Summary
Races

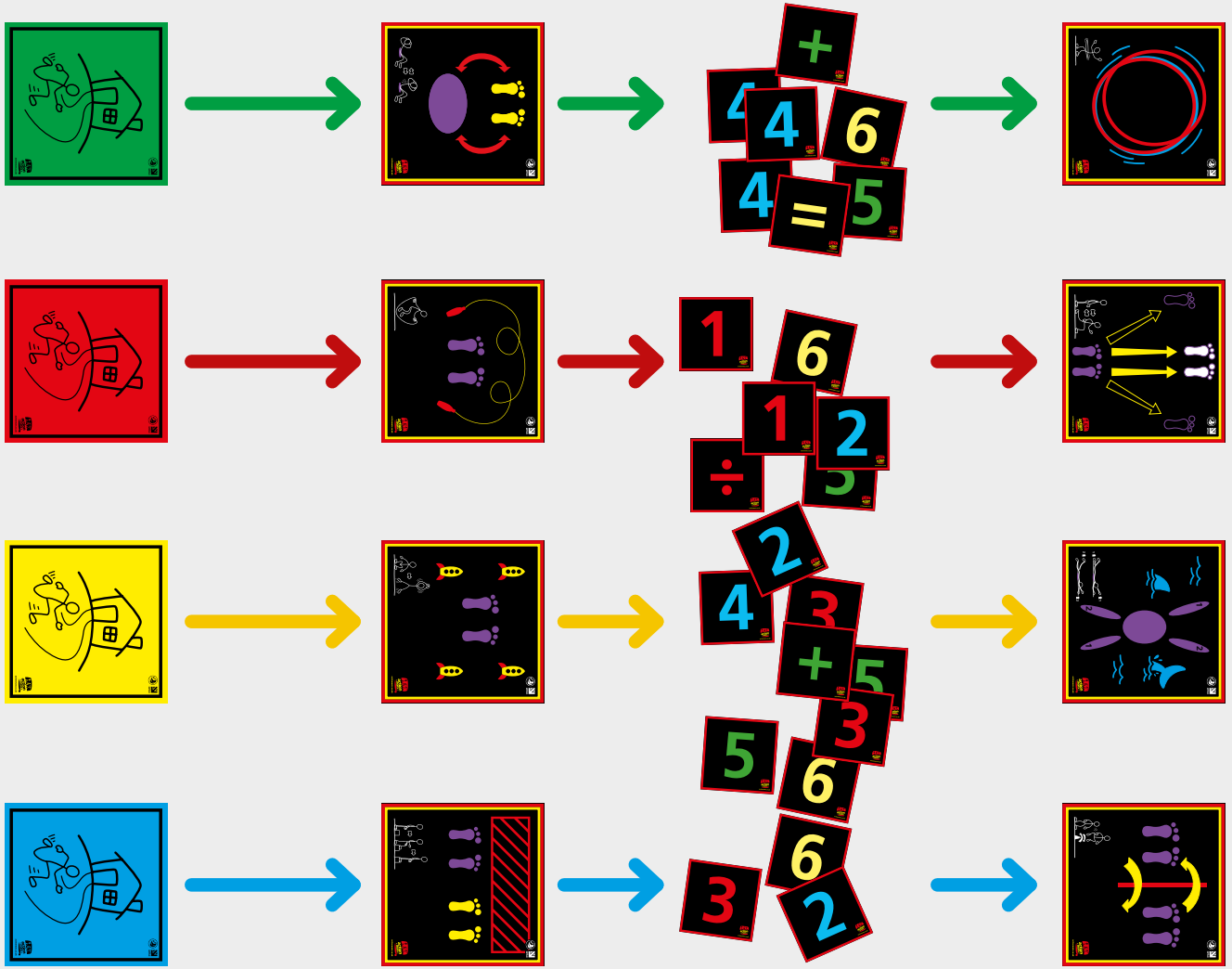
Year
2

Focus
Overview (x, ÷, < and >, fractions and sequencing

What's needed
Home Mats

Action Mats required:
Action Mats

Maths mats required:
Single and double digit mats, ÷, x, <, >, = and fraction mats



Warm Up

Maths Madness

Students move around the designated space on their own. They should be directed to move in a variety of ways by their teacher (crawling, sliding, hopping, jogging etc) but all students should be moving in the same way. In each corner of the room should be a fraction Maths Mat (1/4, 1/2, 3/4 and 1/3).

The teacher should call out an equation which could be a division or multiplication or an equation involving a fraction. If the division or times table question is called out the students must work out the answer and get into groups of that size (eg – 2 x 4 = 8 means get into groups of 8). If it's a fraction question is asked the students should run to the corner of the room which they think has the correct fraction to the answer (eg – what fraction of 8 is the number 2?)

Main task

Summary Races

Students should be grouped into 4s. Each group should be allocated to a Home Mat. All team members stand behind the Home Mat apart from the person who is first in the queue who stands on the Home Mat.

The students perform a variety of races covering all areas of the year 2 activities from this pack.

Each task is performed as an individual. The student must run to the Action Mat, perform 5 repetitions or the action, run to the Maths Mat and solve the question, run to the last Action Mat and perform 5 repetitions of the action before running back to sit on their own Home Mat.

Points are awarded for the first student back with the correct solution to the Maths task.

Possible tasks:

- Simple multiplication, division or calculation involving a fraction – the teacher gives a sum and the students have to solve and gather the correct Maths Mat
- Give the students a number and ask them to retrieve a number greater or less that number
- Sequencing questions such as reading a list of numbers and asking the students what is next in the sequence (eg 3, 6, 9, 12...)