

Heads Down, Thumbs Up

This game is best played with children sat on chairs at their tables.

- The teacher picks seven children from the class to go to the front.
- The rest of the class get ready as the teacher calls, “heads down, thumbs up”. All seated children put their heads down on the table with eyes closed. Hands should be on the table with thumbs pointing up.
- The seven children at the front walk around the classroom and ‘choose’ a person by gently folding down their thumb.
- All seven children return to the front and the teacher calls for rest of the class to open their eyes.
- One at a time, the teacher asks the children with their thumbs down to guess who put their thumb down. If they guess correctly, they swap places. If they guess incorrectly, they stay where they are.
- The game is repeated.



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“Good Afternoon, Sir”

This game is best played with children sat on chairs, or on the floor, evenly spaced around the room.

- The teacher puts one chair at the front of the classroom, with its back to the rest of the class. One child is picked to sit on the chair.
- The rest of the class wait to find out who the teacher points to. This child will then say the phrase, “Good afternoon, Sir”. The idea is that whoever says the phrase is trying to disguise their voice so not to be recognised by the child sitting on the chair.
- The teacher asks the child on the chair to guess who has said the phrase. They have three guesses.
- If they guess correctly, they swap places. If there is no correct guess, they stay on the chair.
- The game is repeated.



“Good
afternoon, Sir”

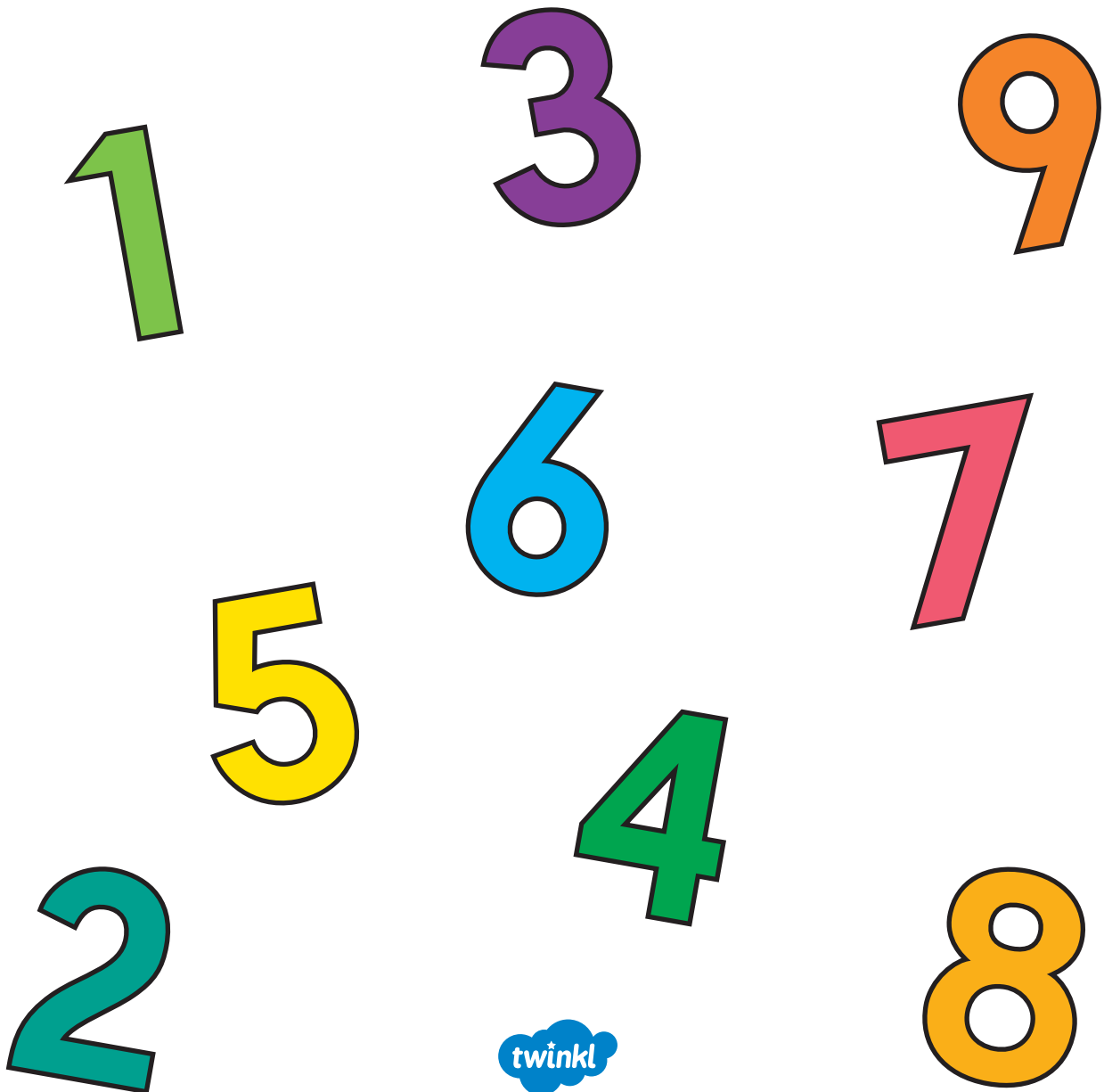


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Counting

You can play this game with children sat on the floor in a circle, or at tables.

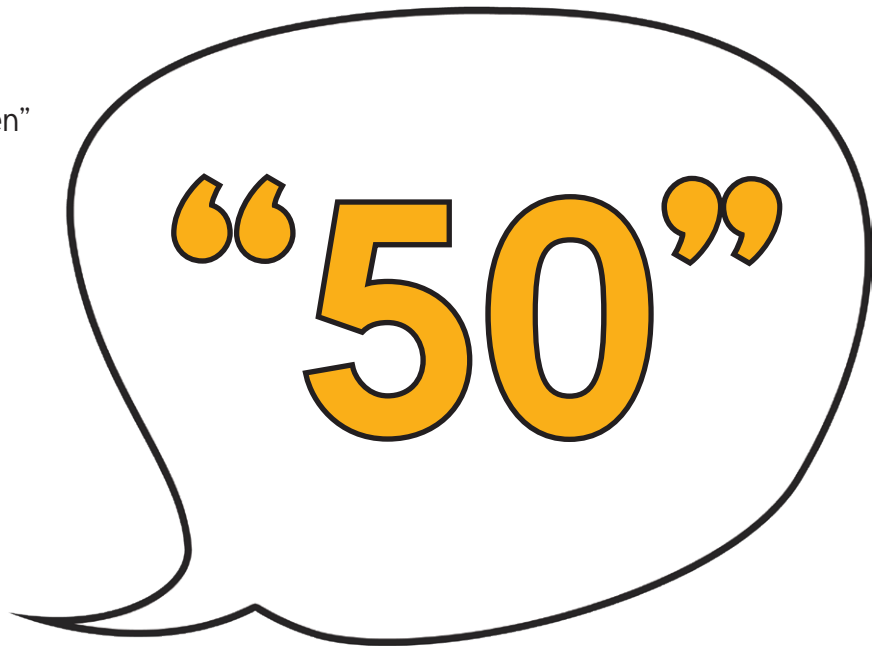
- The teacher explains the aim of the game: for the class to be able to count in given increments, e.g. counting in 1s, starting at 0.
- The teacher should call out the starting number (this doesn't have to be 0) and an increment to count in.
- The teacher chooses a child in the class who will start the count, explaining that each child will individually take their turn to say the next number in the sequence.
- Differentiating for your class: the teacher can display a large 100 square to use as a class prompt or the teacher can add different challenges to suit the children, such as counting backwards and starting on higher numbers.



“Don’t Say 50”

You can play this game with children sat on the floor in a circle, or at tables.

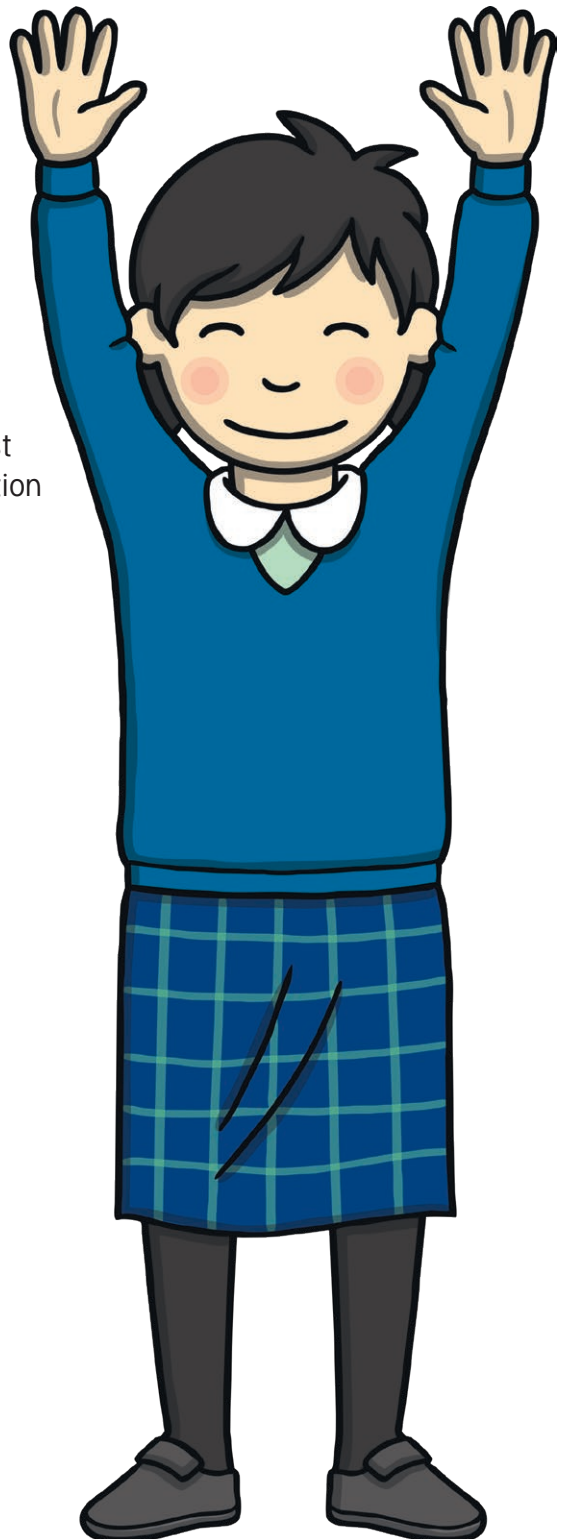
- The teacher explains the aim of the game: for the class to collectively count up to 50, by taking turns to say one, two or three numbers at a time. The aim of the game is not to be the person who says 50.
- The teacher needs to explain that every child has a turn and this needs to follow an order (it’s easiest if this is going around the circle/tables one by one)
- Here’s an example:
 - Child A: “One”
 - Child B: “Two, Three”
 - Child C: “Four”
 - Child D: “Five, Six, Seven”
 - And so on, until...
 - Child T: “48, 49”
 - Child U: “50”



Copy Me

You can play this game with children sat or standing, all facing the teacher. This is a great game to play anywhere to keep children focused, especially useful on a trip or a line for assembly/lunch.

- The teacher explains that the aim of the game is to copy the Leader's actions and sounds. There is no talking in this game.
- The teacher becomes the first Leader and starts a repetitive action (such as clapping, patting head, clicking fingers). All children copy this action.
- The Leader changes the action and the children must copy the next action. The Leader can decide how long they want the children to spend on each action.
- To make the game more difficult, the teacher should explain that the children should start to be one action behind the Leader. When the Leader is on their first action, the children do not copy, but they must remember the action. When the Leader starts their second action, the children should do the Leader's first action. This continues and the children remain one action behind each time.



Quiz Me

You can play this game with children sat on the floor in teams, or at tables.

- The teacher should divide the class into mixed ability teams, with roughly six children in each team. The teacher explains the aim of the game: for each team to take part in a quiz and to answer as many questions correctly, as quickly as possible. The teacher explains that teams can discuss their possible answers, then one spokesperson will pick up the object (such as a cuddly toy) when they think they know the correct answer.
- The teacher asks questions (relating to today/this week's learning) and the first team to pick up the quiz object is allowed to put forward their team's answer. If the answer is correct, they score a point. If the answer is incorrect, all of the remaining spokespeople return to their teams and on the teacher's count to three, they can go to pick up the quiz object again.
- If there is not a lot of space to move around the classroom, the quiz object can be replaced. Teams may instead use a different sounding instrument to play when they know the answer.
- The teacher should change the spokesperson after each round. A round ends when a team scores five points.



Tap, Tap, Clap, Clap

This game is best played sat in a large circle.

- The teacher explains the aim of the game: for the class to fit in words to a rhythm. The teacher demonstrates the rhythm to the class (tap, tap, clap, clap). The taps are both hands on knees. The teacher explains that the class should continue the rhythm throughout the game, not stopping at any point and that each child will take their turn to say their word/words to the rhythm, before the next child's turn.
- The teacher shares a topic for the children to think of a word/words to fit into the four-syllable rhythm and models how to do this. Top tip: a good warm-up topic is 'your name'.
- Differentiating for your class: you may speed the rhythm to make it harder for your class, or slow it down to make it easier. The children can be given some thinking time before each new topic, so they can practise their words in advance. Teachers may choose for the whole class to repeat each child's word/words to reinforce how they fit into the rhythm.



Winking Witches

This game is best played with children stood in a large circle.

- The teacher explains the aim of the game: for one child to be the mystery Winking Witch, who casts spells on the children. Another child has the role of the Fairy – they must find out who the Winking Witch is.
- The teacher explains to the children that they all need to use good eye contact for this game.
- The teacher chooses one child to be the Fairy; they are directed to stand in the middle of the circle. All children (including the Fairy) must close their eyes and the teacher taps one child on the shoulder, who is now the Winking Witch.
- The teacher directs all children to open their eyes and for the Winking Witch to cast spells on children by winking at them. Once the Winking Witch has cast a spell on a child, that child must pretend to fall to the ground asleep.
- The Winking Witch tries to cast a spell on as many children as possible. The Fairy tries to establish who the Winking Witch is.
- The teacher may stop the game at any time to ask the Fairy who they think the Winking Witch is. If they guess correctly, the Winking Witch becomes the Fairy. If they guess incorrectly, the Fairy swaps with another child in the circle.

