



Activity Idea

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| Activity | Jumping Jacks |
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| Possibilities for maths learning | <input checked="" type="checkbox"/> Counting | <input type="checkbox"/> Composition | <input checked="" type="checkbox"/> Cardinality |
| | <input type="checkbox"/> Subitise | <input checked="" type="checkbox"/> Comparison | <input checked="" type="checkbox"/> Measure |
| | <input type="checkbox"/> Shape | <input type="checkbox"/> Pattern | <input type="checkbox"/> Spatial awareness |

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| Resources | <ul style="list-style-type: none"> ➤ Stopwatch ➤ Recording sheet |
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| Activity Outline | <p>Explain that today the children will count and record the number of jumping jacks that they can do in 10 seconds. Ask: <i>“Does everyone know how to do a jumping jack?”</i> Model how to do a jumping jack.</p> <p>Before the children start the activity show them how the stop watch works. Give the children experience of how long 10 seconds is by starting the stop watch and counting with it to ten seconds.</p> <p>Have the children predict how many jumping jacks they can do in 10 seconds. To keep track of their predictions these need to be recorded writing each child’s names and their predictions alongside. Engage children in discussion about who has predicted they can do the most, the least, the same etc. and whether they think their predictions are accurate (for example is a child has estimated 100 engage children in discussion as to whether they think this is possible and why/why not)</p> <p>The activity may be easier for children to carry out in pairs as it sometimes tricky to do jumping jacks and count them at the same time, so to start with ask children to work in pairs</p> <ol style="list-style-type: none"> 1. Say: <i>“Ready, set, go!”</i> and begin timing for 10 seconds. Encourage the children to count the number of jumping jacks as they jump. 2. Say: <i>“Stop!”</i> when the 10 seconds are up. Have the children record the number of jumping jacks completed. 3. Ask: <i>“Does that number match what you predicted? Did you do more jumping jacks than you predicted? Did you do less jumping jacks than you predicted?”</i> Have them record their results. 4. Repeat several times. Each time, record the predictions and the actual number of jumping jacks performed. Ask: <i>“Are you getting better at predicting? Which time did you do the most Jumping Jacks?”</i> <p>Additional Extensions</p> |
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| | <ul style="list-style-type: none">• Extend the activity, changing the amount of time allotted for the jumping jacks. Ask: “How many jumping jacks can you do in 15 seconds? Thirty seconds? Sixty seconds?”• Change the exercises. For example, have the children hop on one foot, touch their toes, hop on both feet, etc. Compare the different exercises. Ask: “Can you do more jumping jacks in 10 seconds or more one-footed hops in 10 seconds?” |
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| Extension Opportunities | ✓ Give the stop watch or another times such as a sand timer to children to time themselves. |
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