



Activity Idea

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| Activity | Run, walk, crawl |
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| Possibilities for maths learning | <input type="checkbox"/> Counting | <input type="checkbox"/> Composition | <input 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"> ➤ A clock or wristwatch with a second hand or a stopwatch ➤ A large area of space ➤ Markers to map out two different points which will be the beginning and the end, e.g. 2 cones, 2 rubber spots, 2 pieces of masking tape ➤ Paper and pencils for recording |
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| Activity Outline | <p>Place the two markers on the floor a good distance apart. Stand on or at one of the markers. Ask the children, “If I were to travel from here to over there (point to the other marker), would I get there faster if I ran or if I walked? Listen to children’s responses and reasoning.</p> <p>Ask more questions such as; “What would be faster: walking or crawling? Crawling or running? Running or skipping?”</p> <p>Ask children, “What other ways can we travel from one point to the next?” (Children may suggest hopping, army crawling, tumbling, etc.) Record all of the ideas onto the paper.</p> <p>Using children’s suggestions, the aim is to have them compare two ways of travelling and identify which one they think will be faster or which one will be slower.</p> <p>Show the children the stopwatch or the clock with the second hand and help them identify how it measures time in seconds. Let the children hold and experiment with the large clock or stopwatch themselves so they can develop an understanding of how to use it. Count along with the seconds: “1,2,3, etc.”. If a stopwatch is not available then explain to the children how counting can also help us to see which is faster or slower. Explain that as children count “1,2,3 etc.” this will represent seconds. Explain that whichever way of travelling takes the least amount of seconds to get from one point to the other is the fastest.</p> <p>Choose two ways from the children’s list of suggestions and demonstrate the game. For example, run and crawl. Firstly run from one marker to the next marker while the children watch the clock to measure the seconds or count aloud. Support them to record the time.</p> |
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| | <p>Then crawl back while the children watch the clock to measure seconds or count aloud, and again support them to record the time again. Ask the children, "Which way was faster? Which way was slower?"</p> <p>Put the children in pairs and tell them that they will take turns measuring each other's times for the different ways that they will travel from one point to the next.</p> <p>Have each child pick four different ways each to travel and help them to record these (they could write or draw). Explain that one child should travel while the other child measures time in seconds and records the time next to the method of travel. Then the children can switch roles.</p> <p>Encourage children to discuss which way was faster, slower etc.</p> |
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| <p>Extension Opportunities</p> | <ul style="list-style-type: none"> ✓ Ask the children to record all of the different types of travel in order from slowest to fastest. ✓ Ask the children follow-up questions, such as: "Why does it take longer when we crawl?" "Why does it take less time when we run?" "Is it faster to walk than crawl?" "Is it slower to walk than run?" "How long did it take?" "How much longer did it take to crawl versus walking?" |
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