Children were vertically grouped for foundation stage and KS1 (years R, 1, 2) and KS2 (years 3, 4, 5).

Each group worked in three different classrooms and the ICT suite on a rotation basis.

Each session consisted of four 15-minute tasks.

“Lots of interactive teaching was evident.”

“Every year six child contributed valuable activities and took the peer tutor role very seriously.”

Inventive game – interested group

Board games

Individual puzzles were popular

Continuo

“Vertically grouping provided some fascinating pupil discussion”

HEX – Concentration needed to co-ordinate colours

Hex – paths across the grid

Boxes – joining dots

Sliders

Lots of interactive teaching was evident.”

“Every year six child contributed valuable activities and took the peer tutor role very seriously.”

HEX – Concentration needed to co-ordinate colours
Activities included ‘home made’ tasks, commercial puzzles, electronic challenges and computer software.

Magimixers – countdown
Dominoes – race to 200
Space Race – base ten

There were three working sessions, 0930–1030, 1100–1200 and 1330–1430

"This was a great context for using and applying mathematical knowledge”

Straws and pipe cleaners produced puzzling 3d solids

"The children were so well behaved all day"

Pentominoes
Electronic ‘Simon Says’
3d shape with straws/pipe-cleaners

Slider – an extension of ‘Shut the Box’

“LES DAY: Windsor Primary School, , June 2004

Second puzzles and shared them with the help of class teachers and is a photo-collage of what
Teachers and support staff planned some activities for the groups.

“Can we do this next year?”

Governors visited school that day and joined in the problem solving tasks.

“There is a wealth of material and resources for future use”

All photographs were taken by Yvonne Campbell. With thanks to mathematics subject leader, Helen Cooksey and all the staff and children of Ryedene Primary School.
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