

Birkby Infant and Nursery School Active learning

Simple active learning activities that can be used throughout **EACH** and **EVERY** curriculum area!

Rock Paper scissors

No resources needed!

Show children a question with three possible answers. Each answer shows a different action. Children to stand up and face their partner, complete a rock, paper, scissors and show the action that matches the answer. Use sentence stems to explain answers. Can be used throughout any curriculum area, great for reviewing previous learning and equally good for assessment at the end of a session.

Stand up - face your partner rock, paper, scissors, shoot
Show your partner your answer using the action shown.
If you both get the answer correct give yourselves a high five!
Repeat moving children as close as possible or they can use the board and the answers before they start up to play the game.



How many pairs of mittens are there?



Rock, paper, scissors

Which graphemes do I need to use?



The graphemes ____ are making the phoneme ____.



Fish fingers came from cows.



The answer is ____ because

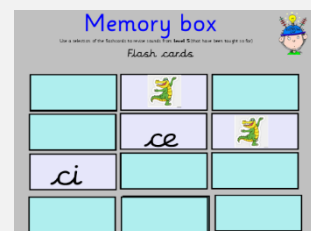
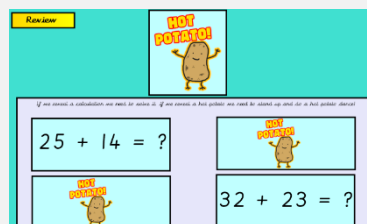
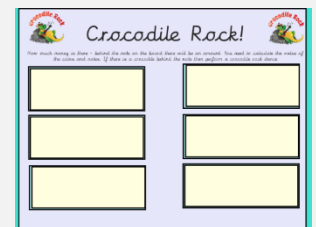
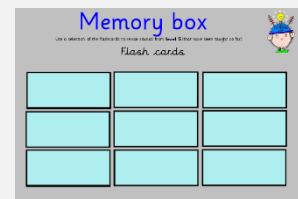
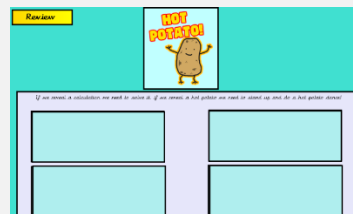
I know the answer is not ____ because

It can't be ____ because



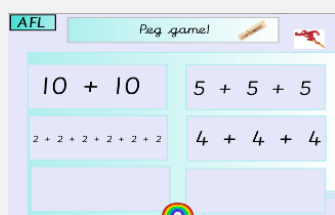
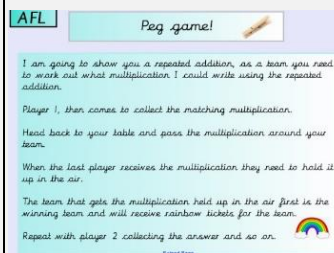
Hot potato

Again no resources needed for this! Ideal for review, plenary and also within the lesson. On the board have questions, graphemes, calculations hidden behind shapes. Behind some of the shapes have a hot potato (can be anything, can link nicely to topic) If we reveal a hot potato children have to stand up and perform a hot potato dance. (Allow children 5/10 seconds to do this) 5,4,3,2,1 voices gone, children sit down at this point. Could do robots – show me a robot dance ect.



Peg game

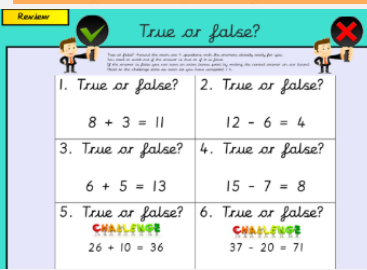
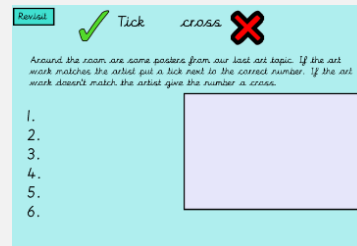
On each table have a plate of pegs, enough for one peg for each child. On the carpet place a corresponding plate with the resources the group needs. You then give different words, instructions, clues depending on the activity. Child 1 collects the answer from the plate on the carpet using their peg they pass the answer around the group using only the pegs. Next round player 2 collects the answer and so on.



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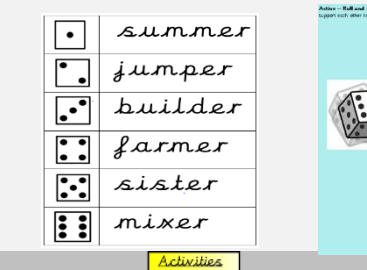
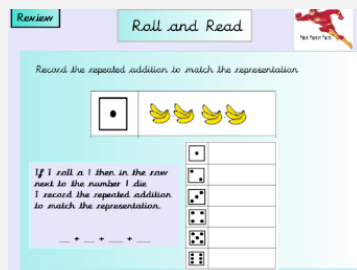
Tick Cross/True false

Children record the numbers 1-6 on their board (can do less e.g 1-4)
Around the room place numbered questions, these could be a statement to match a picture, a question, a calculation with an answer ect. Children have to decide if the statement is true or false and on their board mark the number accordingly. Make numbers 5+6 challenge questions where you stretch thinking further.
Share answers when returning to the carpet to assess understanding.



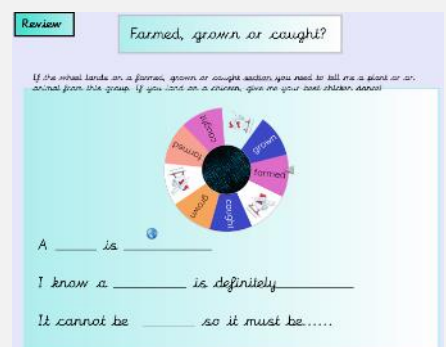
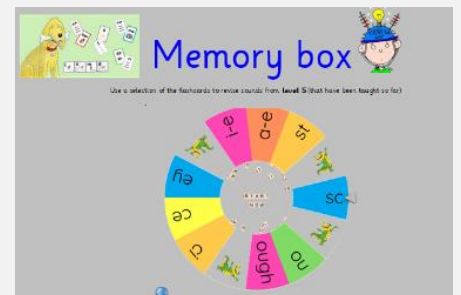
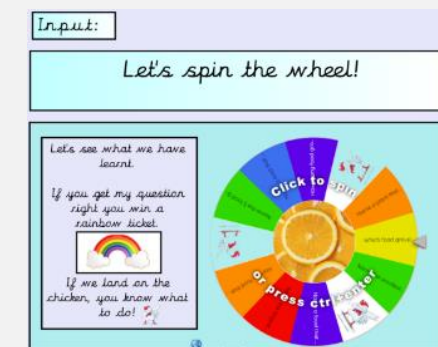
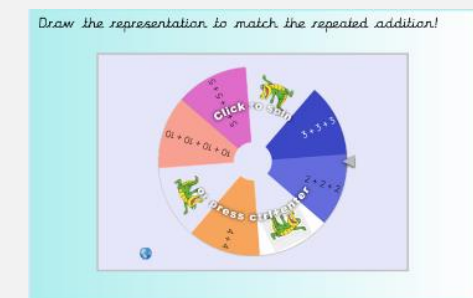
Roll and Read

Place the roll and read cards around the room. Again these can be for any subject. On the numbered pictures place a calculation, a picture, a set of graphemes ect. Children then roll their own dice and head to the card that matches the dice number they rolled. Children then record their answer on their roll and read board. Can work for absolutely any subject and great activity for any part of the lesson.



Spin the wheel

Incredibly simple but super effective this is an absolute hit with my class. Create your own spinning wheel on <https://wheelofnames.com/>
You can make these for any subject, excellent review or plenary tool. Customise it with your own questions then add in a picture (topic related) if the wheel lands on a question the children need to answer it – if it lands on the picture they need to dance!
You can share these wheels by copying the link and then linking in your smartboard. Honestly an absolute hit and super simple.




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Boom, clap, snap

Children to sit facing each other, stand facing each other at the table - you can choose different ways! If I say clap, clap your hands, if I say boom, tap your knees, if I say snatch you need to be the first player to select the answer. If you snatch the answer before I say snatch then you lose a point. Say different clap and boom rhythms before saying snatch. Display the question on the board so children know what answer they are looking for but they can't get it until you have said snatch! Helps build patience!

Boom, clap, snatch!

Copy the actions to match my words:

Boom: tap your knees 


Clap: Clap your hands 


Snatch: collect the number that when added to mine makes 100.
If you snatch before I say the word you miss the next go!

With your partner write down the multiples of 10 to 100. Place them between you!

Boom, clap, snatch!

Are you ready?????????

Boom: tap your knees 

Clap: Clap your hands 

Snatch: collect the number that when added to mine makes 100.
Remember don't snatch too early!

AFL

Boom, clap, snatch!

I am going to show you a calculation on the board.

If I say the word boom tap your knees
If I say clap, clap your hands together
If I say snatch, snatch the word card that represents what you should do with the calculation

exchange no exchange

29 - 11 =



Yoga poses

Incredibly simple, not a single resource needed, fabulous assessment tool. Reduce copying of answers by asking children to close their eyes before they show you the pose. Can be used in each and every subject. Pose a statement, ask a question, children then show the yoga pose to match the answer they think is correct.

AFL

True or false?

The greatest amount has been circled.

 True  False

True or false?





Wheels can come in lots of different sizes.

true false





AFL

Odd one out!

I am going to show you four representations. You need to tell me which is the odd one out.

1.  2.  3.  4. 

Show the yoga pose that matches your answer.

1.  2.  3.  4. 

It must be

Input:

What did we design in the previous session?

We designed a healthy meal for Grandma. 




We designed a healthy snack for playtime. 

We designed a healthy drink for Grandma. 

Memory box

Which spelling?

bage badge baj


  



Stand up pair share

Instant active and incredibly effective for developing good communication skills. When posing statements and asking questions ask children to stand up and pair share their ideas. Establish good routines early on, face your partner, take turns to speak, use full sentences, use sentence stems to support this 5, 4, 3, 2, 1 voices gone, all children sit down and ask children to share their thinking. Try it!

Input

Stand up and pair share: what are the different features of a vehicle?



Stand up: pair share, what mechanisms have we created so far?

Stand up - pair share.

These are all the different parts of flower.

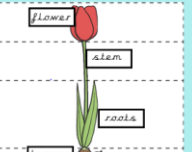
Do you agree with my statement, disagree or are you not sure?

Pair share your answer with your partner.

It cannot be true...

It must be true ...

It might be true...



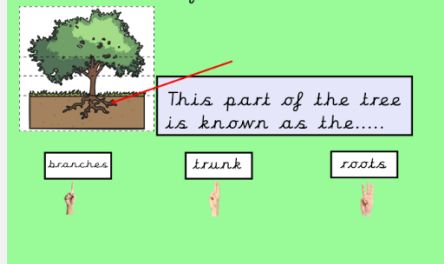
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Hands behind your back

Great activity for showing answers again provides instant assessment and ensures children are thinking for themselves. Great for number bonds or to give the answer to multiple choice question.

E.g I have 5 hands behind your back, 3, 2, 1, show me how many more to make 10. (children can show you different ways to make the 5 you need, 4+1, 3+2, 5) Multiple choice, hands behind your back 3, 2, 1 show me the answer.

Hands behind your back



Review

Hands behind your back

I am going to give you a number
When I say 3, 2, 1 show me
I want you to show me the answer
using your fingers.

3, 2, 1 show me the answer

7

Review

Hands behind your back

Milk comes from cows.

3, 2, 1 show me the answer

true

false

unsure

Missing answer

You can also use the wheel of names for this activity. In hoops around the room place the answers you are going to ask – more hoops are better to reduce crowding. Don't have enough answers for every pair, increases speed and competition. Pose the question – give children 3 seconds to discuss with partner. Partner 1 goes to collect the answer. Partner 2 checks they are correct. Repeat with a new question and partner 2 collecting the answer.

Find the missing answer: Discuss with your partner, 3, 2, 1 collect the answer. Partner 2 ready....

All plants grow from aor a

This part of the plant keeps the plant in place and gets nutrients from the soil.

Water travels up this to the leaves.

The outside of a seed is called the...

Review

Complete the missing answer.



Place the answers in 6 hoops spread around the classroom. Around the children they are working on a team with their partner. We will spin the wheel for each question. Partner 1, when I say red, make your team go and find the answer, remember speed is key! As soon as you find the answer, return to the carpet and partner 2 will check your answer. Repeat with partner 2 collecting the next answer. Which team will get all 6 answers?



Speed Bounce

Working in pairs (Means you need less room) Can be used to reinforce number bonds, multiples of number, counting, phonemes, graphemes, spellings, words all sorts. Set up speed bounce stations and depending on the area you are focusing on children working in pairs to complete the challenge. Eg spell cat partner 1 jumps over the cones and says -c-a-t partner 2 records the graphemes partner 1 said and then checks if they were right. Swap roles.

Review

Speed bounce in pairs!

Speed bounce - in pairs - set up only 1 speed bounce as you are working as a pair. I am going to give you a calculation partner 1 will then speed bounce the answer and partner 2 needs to write down how many speed bounces you did. E.g if I say 10 - 5 = partner 1 will speed bounce 5 jumps and partner 2 will write down the number 5. We will then swap roles.

$$\begin{array}{l} 6 = 10 - __ \\ 10 - 1 = __ \\ 9 = 10 - __ \\ __ = 10 - 5 \\ 8 = 10 - __ \\ __ = 10 - 7 \end{array}$$



Review

Speed bounce

Speed bounce listen to the word, speed bounce the graphemes needed to spell the word. Partner write down the graphemes that your partner says. Give your partner a point if they spell it correctly.

rain
make
shake
grey
away
train



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Gallery walks

Can be used in each and every lesson. Display work around the room that encourages children to move. It may be look at the different paintings by the artists, which artist do you think created these paintings? Maths activities, are the groups equal or unequal, around the room are the numbers 1-6 are the groups by the numbers equal or unequal, record your ideas. Can be used in many different ways, use the walls, doors, chairs, tables to post activities. Make sure you have duplicate sets to reduce crowding.

Active Learning

Travel around the room with your partner. As you travel look at the three different portraits. What is similar about them? What is different about them?




Input

Look at the shapes I have placed around the room. What facts can you tell your friends about each shape?


What is a 2D shape?
Can you name any 2D shapes?

What is a 3D shape?
Can you name any 3D shapes?



You do...

Equal or unequal groups?
Divide your board into 6 parts.




There are ____ groups of ____
There are ____ altogether.

Review

Would you rather?

Divide your board into 4 parts.



Around the room are 4 picture strips numbered and labeled A and B. Have a look at both the pictures and then record on your board if you would rather A or B.
Explain your reasoning:
I chose ____ because ____
I wouldn't choose ____ because... so I would choose ____ instead.

Revisit

Look again around the room place number tiles/boards that show different forms of land art. What natural objects can you see, record them on your observation, which sculpture is your favourite? Why? Can you tell what season some of them were created in?



Punctuation Police

Again can be used across multiple topics. Make obvious mistakes and the children need to solve the crimes as they move around the room. You could be conjunction constables, adjectives detectives, letter detectives, number explorers...the list is endless. Children solve the different crimes, recording their answers on the move.

1. picture
2. sture
3. treasure
4. mixure
5. creaure
6. cture



1. _____	2. _____
3. _____	4. _____
5. _____	6. _____


Treasure hunt

Time to get moving by solving the clues. Children need to solve the question to find the answer. Head to the answers around the room and find the one that matches. On the answer will be a letter. Children then need to unjumble the letters to solve the missing word. Link this to the topic you are learning. Works equally well with common exception words, phonemes that you are learning, words containing the phonemes ect.

Activities

Treasure hunt!

4 x 10	3 x 5	5 x 2
m	i	t
6 x 5	5 x 3	2 x 5
e	s	x



Session 1 we do - copy x
Treasure hunt!

Who will be able to find the tricky words in the fastest time? Head off and see how many of my words you can find. When you find them tick the box next to the word then write the word before heading off to find the next hidden word.

he		off	
she		when	
me		six	
we		seven	
was		have	
you		be	
they		are	
all		sister	
are		too	
her		why	