

Factor It In

Level: Year 3 and above

Equipment: 4 pieces of scrap paper labelled 2, 3, 4, and 5 (or large number cards)

Purpose: To integrate numeracy with movement and practice multiplication tables while having the opportunity to move and practice fundamental movement skills at the same time

Formation: Students are divided into 4 groups and each group is sent to a corner of the room

Directions:

1. Teacher labels each corner of the room with one of the pieces of scrap paper or number cards
2. Teacher calls out a number which is a multiple of 2, 3, 4, or 5
3. Students who are in a corner that is a factor of that number will move to another corner
4. Movements could include:

Bouncing (2 feet together)

Skipping

Hopping

Galloping

Side Stepping



Example – If teacher calls out “6”, students in corners labelled 2 and 3 will move to another corner

Variations:

- Ask students to suggest possible movements
- If a prime number is called, have students move to centre of the room
- Have students move to a corner labelled with a factor of the number called
- Have students stay in their corners but do straddle jumps (or some other type of movement) if their number is referenced

For Under-fives:

- Instead of calling out multiples of the numbers, call the numbers themselves for young children, i.e. Can you skip to number 4; hop to number 2
- Focus on the key fundamental movement skills you want the children to focus on, e.g. bouncing, hopping, jumping
- Link the fundamental movement skill to an animal movement the children are familiar with, e.g. hop like a frog; crawl like a tiger; walk like a crab; fly like a butterfly

Cross Curricular Links:

- Te Reo - Use Maori words for activities
- Numeracy - estimate how many of the different actions they can do within the time period. Keep a log to see how their fitness develops
- Literacy - use as a starter activity to write instructions on how to play the game

Links to fundamental movement skills:

This activity will help to develop-

- Locomotor skills - choose from a range of locomotor and balance skills
- Balance - ask the children to balance in lots of different ways or on different body parts while they wait for the number to be called