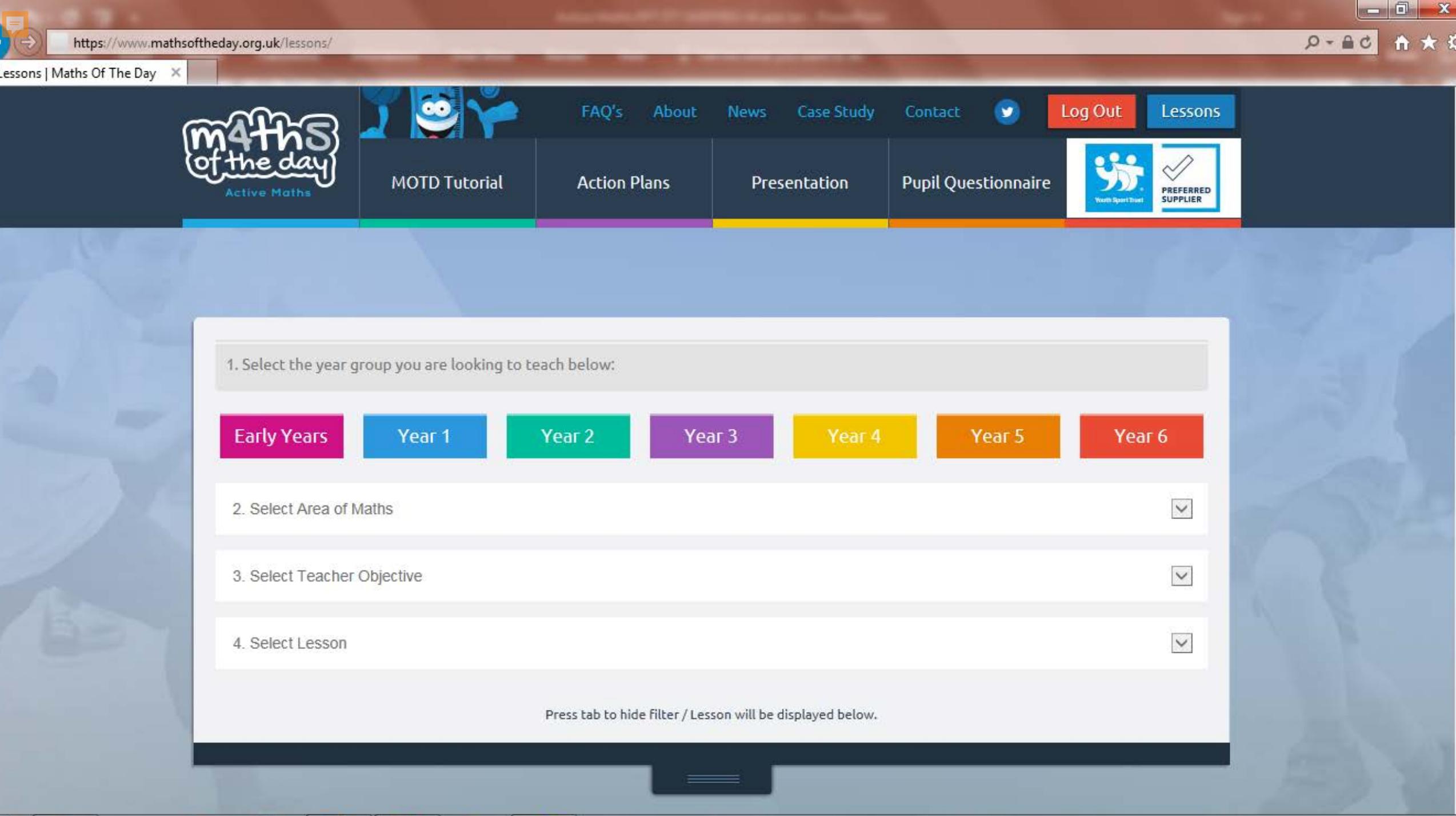
[View Sample Lessons](#)

See how MOTD raises achievement and attainment in maths

04:43

Linked to the New Curriculum

HD



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1. Select the year group you are looking to teach below:

[Early Years](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

2. Select Area of Maths



3. Select Teacher Objective



4. Select Lesson



Press tab to hide filter / Lesson will be displayed below.



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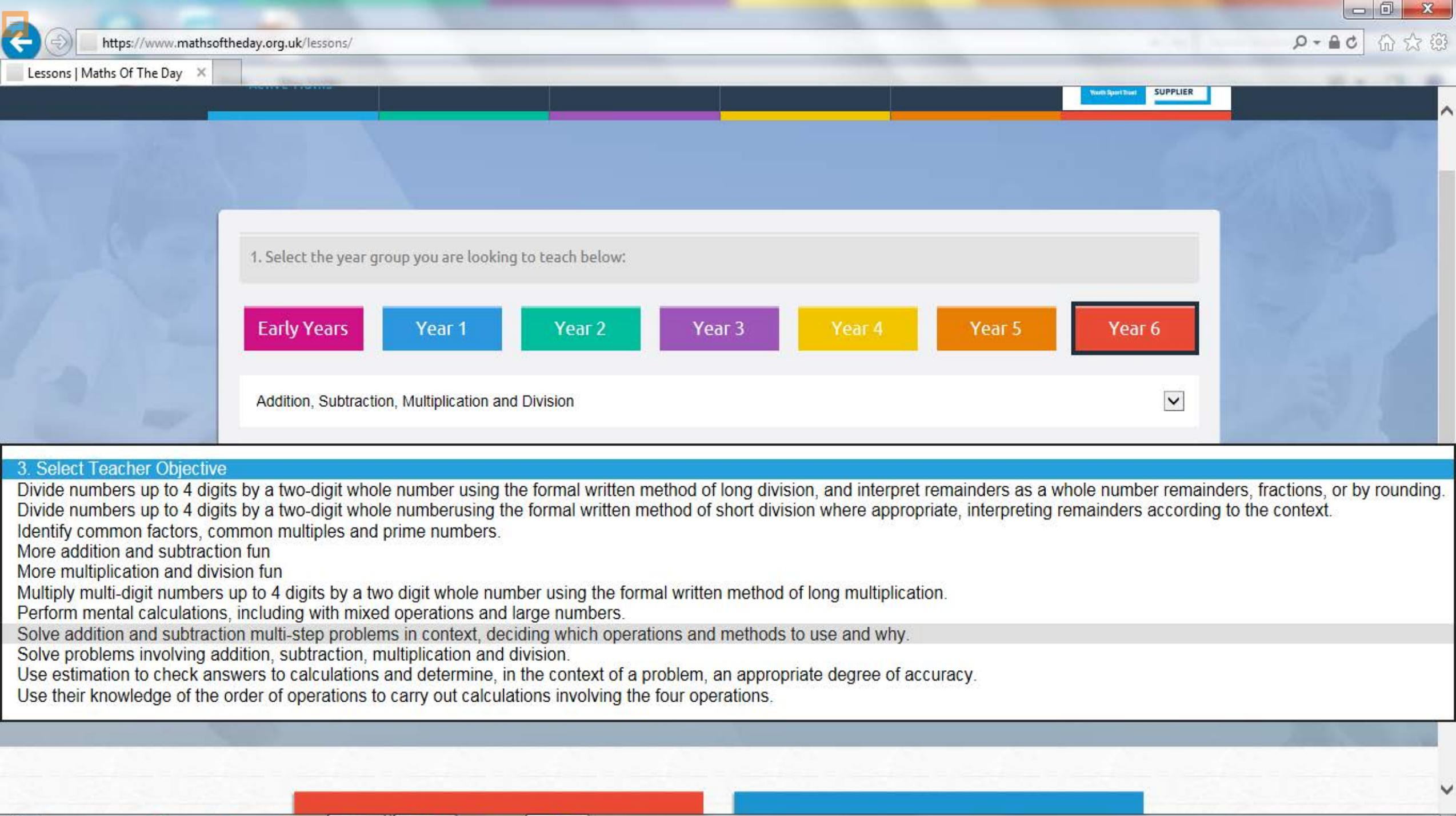
1. Select the year group you are looking to teach below:

- [Early Years](#)
- [Year 1](#)
- [Year 2](#)
- [Year 3](#)
- [Year 4](#)
- [Year 5](#)
- [Year 6](#)

2. Select Area of Maths
- [Addition, Subtraction, Multiplication and Division](#)
  - [Algebra](#)
  - [Fractions \(including decimals and percentages\)](#)
  - [Number, Place Value and Rounding](#)
  - [Ratio and Proportion](#)

4. Select Lesson

Press tab to hide filter / Lesson will be displayed below.



1. Select the year group you are looking to teach below:

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Addition, Subtraction, Multiplication and Division



### 3. Select Teacher Objective

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as a whole number remainders, fractions, or by rounding.

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division where appropriate, interpreting remainders according to the context.

Identify common factors, common multiples and prime numbers.

More addition and subtraction fun

More multiplication and division fun

Multiply multi-digit numbers up to 4 digits by a two digit whole number using the formal written method of long multiplication.

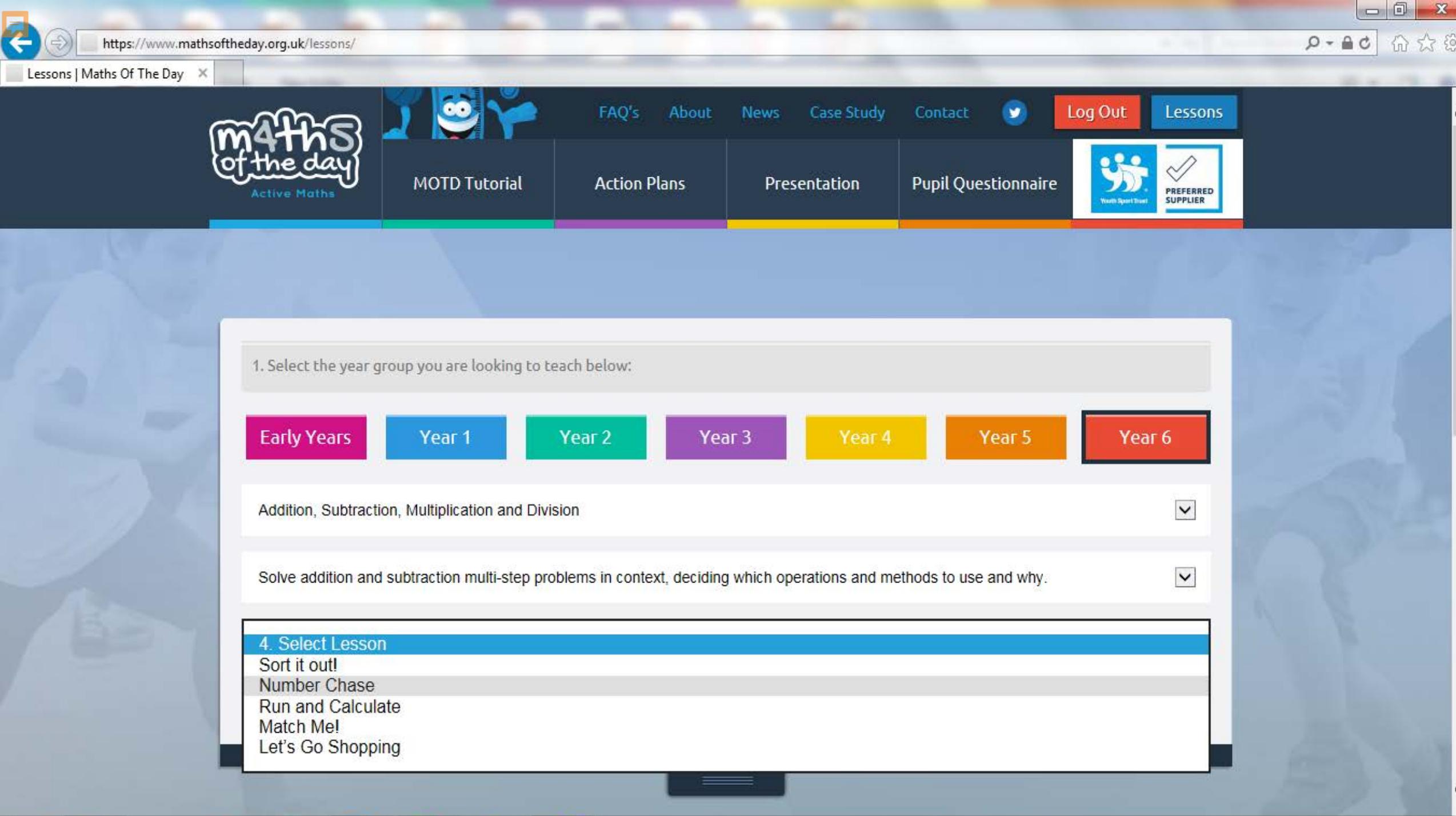
Perform mental calculations, including with mixed operations and large numbers.

Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Use their knowledge of the order of operations to carry out calculations involving the four operations.



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1. Select the year group you are looking to teach below:

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Addition, Subtraction, Multiplication and Division



Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.



4. Select Lesson

Sort it out!

Number Chase

Run and Calculate

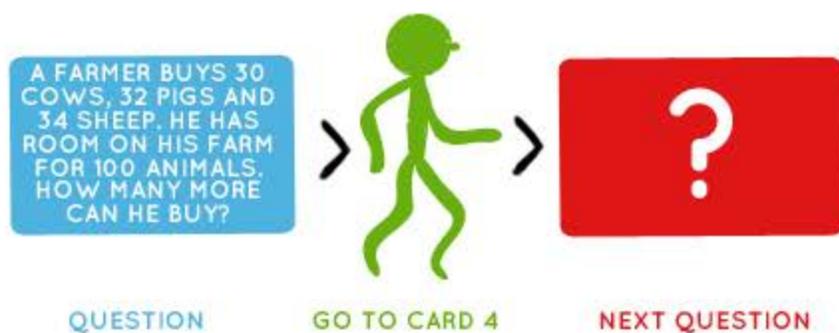
Match Me!

Let's Go Shopping

# Number Chase

## Instructions

1. There are 15 cards scattered around the gymnasium. Start at any given number - the answer to the question will tell you which card to go to next.



2. The first group to complete the course correctly are the winners.

Download Lesson Plan 



## Resources

- [Number Chase RESOURCE Cards \(pdf\)](#)
- [Number Chase RESOURCE Cards \(word\)](#)
- [Number Chase Answer Card \(pdf\)](#)

Class/Teacher:

Date:



Year Group: Year 6

Area of Maths: Addition, Subtraction, Multiplication and Division

Lesson Title: Number Chase

Resource(s): 'Number Chase' resource cards

Teacher Objective: "Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why"

Instructions:

1. There are 15 cards scattered around the gymnasium. Start at any given number - the answer to the question will tell you which card to go to next.



2. The first group to complete the course correctly are the winners.

**CARD 150**

David buys a coat for £52, a shirt for £26 and a pair of shorts for £12.  
How much change will he have from £100

**CARD 10**

Calculate:  
 $(100 - 54) - (12 + 52)$

**CARD 34**

Calculate:  
 $(10 + ??) = (78 - 51)$

**CARD 22**

A farmer has 32 pigs, 16 sheep and 8 cows.  
He sells half of his pigs, 4 of his sheep and 2 of his cows.  
How many animals does he have left?

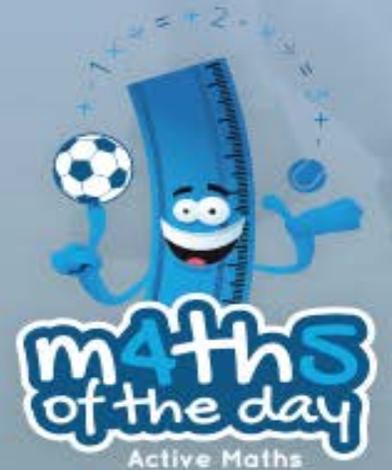
**CARD 21**

Strawberry Ice Cream = £1.50  
Chocolate Ice Cream = £1.75  
Vanilla Ice Cream = £1.25

George buys 2 strawberry ice creams, 1 chocolate ice cream and 1 vanilla ice cream.  
How much change will he get from £10



- × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



# Halves Treasure Chest

## Instructions

1. Arrange children into teams (position as if in a relay).  
  
There are 2 pots situated at the other end of the room/hall:  
  
'Fraction Pot' holding the fraction questions.  
  
'Treasure Pot' holding pieces of treasure.
2. Child A runs to the 'Fraction Pot' and collects a card.
3. He/she then runs back to his team and shows them the 'Half' card.  
  
e.g.  $\frac{1}{2}$  of 6 = ?
4. The group work out the answer (3 in this case) and then go and collect 3 pieces of treasure from the centre pot.
5. This is repeated until the Treasure Pot has been emptied by all of the teams.

Download Lesson Plan 



## Resources

- [Halves Treasure Chest RESOURCE Cards - Halves \(pdf\)](#)
- [Halves Treasure Chest RESOURCE Cards - Halves \(word\)](#)
- [Halves Treasure Chest RESOURCE Cards - Quarters \(pdf\)](#)

<u>Question:</u> $\frac{1}{2}$ of 8	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 2	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 10	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 8	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 2	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 10	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 8	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 2	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 6	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 4	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 12	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 6	<u>Answer:</u>
<u>Question:</u> $\frac{1}{2}$ of 4	<u>Answer:</u>	<u>Question:</u> $\frac{1}{2}$ of 12	<u>Answer:</u>

1. Select the year group you are looking to teach below:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Number and Place Value



Compare and order numbers from 0 up to 100; use 'greater than', 'less than' and 'equal' signs.



#### 4. Select Lesson

Greater Than, Less Than Challenge

Human Number Line

Guess My Sequence

Order! Order!

Ladders

Crocs

3 in a row!

Missing Numbers

Biggest Number

Activity Challenge

# Activity Challenge

## Instructions

1. Children and teacher agree on a 'Activity Challenge'.  
  
e.g. How many Star Jumps can you do in 1 minute?
2. Children estimate (guess) how many they will be able to do in the time given.  
(A teacher estimate and actual performance helps here for children to be realistic – the children also love the idea of trying to beat the teacher).
3. Once all children have made an estimation the teacher times one minute and the children participate in the challenge.

NOTE: You may wish to have children working in pairs/small groups so they can count for one another.

4. Once complete, children record their answer on the sheet provided (see resources).

They now record results of friends/group members.

Download Lesson Plan 



## Resources

- [Activity Challenge RESOURCE Card \(pdf\)](#)
- [Activity Challenge RESOURCE Card \(word\)](#)

<u>Name</u>	<u>Estimated Score</u>	<u>Actual Score</u>	<u>Difference</u>	<u>Position</u>



[MOTD Tutorial](#)

[Action Plans](#)

[Presentation](#)

[Pupil Questionnaire](#)



1. Select the year group you are looking to teach below:

[Early Years](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

Multiplication and Division



Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspond



4. Select Lesson

Multiplication Station

Grand Prix Grid

What's the question?

Around the World (Missing Number)

Array Trade

Maths Orienteering

Array of Sunshine

## Around the World (Missing Number)

### Instructions

1. The hall/playground is the 'World' and children will visit the planets and stars around the outside.
2. At each planet they will be presented with a 'missing number' problem.
3. Children must calculate the answer.
4. Move on to the next planet.
5. Pairs share answer sheets (see resources) – discussion here is vital and very worthwhile.
6. Pairs should share strategies and compare answers (with reasoning and explanation).

Download Lesson Plan 



### Resources

- [Around the World RESOURCE Cards \(pdf\)](#)
- [Around the World RESOURCE Cards \(word\)](#)
- [Around the World Answer Cards \(pdf\)](#)

The Sun  
 $4 \times ? = 24$

Maths of the Day  
193 1442 001  
Around the World

19th Nov 2016

Uranus  
 $? \div 3 = 6$

Maths of the Day  
193 1442 001  
Around the World

19th Nov 2016

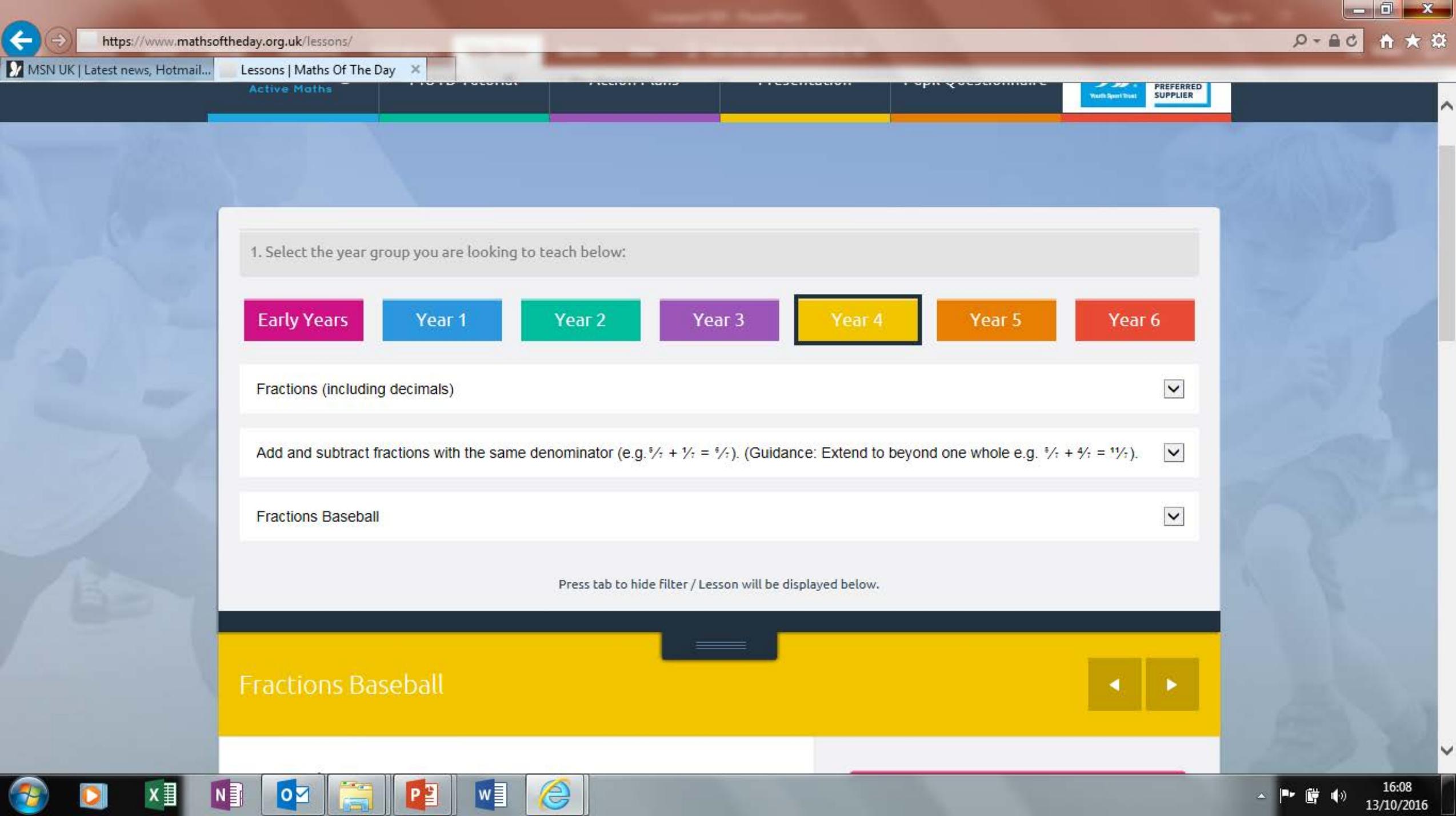
Venus  
 $5 \times ? = 40$

Maths of the Day  
193 1442 001  
Around the World

19th Nov 2016

1  $\times \div = +$  2  $- \times \div = 3$  +  $- \times \div$  4  $= + - \times 5$  +  $= + -$  6  $\times \div = +$  7  $- \times \div =$  8  $+ - \times 9$





1. Select the year group you are looking to teach below:

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Fractions (including decimals)

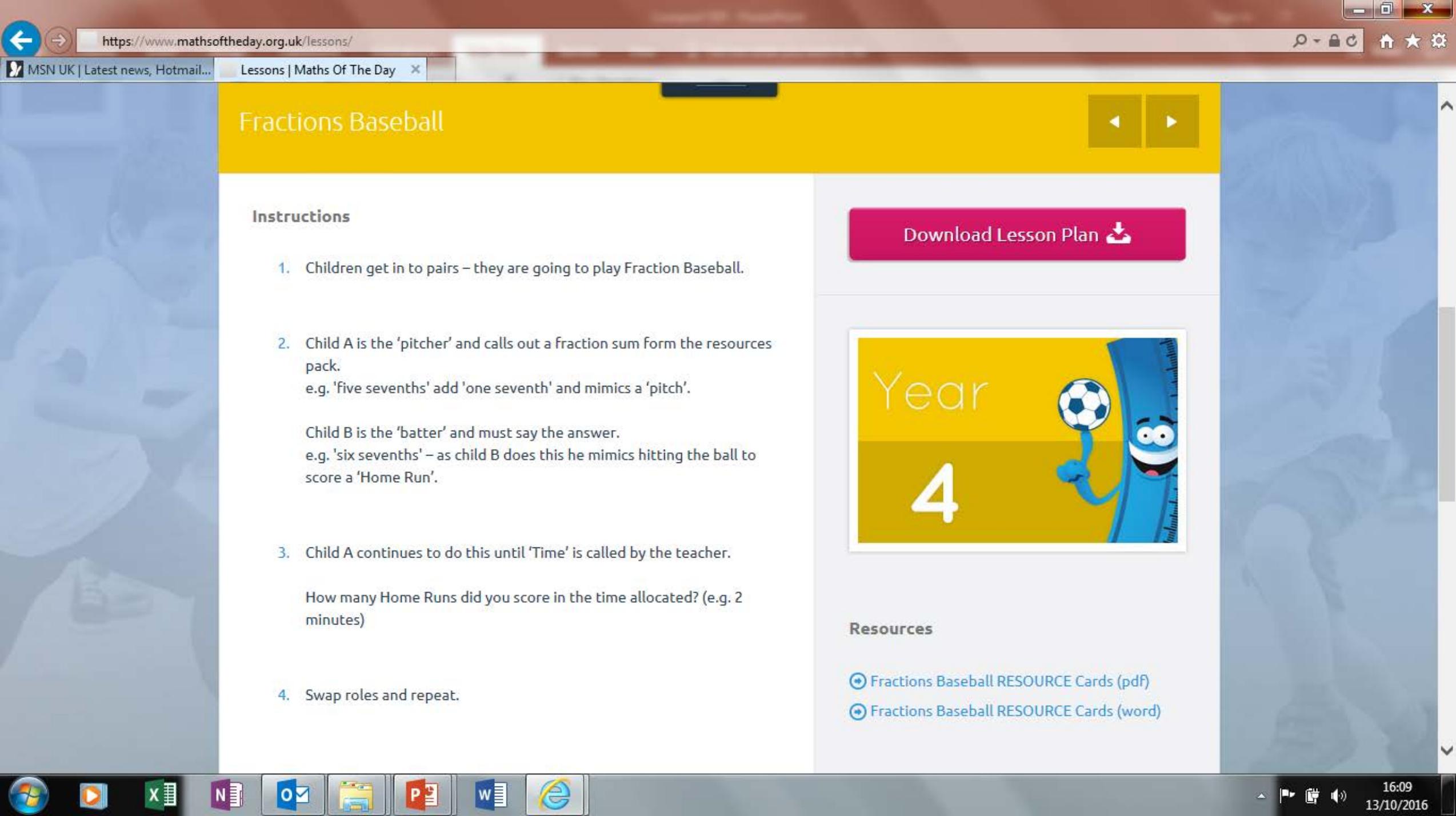
Add and subtract fractions with the same denominator (e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ). (Guidance: Extend to beyond one whole e.g.  $\frac{5}{7} + \frac{4}{7} = 1\frac{2}{7}$ ).

Fractions Baseball

Press tab to hide filter / Lesson will be displayed below.

Fractions Baseball





# Fractions Baseball

## Instructions

1. Children get in to pairs – they are going to play Fraction Baseball.
2. Child A is the 'pitcher' and calls out a fraction sum from the resources pack.  
e.g. 'five sevenths' add 'one seventh' and mimics a 'pitch'.

Child B is the 'batter' and must say the answer.  
e.g. 'six sevenths' – as child B does this he mimics hitting the ball to score a 'Home Run'.

3. Child A continues to do this until 'Time' is called by the teacher.

How many Home Runs did you score in the time allocated? (e.g. 2 minutes)

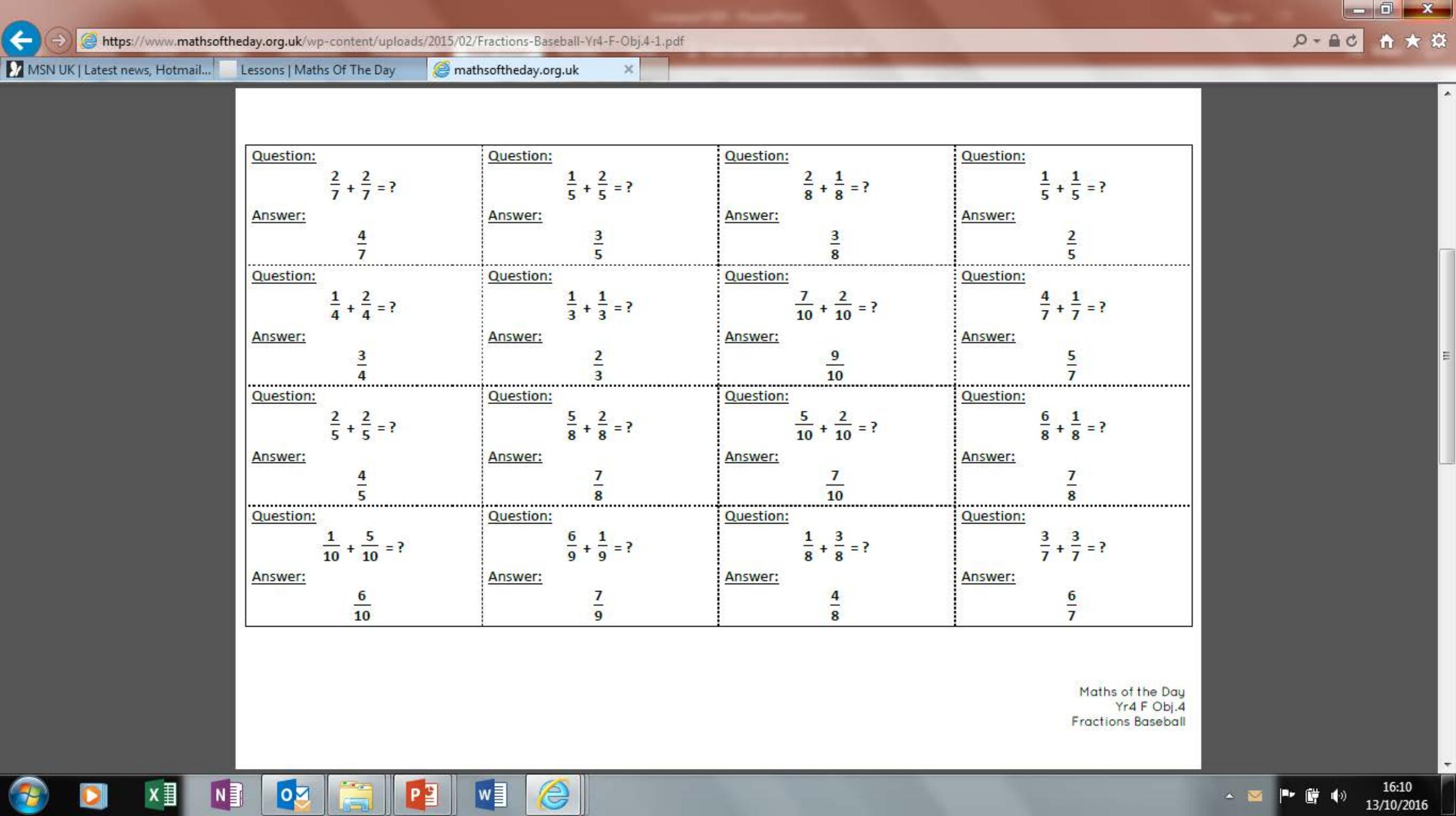
4. Swap roles and repeat.

[Download Lesson Plan](#) 



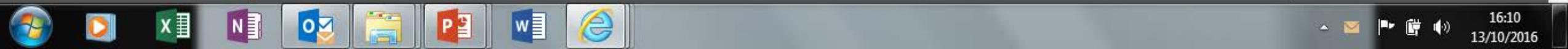
## Resources

- [Fractions Baseball RESOURCE Cards \(pdf\)](#)
- [Fractions Baseball RESOURCE Cards \(word\)](#)



<p><u>Question:</u></p> $\frac{2}{7} + \frac{2}{7} = ?$ <p><u>Answer:</u></p> $\frac{4}{7}$	<p><u>Question:</u></p> $\frac{1}{5} + \frac{2}{5} = ?$ <p><u>Answer:</u></p> $\frac{3}{5}$	<p><u>Question:</u></p> $\frac{2}{8} + \frac{1}{8} = ?$ <p><u>Answer:</u></p> $\frac{3}{8}$	<p><u>Question:</u></p> $\frac{1}{5} + \frac{1}{5} = ?$ <p><u>Answer:</u></p> $\frac{2}{5}$
<p><u>Question:</u></p> $\frac{1}{4} + \frac{2}{4} = ?$ <p><u>Answer:</u></p> $\frac{3}{4}$	<p><u>Question:</u></p> $\frac{1}{3} + \frac{1}{3} = ?$ <p><u>Answer:</u></p> $\frac{2}{3}$	<p><u>Question:</u></p> $\frac{7}{10} + \frac{2}{10} = ?$ <p><u>Answer:</u></p> $\frac{9}{10}$	<p><u>Question:</u></p> $\frac{4}{7} + \frac{1}{7} = ?$ <p><u>Answer:</u></p> $\frac{5}{7}$
<p><u>Question:</u></p> $\frac{2}{5} + \frac{2}{5} = ?$ <p><u>Answer:</u></p> $\frac{4}{5}$	<p><u>Question:</u></p> $\frac{5}{8} + \frac{2}{8} = ?$ <p><u>Answer:</u></p> $\frac{7}{8}$	<p><u>Question:</u></p> $\frac{5}{10} + \frac{2}{10} = ?$ <p><u>Answer:</u></p> $\frac{7}{10}$	<p><u>Question:</u></p> $\frac{6}{8} + \frac{1}{8} = ?$ <p><u>Answer:</u></p> $\frac{7}{8}$
<p><u>Question:</u></p> $\frac{1}{10} + \frac{5}{10} = ?$ <p><u>Answer:</u></p> $\frac{6}{10}$	<p><u>Question:</u></p> $\frac{6}{9} + \frac{1}{9} = ?$ <p><u>Answer:</u></p> $\frac{7}{9}$	<p><u>Question:</u></p> $\frac{1}{8} + \frac{3}{8} = ?$ <p><u>Answer:</u></p> $\frac{4}{8}$	<p><u>Question:</u></p> $\frac{3}{7} + \frac{3}{7} = ?$ <p><u>Answer:</u></p> $\frac{6}{7}$

Maths of the Day  
Yr4 F Obj.4  
Fractions Baseball



1. Select the year group you are looking to teach below:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Fractions (including decimals and percentages)



Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{4}{5}$  and those with a denominator of a multiple



Maths and the Beanstalk



Press tab to hide filter / Lesson will be displayed below.

## Maths and the Beanstalk

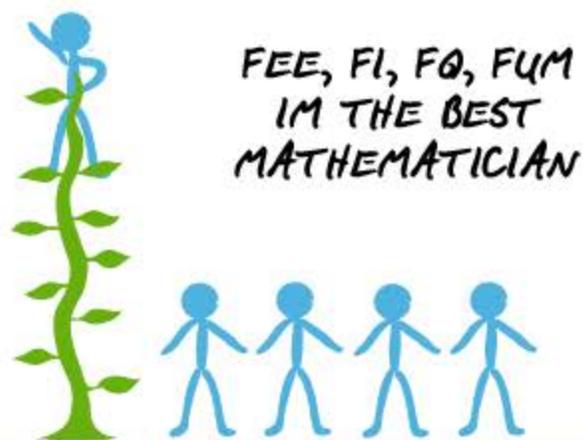
### Instructions

Download Lesson Plan 

1. Groups are all presented with a 'Maths Beanstalk'

### Instructions

1. Groups are all presented with a 'Maths Beanstalk'.
2. There are 10 steps to the top of the beanstalk.
3. To climb a step the children must solve the problems.
4. Children can jump/hop/leap to the next 'step' until they reach the top.
5. On reaching the top, the group shout out "Fee, Fi, Fo, Fum. I'm the best mathematician".



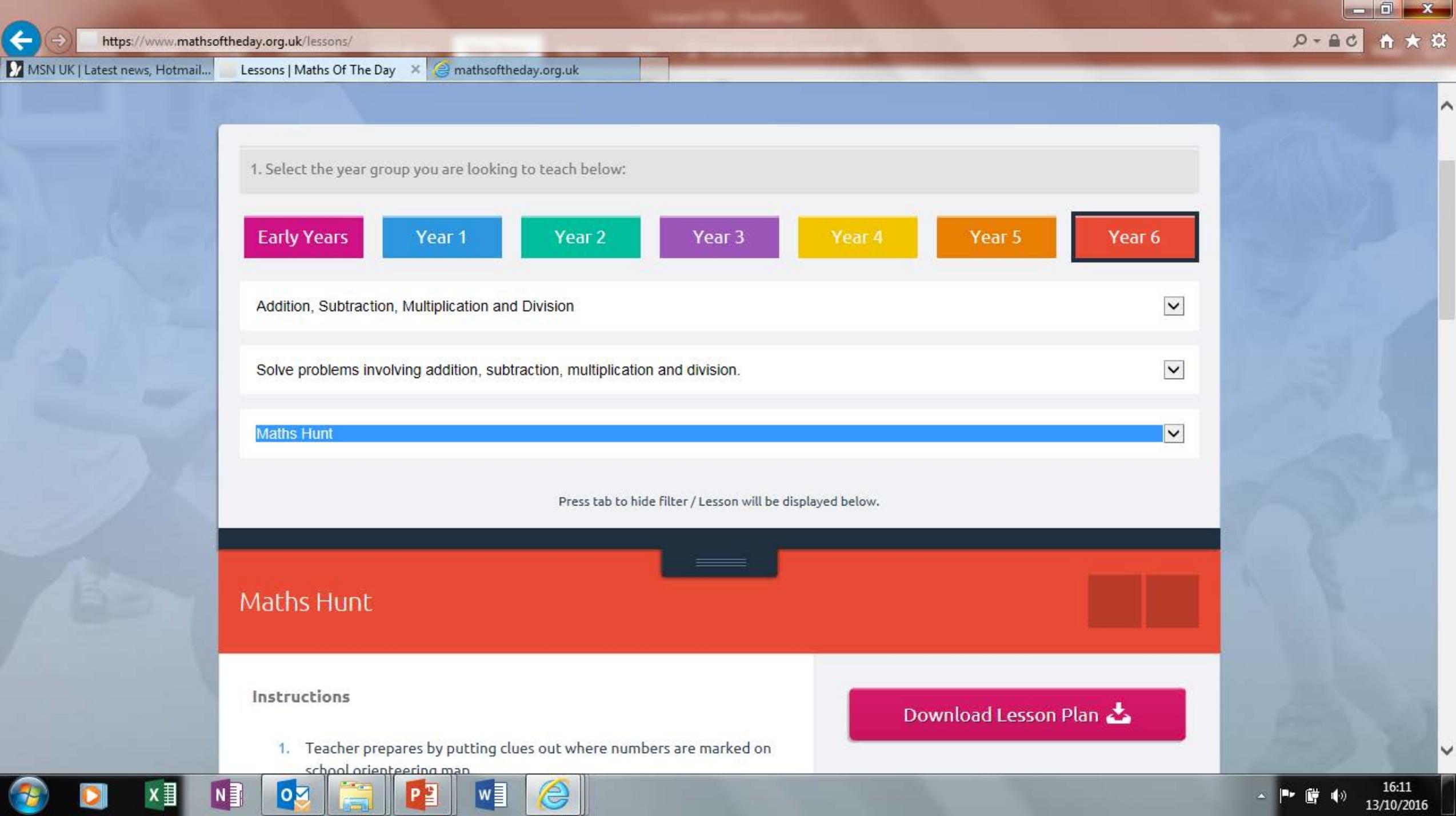
Download Lesson Plan 



### Resources

- [Maths and the Beanstalk RESOURCE Cards \(pdf\)](#)
- [Maths and the Beanstalk RESOURCE Cards \(word\)](#)

<b>Step 1</b>	<b>What is <math>100 \times 0.25</math>?</b>	<b>Answer:</b>
<b>Step 2</b>	<b>What is 40% of £300?</b>	<b>Answer:</b>
<b>Step 3</b>	<b>What is <math>\frac{2}{5}</math> of 75?</b>	<b>Answer:</b>
<b>Step 4</b>	<b>What is 50% of £200?</b>	<b>Answer:</b>
<b>Step 5</b>	<b>What is <math>\frac{1}{4}</math> of £360?</b>	<b>Answer:</b>
<b>Step 6</b>	<b>What is 20% of £50?</b>	<b>Answer:</b>
<b>Step 7</b>	<b>What is 80% of £20?</b>	<b>Answer:</b>
<b>Step 8</b>	<b>What is <math>\frac{4}{5}</math> of 25?</b>	<b>Answer:</b>
<b>Step 9</b>	<b>What is 10% of £350?</b>	<b>Answer:</b>
<b>Step 10</b>	<b>What is 25% of 500?</b>	<b>Answer:</b>



1. Select the year group you are looking to teach below:

Early Years

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Addition, Subtraction, Multiplication and Division

Solve problems involving addition, subtraction, multiplication and division.

Maths Hunt

Press tab to hide filter / Lesson will be displayed below.

## Maths Hunt

### Instructions

1. Teacher prepares by putting clues out where numbers are marked on school orienteering map

Download Lesson Plan 

### Instructions

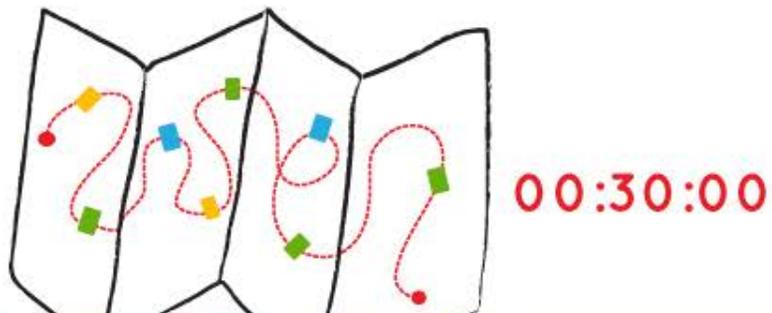
1. Teacher prepares by putting clues out where numbers are marked on school orienteering map.

2. Give each pair/group an orienteering map.

Show them how to successfully use the map to identify school grounds.

3. Pairs visit each clue in order (start from different clues to avoid congestion).

On arrival at each clue they must answer the question, record the answer and then move on to the next clue.



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### Resources

- [Maths Hunt RESOURCE Cards \(pdf\)](#)
- [Maths Hunt RESOURCE Cards \(word\)](#)
- [Maths Hunt Answer Card \(pdf\)](#)

**CLUE NUMBER 1**

Mrs Dodd (the school secretary) types 4,480 words in one hour.

How many does she type in 15 minutes?

Maths of the Day  
196 A 5 10 0 0 0  
11/03/2016

**CLUE NUMBER 12**

Great Grandma Jean has £50 and 20 grandchildren.

How much will each of them get?

Maths of the Day  
196 A 5 10 0 0 0  
11/03/2016

**CLUE NUMBER 4**

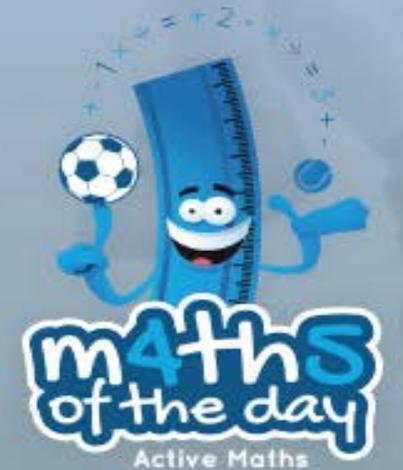
There are 15,000 fans at a football match.

$\frac{2}{5}$  of the supporters are girls.

How many of the supporters are boys?

Maths of the Day  
196 A 5 10 0 0 0  
11/03/2016

1 × ÷ = + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9







# Next steps at your school?



- Active Maths?
- Maths of the Day?

## Kent CSP Conference Offer

**£100 off MOTD- £495**

[jon@motd.org.uk](mailto:jon@motd.org.uk)



+ 2 - x ÷ = 3 + - x ÷ 4 = + - x 5 + = + - 6 x + = + 7 - x + = 8 + - x 9



[jon@motd.org.uk](mailto:jon@motd.org.uk)

# Thank you!



@MathsoftheDay



[www.mathsoftheday.org.uk](http://www.mathsoftheday.org.uk)



+ 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9



## PE and Sport Funding

“Maths of the Day is a great resource for actively engaging children in mathematics. Children are very enthusiastic about the sessions and, very interestingly, the desire to complete the maths challenges accurately (rather than just the physical activity) actually becomes the most important focus for the children. The programme is easy to prepare and deliver which makes it a winner with teachers, TA’s and children!”

Mr Steve Tindall

Headteacher, Holy Family Catholic Primary School, Addlestone, Surrey

YST Ambassador Headteacher

HT Adviser for use of PE and Sport Funding



= + 2 - × ÷ = 3 + - × ÷ 4 = + - × 5 + = + - 6 × ÷ = + 7 - × ÷ = 8 + - × 9

