

Number Tennis

Context

Children practise the numbers 1-20 in German using 3 simple techniques:

- 1 Teacher and class say the numbers 1-20 together.
- 2 Teacher plays an action game of tennis with the class. Using a bat, she 'hits' a number to the class and they 'hit' the next number back to her. The numbers are in sequence.
- 3 Teacher taps out random numbers on the table. Children silently count the number of times she taps and then say how many taps they hear. Now the numbers are out of sequence.

Exploration

A major theme of the Primary Strategy is to make explicit links between subjects, offering opportunities to re-visit, reinforce and enrich learning. Many opportunities exist to link language learning to work in mathematics: *E.g. Numbers and counting, the decimal system, time, distance and speed, journeys, money and currency, the date, birthdays, prices and costs, surveys, data collection and analysis.* Effective integration into other areas of the curriculum helps to make cohesive links between subjects, which can raise teachers' and children's motivation, and makes better use of their time. In addition to dedicated language sessions, teachers can use opportunities during the week to enable children to practise their newly learnt skills. The curriculum offers opportunities throughout the day, planned or incidental, to reinforce language work, for example carrying out class routines. An activity-based approach, including action games such as this, motivates and involves all children.

Learning Outcomes

The children:

- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences
- listen attentively and understand instructions, everyday classroom language and praise words
- identify specific sounds, phonemes and words
- imitate pronunciation
- play games to help to remember

Next steps

Children have been practising numbers to twenty. They have been counting to twenty and recalling numbers in random sequence.

They might build on this work by:

- counting how many times they hear a specific number, word or phrase in a short spoken text story, song or poem. They could respond by repeating the word verbally or by piling up counters or Lego bricks
- counting how many times a type of word appears e.g. colours, animals, times, numbers, places. They respond by circling the pictures or numbers, counting sets of objects and noticing how the plurals sound, e.g. one dog, two dogs, three dogs
- read aloud the numbers from the board or a sheet, making links between some phonemes, rhymes and spellings

- write numbers as words
- counting numbers of syllables in words
- recognising words which the teacher mouths silently
- saying the numbers backwards, in twos, in fives, in tens
- doing simple mental maths

Development

- Explore different ways in which children reinforce work in mathematics in language learning. How might use of ICT help them to make connections and reinforce learning?
- With a colleague make a list of techniques which you use in teaching mathematics which you could also use in teaching languages? Exploit use of ICT as much as possible.
- Start a collection of a list of number games. Use ideas from the Teaching Activities in the KS2 Framework

Teaching Activities Year 3: Pages 23-30 Teaching Activities Year 4: Pages 37-42

Teaching Activities Year 5: Pages 49-54 Teaching Activities Year 6: Pages 61-64

Physical response

Learning single words like numbers can become tedious and repetitive. Being able to draw on a variety of techniques maintains interest, surprise and pace in the lesson. The activities in the KS2 Framework encourage use of physical responses whenever possible.

- Look at the Teaching Activities section of the KS2 Framework for your year and find teaching activities involving a physical response.
- Reflect on the number games you are currently using. Could you add further actions or gestures to help memorisation and concentration?
- Read the lists of Language Learning Strategies in the KS2 Framework, pages 86 and 88: Communicating: understanding and being understood and Memorising.

Language Learning Strategies: Communicating: understanding and being understood: page 86

Language Learning Strategies: Memorising: Page 88

Language Learning Strategies Communicating, Understanding and Being understood and Page 86
Memorising

- Try out some of those which you are not currently using.