

**YOUTH  
SPORT  
TRUST**

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# ACTIVE LEARNING/ACTIVE CLASSROOMS

## Making our cross curricula teaching more active

**How to inspire children** and help them to aspire to achieve in English and Maths as well as contribute to social and emotional development through active learning



# Today's Road Map

**Next steps....Full  
day courses?**

**Give some practical examples of  
Active Learning in English &  
Maths lessons**

**What is Active Literacy &  
Active Maths?**

**Why Active Literacy  
& Active Maths?**

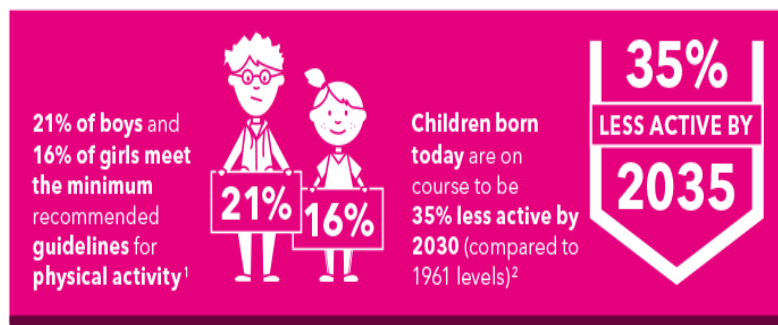
# One day course outcomes / aims:

- Understand the link between PE /sport and English and Maths
- Engagement : how to inspire children and help them to aspire to achieve in English and maths through active learning
- Raise attitudes towards English and Maths ....  
“Can do attitude”

## THE CURRENT PICTURE:

### THE PROBLEM

Too many young people have inactive lifestyles:



### THE CONSEQUENCES

Current levels of inactivity are:

Damaging children's physical and emotional wellbeing



**One in three** children who leave primary school are **obese or overweight**<sup>3</sup>



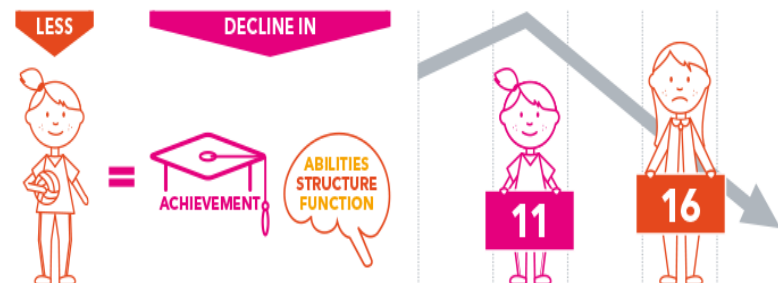
**Increased risk** of developing **mental health problems** such as depression and anxiety



**Increased risk** of chronic conditions such as **cancer**, **type 2 diabetes** and **heart disease**<sup>4</sup>

## INACTIVITY IS DAMAGING CHILDREN'S LIVES

Limiting children's ability to succeed at school and in life



Low levels of physical activity and aerobic fitness are associated with declines in **academic achievement**, **cognitive abilities**, **brain structure**, and **brain function**<sup>5</sup>

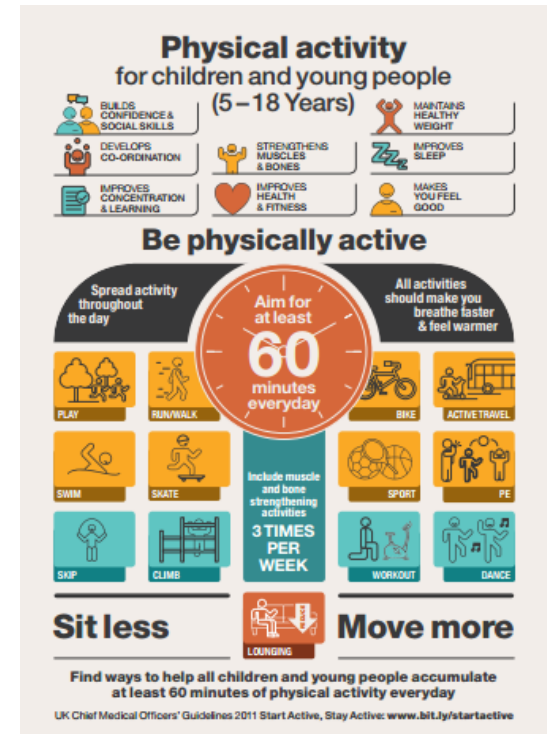
Research shows **association between obesity** at **11 years** of age and **poorer academic achievement** in GCSE exams **five years later**, particularly in girls<sup>6</sup>

Putting a huge strain on our economy, the NHS and health and social care services and leaving millions with a poor quality of life

In England alone, the **cost of inactivity among today's children** is estimated to exceed **£53 billion over their lifetimes**<sup>7</sup>



# Political Context - Health



# PE and School Sport Premium:

## 5 Key Indicators

**Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

**Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

**Key indicator 5:** Increased participation in competitive sport



# Active Evidence

**REGULAR PHYSICAL ACTIVITY HAS MANY  
HEALTH BENEFITS FOR CHILDREN**



**AT LEAST 60 MINUTES A DAY....**



**BUILDS CONFIDENCE  
AND SOCIAL SKILLS**



**IMPROVES HEALTH  
AND FITNESS**



**MAKES YOU  
FEEL GOOD**



**IMPROVES SLEEP**



**IMPROVES MOOD**



**MAINTAINS  
HEALTHY WEIGHT**



**DEVELOPS  
CO-ORDINATION**



**REDUCES THE RISK OF  
DEVELOPING HEALTH  
CONDITIONS IN ADULTHOOD**

## **SOURCES**

Start Active, Stay Active report 2011



**NATIONAL PHYSICAL  
ACTIVITY GUIDELINES**



**HOW MUCH AND WHAT  
ACTIVITY IS BEST?**

Click to find out more...



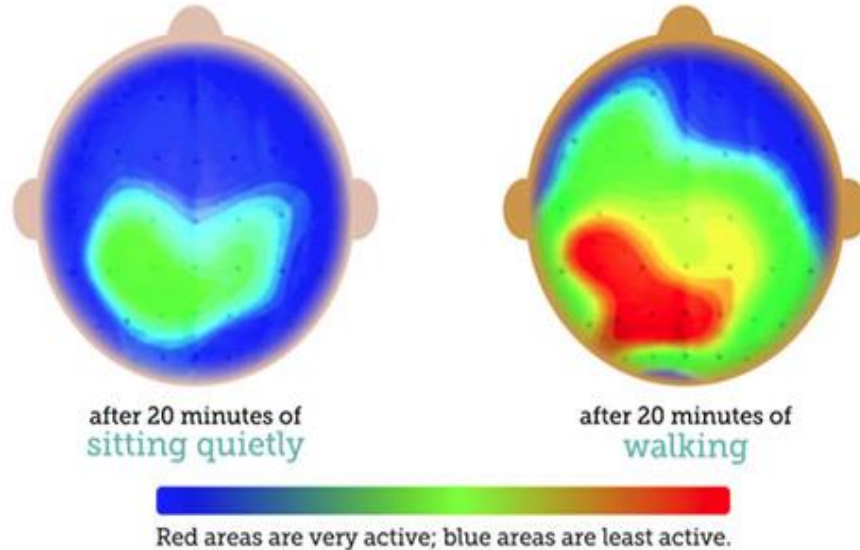
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# Active Kids Learn better!

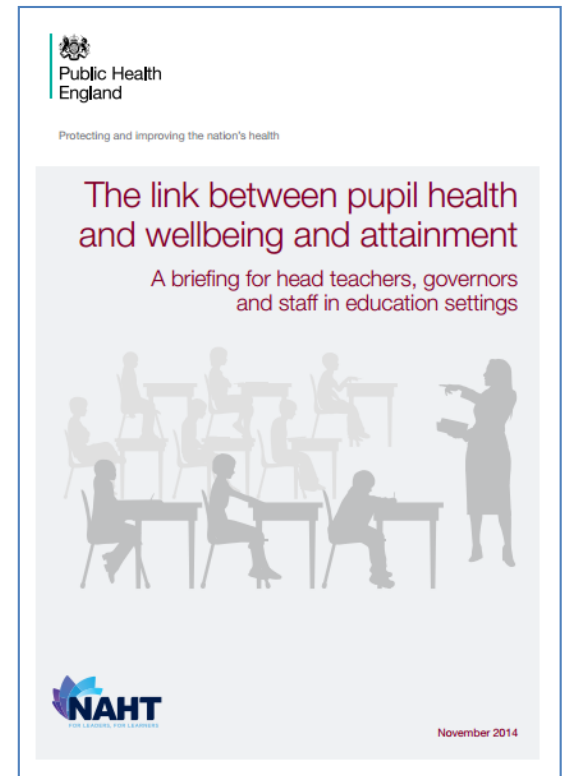
physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:

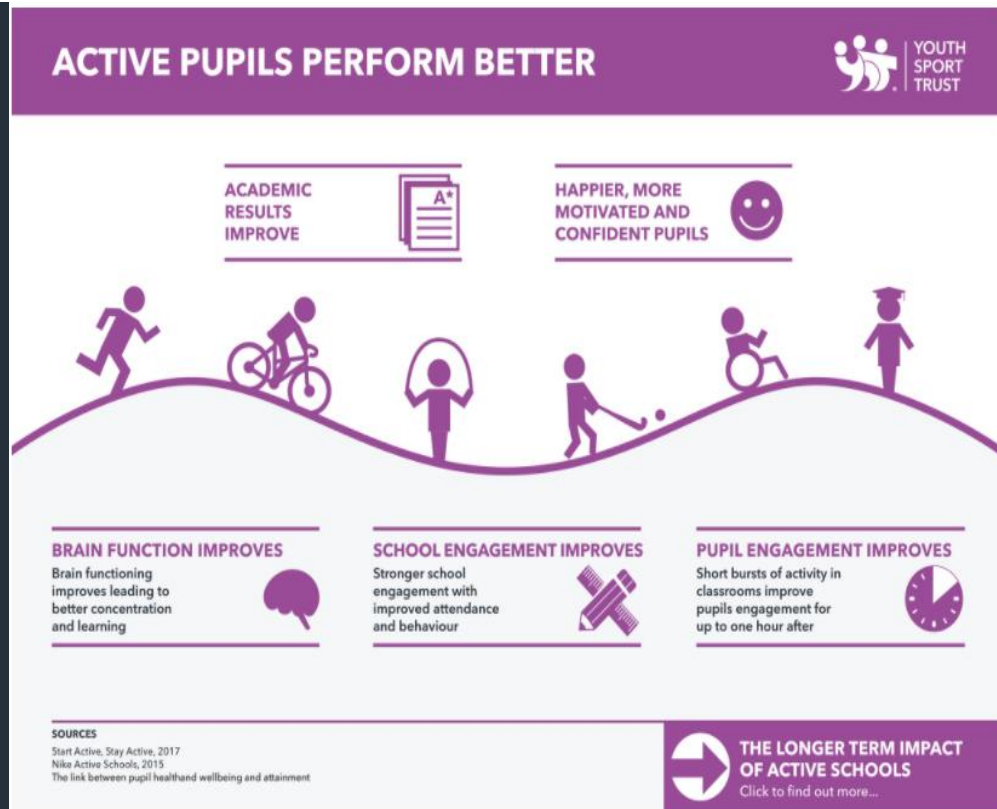
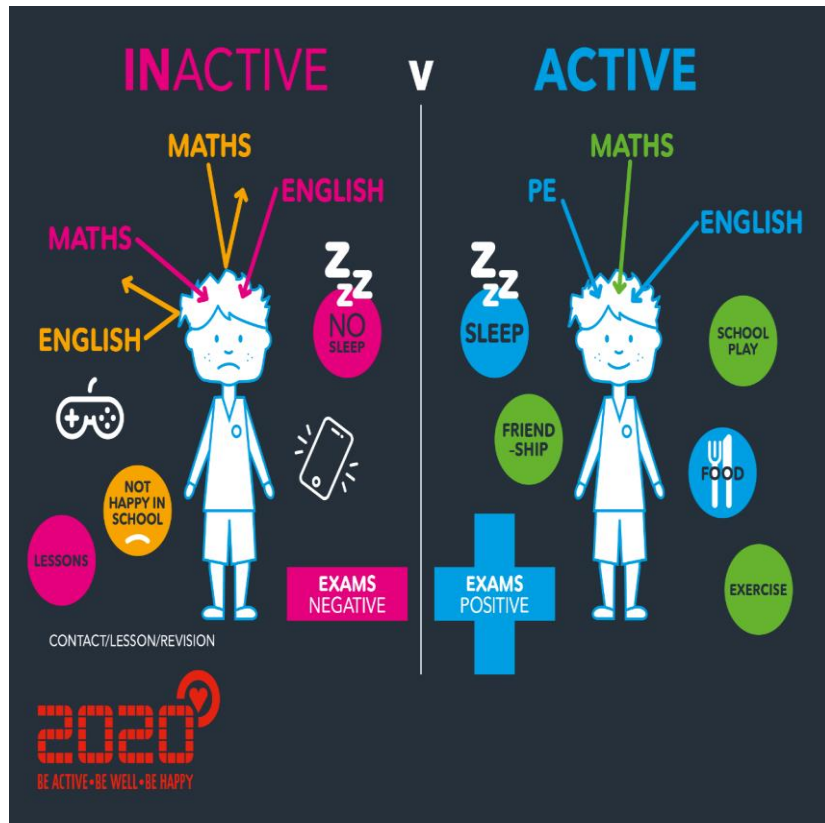


Good health supports successful learning. Successful learners support health. Education and health are inseparable

World Health Organisation (WHO)



# Active Evidence



**Active kids do better** - Better academic performance. Better behaviour. Better health. Better lives

# An Active School Culture

EVERY CHILD IS ACTIVE DURING  
PHYSICAL EDUCATION

SCHOOL SPORT  
OPPORTUNITIES THAT ARE  
INCLUSIVE AND HAVE  
VARIETY

ACTIVE LEARNING  
OPPORTUNITIES THAT  
REDUCES SITTING TIME

DAILY ACTIVITY  
OPPORTUNITIES (NON-  
CURRICULAR)

EXTRACURRICULAR CLUBS  
COMPETITIVE EXPERIENCES  
OUTDOOR AND ADVENTURE  
INTERVENTIONS ADDRESSING  
INACTIVITY

ACTIVE CLASSROOMS  
ACTIVE CURRICULUMS  
ACTIVE PEDAGOGY  
ACTIVE ASSESSMENT

ACTIVE DISTANCE  
CHALLENGES  
ACTIVE TRAVEL  
ACTIVE PLAYGROUNDS  
ACTIVITY WEEKS

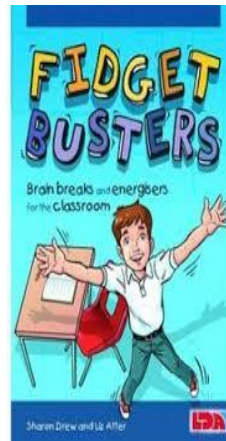
PHYSICAL ACTIVITY BEYOND  
THE SCHOOL GATES/ AT HOME



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# “Fidget Busters” 1,2,3,4,5 ..

1	2	3	4	5	7	4	3	2	1
5	8	4	7	8	1	5	4	6	3
6	2	5	1	3	7	5	8	6	7
3	5	4	2	4	6	1	8	2	7



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# National context: the teaching of English and literacy

*gross motor skills*

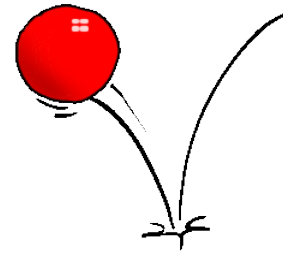


*Fine motor skills*

*core stability*

*posture*

*concentration*



# Active Literacy : 11 'Gems'



**ACTIVE LITERACY 4** **WRITING**

## Collecting the treasure

Arrange four hoops arranged in a square with one hoop in the middle. Organise the children in teams of two or three. Place a selection of words in the middle hoop. Taking it in turns, picking one word up at a time, how many sentences can the children make by stealing the words from the centre? Write down the sentences on a mini whiteboard.

**Development 1:** Place extra hoops round the outside with more exciting words in; adjectives or adverbs. Once they have written an accurate sentence, children are allowed to choose from the other hoops. Children write down sentences on a mini whiteboard to share with the teacher. Sentences collated for plenary session.

**Development 2:** Can the children think of a word that they could use to join their sentence with another groups' sentence?

**Development 3:** Use a variety of ways of moving into the centre to steal words e.g. skip, hopscotch, run, gallop, and crawl.

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**ACTIVE LITERACY 5** **SPEAKING and LISTENING**

## Difficult describing

For this activity, one child is the describer. The selected describer has some pictures of shapes made by one or two children using their bodies. They keep these secret from the rest of the group. The child then describes the picture to the rest of the group who then have to make those shapes either by themselves or with a partner. Someone from the group who is the quickest to make the shape then becomes the describer.

**Development 1:** Try pictures with more difficult shapes involving balance on various body parts.

**Development 2:** Try shapes that involve some contact between the children in the pictures.

**Development 3:** Use some equipment involved in the pictures.

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**ACTIVE LITERACY 10** **READING**

## The Magic Bag

Children choose a word (action) from the teacher's magic bag. They then perform and practice this action. "What" you do. They then choose a word from the bag, which describes "how" they do the action and adapt the action. The next words chosen are about "Where" the action is done. They then choose more words to build up a movement phrase/dance.

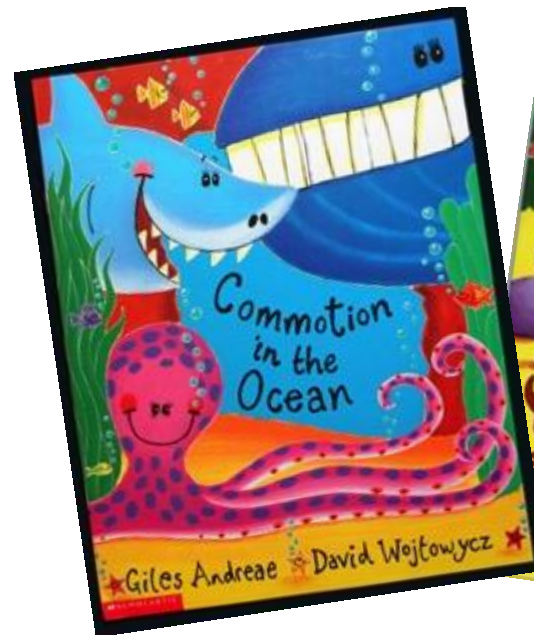
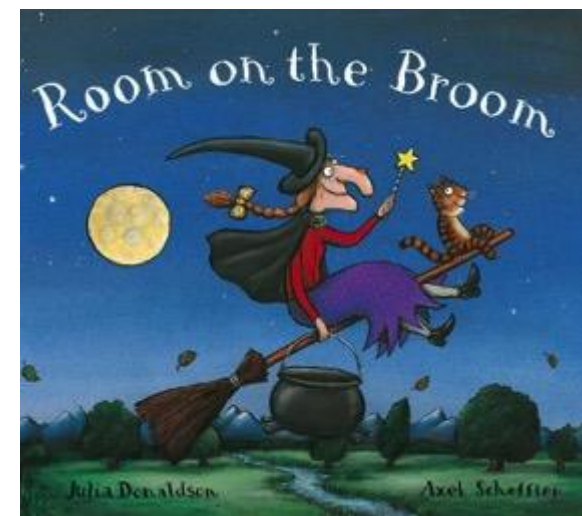
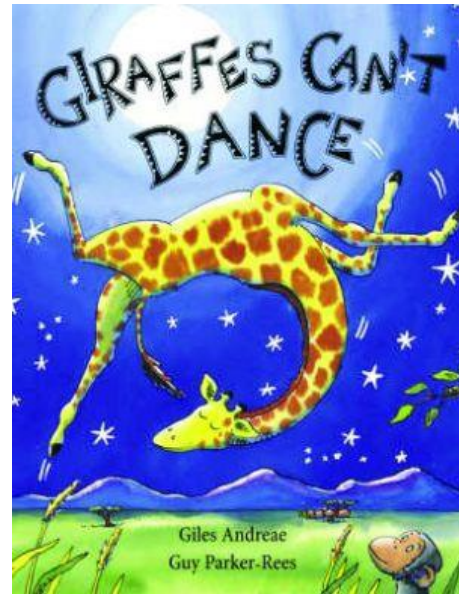
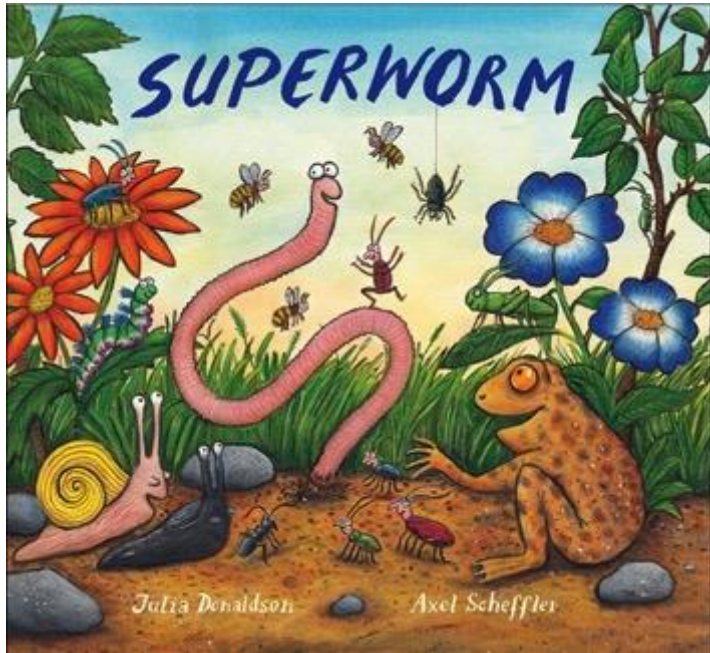
**Development 1:** With a partner, join the two phrases together and choose a relationship card "who or what we do it with".

**Examples could be:**  
**What** - Run, march, skip  
**How** - Slow, jerky, soft  
**Where** - Backwards, small, spiral  
**Who or what** - Back to back, side by side, lead, and follow.

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# Story time!





# Active Literacy : 8 'Gems'

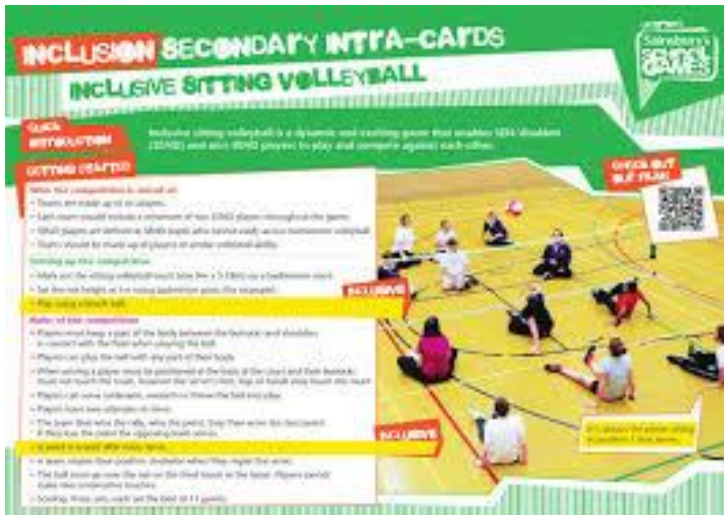


1. Instructional text
2. Persuasive writing
3. Autobiography
4. Poetry
5. Grammar / Language
6. Play scripts
7. 'The Big Write'
8. Sporting Events

# Active Literacy : 8 'Gems'



## 1. Instructional text



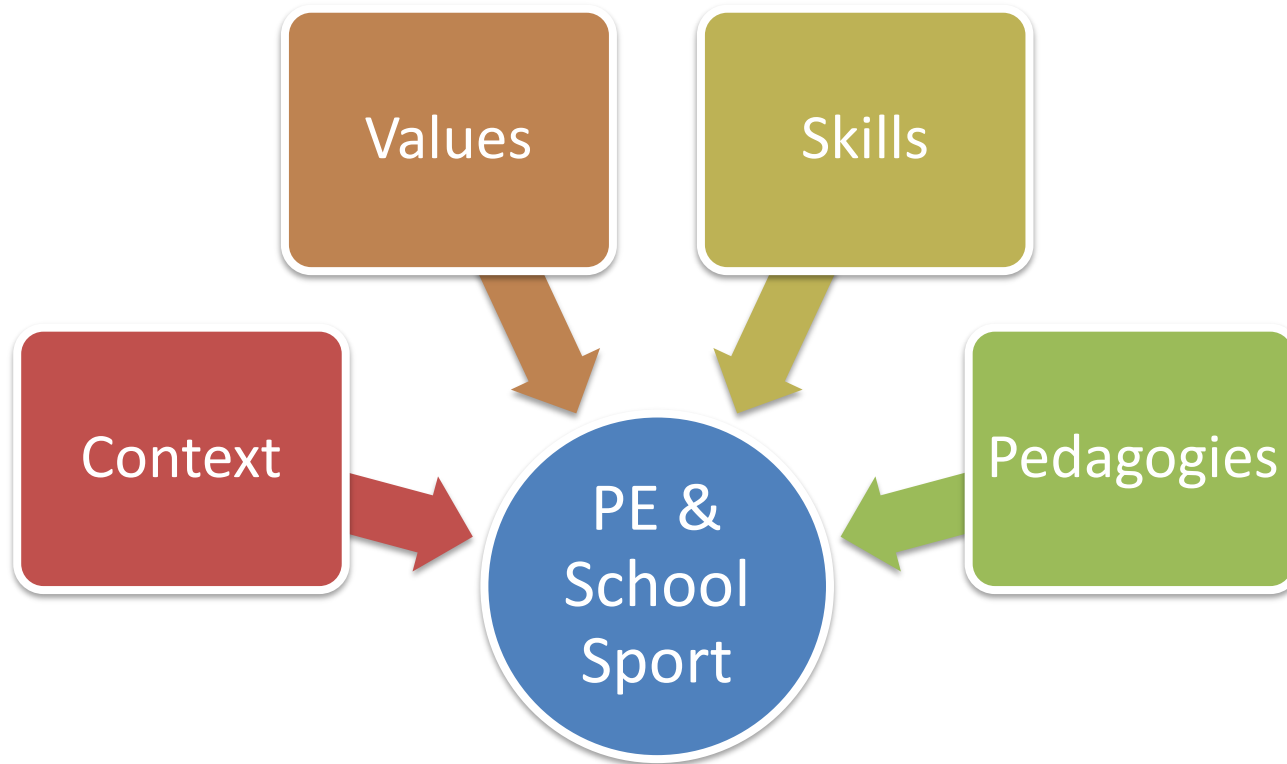
REF: course booklet : p3

# IMAGERY



# PE as the catalyst

## KEY STAGE 2



...improved levels of literacy the result

# 'Unstoppable' – Applying the principles

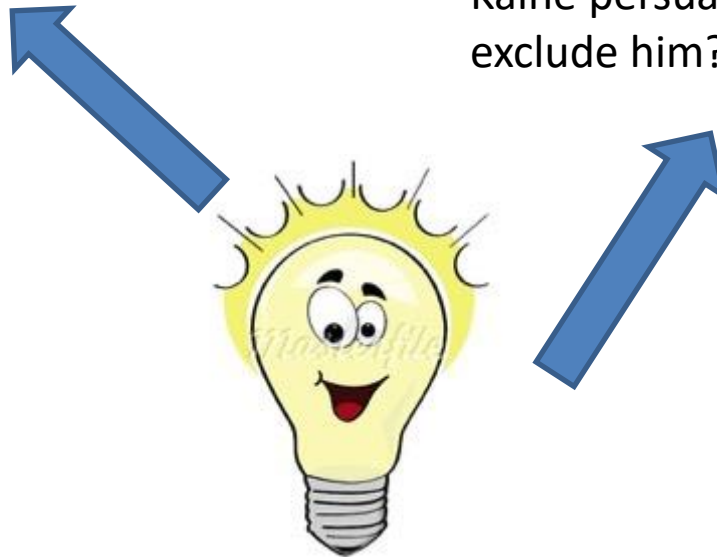


## Teacher Resource Pack

**Gem 1:** Instructional text  
Can you produce a card to demonstrate Roxy's serve?

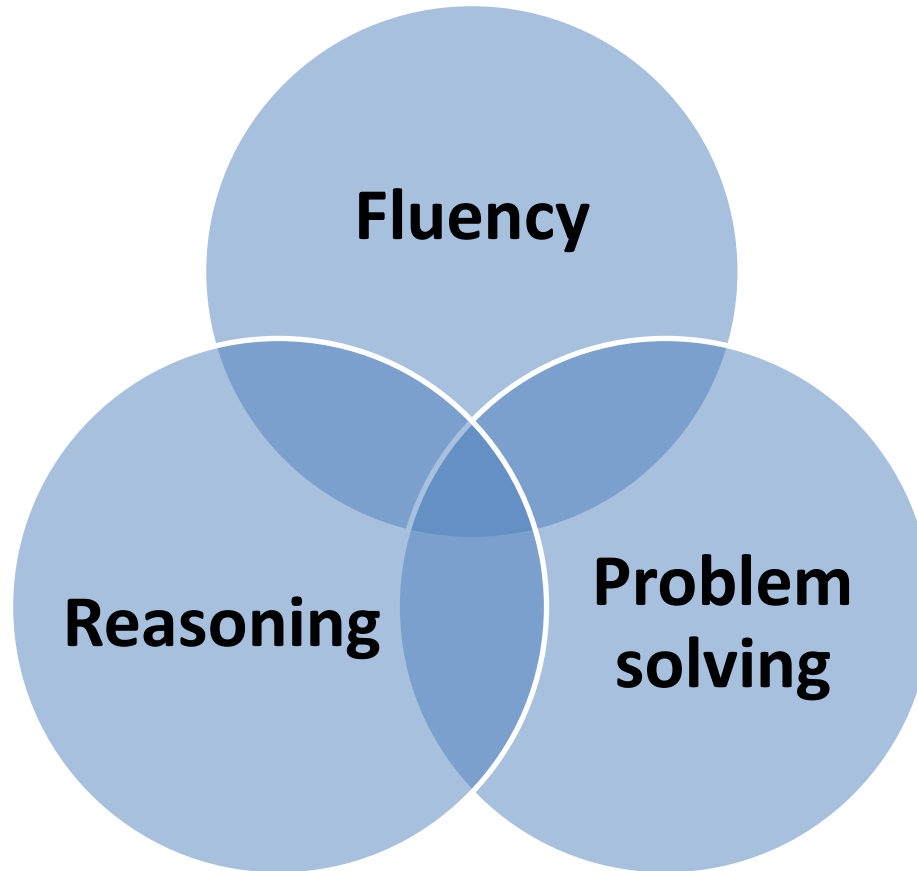


**Gem 2:** Persuasive writing: Can you help Kaine persuade his Head teacher not to exclude him?



**Gem 5:** Grammar / language: add punctuation / point out 'good' language!  
*great stuff applauded mr merrigan from the sidelines superb run kaine  
great team goal boys*

# What are the 3 main aims of the maths curriculum?



# Active Maths

**“The current *I can’t do* maths attitude is highly damaging. Children must believe they ‘can’ be successful”**

**David Mumford**

**“We believe that changing attitudes to maths will in turn influence behaviour and ultimately skill levels”**

**National Numeracy (for Everyone, for Life)**

**“Mathematics remains a source of anxiety and trepidation for a large number of children. They associate the subject with being ‘clever’ and often show little resilience. Perhaps a look at lesson structure is needed, and how children feel isolated. Without confidence and self-esteem, learning is almost impossible in such a subject. Once addressed, learning will follow”**

**Ben Ashby**





# Drinking games



# YST ACTIVE MATHS

- Uses PE and physical activity to raise achievement in Maths
- Progress and attainment across whole school
- Written in line with Maths Curriculum
- Alternative learning style
- Training, e-learning and resources available

## ACTIVE MATHS YEAR 1

m4ths  
of the day  
Active Maths

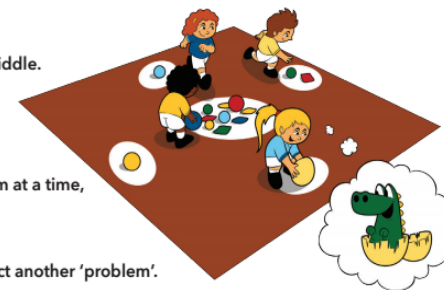


**Objective: Solve simple one-step problems that involve addition and subtraction.**

### Pirate's Gold

#### Activity

- Arrange four hoops in a square with one hoop in the middle.
- Organise the children in teams of two or three.
- Place a selection of 'problem cards' in the middle (treasure chest).
- Taking it in turns run to the middle, picking one problem at a time, return to the outside hoop.
- Can you work out the answer as a team?
- Once you work it out, the next person can go and collect another 'problem'.
- Each correct answer = one piece of gold.



**Challenge/extension: Solve problems involving counting, adding, subtracting, doubling and halving in the context of numbers.**

**Objective:** Solve problems including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.

### Space Traveller

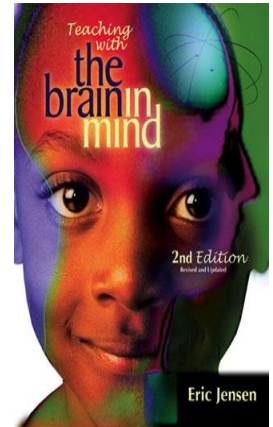
#### Activity

- The hall/playground is the world and the children will visit the planets and stars around the outside.  
(See additional resources)
- At each planet they will be presented with a 'missing number' problem.
- Children must calculate the answer.
- Move on to the next planet.



# Movement and Learning by Eric Jensen

- “There are strong connections between physical education, movement, energising activities and cognitive learning”
- “Movement can:
  - 1) strengthen learning
  - 2) improve memory and retrieval, and
  - 3) enhance learner motivation and morale”
- “Most neuroscientists agree that movement and cognition are powerfully connected”
- “Exercise improves classroom behaviour and academic performance”
- “Active children showed better attitude towards school”





# How are schools using Active Maths?

- Whole class lessons
- Intervention Groups
- SEN Groups
- Gifted and Talented Groups
- After school clubs
- Maths Leaders

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# Raise attainment and attitudes towards maths through **active lesson plans**

[Find Out More](#)

Hi I'm Motty

Checkout out our brilliant video above.

[Watch Video](#)

# MOTD Course Offer

Maths of the Day = £595 (normal price)

Course Offer = £495 (£100 discount – course offer)

To order:

- Visit [www.mathsoftheday.org.uk](http://www.mathsoftheday.org.uk)
- E-mail MOTD – [maths@motd.org.uk](mailto:maths@motd.org.uk)
- Call MOTD – 01244 515556

## MATHS OF THE DAY TWILIGHT WORKSHOPS

CONTACT: Lisa Wood - [lwood433@gmail.com](mailto:lwood433@gmail.com)

Maths of the Day will then invoice you and send out your membership pack, complete with log-in details and support pack

- Special prices given to schools with under 100 pupils





# What do we get?

- £495 Annual licence fee does **NOT** go up
- Website **2016:-**
  - ✓ 850 lesson plans
  - ✓ Years 1 – 6
- Website **2017: -**
  - ✓ 1800 lesson plans
  - ✓ Reception – year 6
  - ✓ Homework – 280 plans
  - ✓ Health/Nutritional info
  - ✓ Motty the Mascot

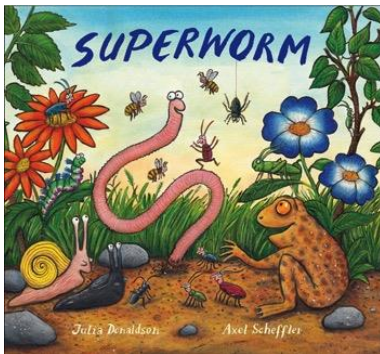


# Next Steps...

YST member - £100

Non-member - £150

(includes L1 membership)



## Active Literacy



Please contact:

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