

Tap-lift-fingers – Body Awareness, Coordination, Sequencing

- Start sitting in a comfortable position; feet shoulder width apart, hands resting on the knees.
- Complete a circle of 'taps' - start with the left hand, then the right hand, then the right foot, land finally the left foot.
- Then complete a circle of 'taps' starting with the right hand, then the left hand, then the left foot, then the right foot.
- Then progress to completing tapping circles in alternate directions.

Activity 1

- Pupils put fingers flat on the ground. Number them 1-10, 121-30, 0-20 in 2's, 0-100 in 10's, odd numbers, 0-60 in 6's, etc.
- Pupils recite numbers as they tap fingers on the floor.

Activity 2

- Same as above then give pupils a sequence to remember, e.g. if pupils do 0-20 in 2's, give them 8, 18, 4, 6, 12. Pupils tap those fingers on the floor in the correct sequence.
- As their skills improve add more numbers to the sequence.

Activity 3

- Pair pupils up.
- One pupil lies on the floor with their hands flat on the floor and the other sits in front of them and numbers their partners fingers, e.g. 10-1, 250-241, 20-0 in 2's, 100-0 in 10's, odd numbers, 30-0 in 3's, etc.
- The pupil sitting taps a finger and the pupil lying down lifts the finger and tells them what number it is.

Activity 4

- Same as above. The pupil sitting taps 3 fingers, e.g. if pupils are doing numbers 360-351 the pupil taps 353, 360 and 358.
- The pupil lying down taps those fingers on the floor in the correct sequence. As their skills improve add more numbers to the sequence.

Activity 5

- Pupils hold hands together and number fingers 1-5 or 51-55.
- They tap those fingers in order 51-55 then 55-51. Next give pupils a sequence to remember, e.g. 52, 55, 51, 53, 54 and pupils have to tap those fingers together in the correct order.

Activity 6

- Same as above. Pupils hold hands together and number fingers 1-5 or 51-55. They tap those fingers in order 51-55 then 55-51.
- Next give pupils a sequence to remember, e.g. 55, 52, 54, 51 but this time pupils have to tap those fingers but on reverse order: 51, 54, 52, 55.

Clap-Clap Sequences – Balance and Coordination

Pair up with a partner and face one another.

Sequence 1

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Clap partner's hands (both hands)
- Clap own hands

Sequence 2

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Clap partner's hands twice (both hands)

Sequence 3

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Cross arms on chest
- Clap own hands

Activity



Choose one of the hand clapping sequences and pupils have a number sequence to practise as they clap, e.g. counting in 1's, counting in 6's, counting in 9's, counting 50-100, odd numbers from 30-60, etc..

Finger Circles - Coordination and sequencing

- Begin with holding the first fingers of both hands at shoulder height with the fingers pointing forward, away from the body.
- Imagine the fingers are positioned at the top of a large circle
- Circle the fingers clockwise for one rotation
- Then circle the fingers anticlockwise for one rotation
- Then circle the fingers in opposite directions for one rotation
- Then turn the fingers to face each other
- Circle the fingers forward for one rotation
- Circle the fingers backwards for one rotation
- Circle the fingers in opposite directions for one rotation

Activity 1



Count as pupils perform each part of the sequence, e.g. 1's, 2's, 3's, 4's, 5's, etc.

First/Second Level - Numeracy

Number and Number Processes

Dinosaur Fingers - Fine motor skills and Sequencing

- Begin sitting on the floor, and complete the sequence described below with one hand:
- Number the fingers 1 - 5
- Tap the floor with fingers 1 and 5
- Then tap the floor with fingers 2 and 4
- Then tap the floor with finger 3
- Tap the floor with finger 3 again
- Then tap the floor with fingers 2 and 4
- Then finish with tapping fingers 1 and 5
- Then complete the sequence using two hands at the same time

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First/Second Level - Numeracy

Number and Number Processes

Touch-tap-fingers – Coordination, Sequencing, Dissociation

- Begin walking about the classroom/gym
- Then with your right hand touch each of the fingers in turn with the thumb, beginning with the index finger
- Then again with your right hand touch each of the fingers in turn beginning with the pinky
- Then repeat the sequence using the left hand
- Then repeat the sequence using both hands
- Then touch the fingers in a random pattern that is given by the teacher – like 2-2-4-1-3
- Then repeat the basic sequence starting the right hand at finger 1, and the left hand at finger 4

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First/Second Level - Numeracy

Number and Number Processes

Tapping Circles – Focus of attention, Coordination, Rhythm and Timing, Sequencing

- Start sitting in a comfortable position; feet shoulder width apart, hands resting on the knees.
- Complete a circle of 'taps' - start with the left hand, then the right hand, then the right foot, land finally the left foot.
- Then complete a circle of 'taps' starting with the right hand, then the left hand, then the left foot, then the right foot.
- Then progress to completing tapping circles in alternate directions.

Activity 1



As pupils perform task – pupils recite doubles, number stories to 100 (teacher could lead this to support – questions written on the board), etc.

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First/Second Level - Numeracy

Number and Number Processes

Clap-Clap-Stamp – Coordination, Rhythm, Sequencing

- Begin standing in a space.
- Clap both hands together, then clap again, then stamp your foot
- Repeat this sequence – clap - clap stamp
- Then clap twice and stamp twice - clap-clap stamp-stamp (with alternate feet)
- Then finish with the basic sequence - clap-clap stamp
- Introduce signalling with right and left hands to coordinate with the feet at the stamp phase – raise right hand while stamping right foot – raise left hand while stamping left foot.
- Make the same sequence but using opposite hands and feet.

Activity 1



As pupils perform tasks - counting in 1's, counting in 6's, counting in 9's, counting 50-100, odd numbers from 30-60, etc. As pupils stamp their feet they say the next number in the sequence.

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