

KS1 – Lesson Plan 1 – Maths

How can we use movement to learn numbers?

Aim: To develop early number skills through active movement-based games and to reinforce counting, addition, and subtraction in a fun, physical way.	Key Words: count, add, subtract, more, fewer, total, number line, movement, exercise	Preparation: - 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.

WC / PT	<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.	0-5 mins
WC	<u>Main Teach:</u> 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.	5-10 mins

I / S	<u>Activity:</u> Maths Movement Circuit Set up several stations: • 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 Children rotate through stations in small groups.	10-30 mins
I	<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.	30-35 mins
WC	<u>Plenary:</u> Circle time cool down. Ask: • 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	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: • 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	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.