Age	SPORTS	MATH	ACTIVITY	PHOTO/COMMENT
6/7	Skills to be developed and achieved by the end of third grade: Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health e.g. Getting around (walking, running, crawling, moving with sports equipment, swimming)	Math language □ Sequence numbers □ Length measures □ Making figures with real objects, geometrically Numbers.	a)Calling their order number- the first, second, third and then group themselves to create groups for exercises b) In front of the groups there is a row of different sports equipment) e.g. 6 balls, 4 jump ropes, 7 cones etc. The teacher calls out pupils number and then which nr item should he/she run to and bring back. : "The second pupil should bring the sixth ball" a) Define the beginning and the end point of one's stride, the throw of a ball, jump from a place b) Measure the length of the activities mentioned above (measure the difference between the results) a) do the exercises standing as a group by creating a circle, triangle, square b)create different spaces with sticks and other inventory to create mathematical figures and then do exercises in the figures c) use large elastic band to create geometrical figures d) using the jump rope as a tool to make the geometrical figures (between the junping exercises as a resting task)	

		Addition and subtraction of 20. Addition of numbers in units. Relationships, algebraic models. Rhythmic strings of objects and numbers.	Two teams - 10 children each. Each child has a number from 0 to 9 on the shirt Taking into account age and the current level of development in mathematical equations: The teacher stands in the middle, few meters away of both teams - holding a card with an equation or a cloth or any other item in his raised hand / as soon as the equation is called, such as 5 + 2, 8-5, etc., the child with the correct answer on his/her shirt runs to get the card first. The older the children, the more difficult the task can be by giving equations with a two-digit number, where two children have to create the correct answer that consist of two numbers. Two people hold a blanket in the middle of two teams, each participant holding a card with an equation according to age. There is one child on each side of the quilt, they hold a stretched card in their hands, which will be seen by the opponent as soon as the quilt is torn down, the result of the equation on the opponent's card must be called. a) The participant of the column whose sequence number is the result of an arithmetic operation, both +,- runs around the given obstacle. The winner is the one who calculates the fastest, runs around the obstacle and returns to the team. For example: "5-3" the answer is 2, so the second must run.	

		The use of the "for so much" and "for less" relationships. Timing.	b)The participant runs, takes a card with a math example, runs forward the given distance, at the end finds the correct one from many given answers, takes the it and runs back to her/his team, puts his example behind the team. The Relay should be with different obstacles. The score written down and for every correct answer 10 seconds taken away from the total team timing score. The timings should be compared. a)Many training rings. Two or more teams. Text exercise: 7 children go in to the red/ first ring; there should go 2 more children to the second ring than went to the first ring. In the third ring there should be 3 children more than in both other rings. b) Children are paired and are given 10 blue, 10 red, 10 yellow balls. One of the pair throws all 30 colorful balls in to a bowl, the other one writes statistics on a card how many balls of which color did he/she got in to the bowl. Then they change place. After that they calculate the number of how many of each color was missed, which color balls was the most , how many balls more or less did they get in to the bowl. There are two clocks (one clock with numbers from 1- 12 and two hand that can be moved around to show the exact time, and the other one is identical in shape, but has no hand, instead of numbers there are pictures of exercises a) teacher shows on one clock the time 1:00 and everyone learns which exercise is it, in that way-they do all exercises till 12:00 o'clock. This exercise for exact hours.	

			b) Teacher shows on the number clock 3:00 and puts on a music track for one minute, everyone does the exercise that is in the place of 3:00 o'clock c) The teacher just says it is 3:00 o'clock without showing them with the hand, so children guess or know which exercise to be done d) Children get cards with numbers 1 to 12, they have to find their place in a circle (teacher makes a point where is the starting point 12:00) e) Change the number 1:00 till 12 to 13:00 till 24:00 and do the same exercise mentioned above f) Give children cards 1:00 to 24:00 and they have to find their pair e.g. 3;00 with 15:00 g) When children are familiar with minutes: give card with written time, joins in a row (column) by time. The examples here are already 10:30. 11:45 etc. h) Run one distance, take the time- write your time on a piece of paper so others can see, then when everyone has done it- take your time score in a consecutive row SPORTS IN MATHS a) When the teacher asks children to calculate the mathematical result on spot, she/he throws a ball to the child who should give the answer and catch the object b) There are 3-5 different answer options on the board, and for each option there is a	

			well-known exercise for children (children can come up with their own name). The teacher shows an arithmetic operation (complexity by age - both + - and multiplication), students perform an exercise that corresponds to the correct answer. You can immediately see who made a mistake in the calculations - perform a different exercise. c) Together, each group creates different figures by doing exercises Find a way to be a triangle or a part of triangle-so work with others d) Use a tape to point the beginning point, children can jump from one spot and then measure the distance. Put on a diagrammed the results. e) Creates strings of movements (for example, "jump, jump, squat") f) Use the arrow keys to move around the square. g) Allow a certain distance in nature, for example, by marking places to plant trees, to place objects for the establishment of a relay track	
7/8 years	SPORTS	MATHS	ACTIVITY	
	Skills to be developed and achieved by the end of third grade: Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-	**Language of mathematics**: Multiplication and division. Length units (mm, cm, dm, m) Modeling with real numbers. **Mathematics reasoning**.	Any activity that was mentioned in the activities for the first grade, but with developed and more advanced level of knowledge, understanding and physical ability.	

	promoting physical activities and is the basis for strengthening physical health e.g. Getting around (walking, running, crawling, moving with sports equipment, swimming) Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits Movement games and games, sports games with EASIER or changed rules and games for one person with easier changed rules; Dance and rhythmic combinations; Adventure activities; Basic Self-defense;	Judging by analogy with what has been learned before. Creation of objects with certain properties, determination of their number, common, different properties, grouping according to a given feature. **Numbers** True and false equality. Odd and even numbers. Addition and subtraction in the amount of 100. Multiplication of a single digit by 2,3,4,5. **Relationships, algebraic models** Number strings up to 100. Determining an unknown number Data, probability, measurement. Information gathering. **Determination of time and measurements**. Summary of measurements in a table. Creating a bar chart. **Figures** Figure drawing, characterization. Creating spatial figures. Drawing an area in units (squares, squares). Perimeter calculation.	Children should use the basketball field lines as a figure perimeter to be calculated. They have to draw the square or the rectangle, then they go to the chosen figure and measure it by: frog hops (how	

			many), hopping on one leg, and lying down and measuring how many their own body length does it take. Than write it down and calculate the perimeter.	
8/9 years	SPORTS	MATHS	ACTIVITY	
	Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health fatigue. Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits Physical activity is a prerequisite for good physical and mental health afety and health for oneself and others are influenced by one's own well-considered decisions, being aware of potential risks and evaluating one's actions, and the readiness	**Language of mathematics**. • Units of volume and mass. • Use of letters to record equality and inequality. • Modeling with real objects. **Mathematics reasoning**. • Judging by analogy with what has been learned before, formulating statements based on what has been observed, actions taken or judgments in the head. • Creation of objects with certain properties, their grouping. Numbers. • Numbers up to 1000, their comparison, addition and subtraction. • Multiplication and division by 2-10 within the multiplication table. • Multiplication of one-digit and two-digit numbers by 100, multiplication of two-digit and three-digit numbers by 10;	Any activity that was mentioned in the activities for the first grade, but with developed and more advanced level of knowledge, understanding and physical ability. In the relay, the team must fill the tank with a certain amount (ml) of water. Perimeter calculation for gym, stadium. Throw basketball throws in the basket. The number of successful shots must be divided by 3, .. Divide the number of steps taken by 10 m by 2,3,4, .. Area calculation + movement. Calculating a volleyball court in steps. Calculation of a volleyball court with jumps with both feet. (frogs) Calculation of a volleyball court with jumps on one leg. Calculating the volleyball court in feet; stature, etc. Finally, the calculations are to be compared and concluded.	

	to react appropriately in unexpected and unfamiliar situations	dividing three-digit and four-digit numbers by 10; 100 without balance. • Sequence of actions • Determining the share. Relationships, algebraic models. • Number strings up to 1000. • Research and formulation of relationships in practical and mathematical contexts Data, probability, measurement. • Planning and performing practical measurements in nature, in the surrounding premises in cooperation, summarizing the obtained data in tables. • Experience in reading volume and mass. • Expressing the amount of money in cents and vice versa. Figures. • Angle in a polygon. Straight, narrow, wide angle. • Concepts of "edge", "face", "vertex" to describe properties. • Creating a plan (two-dimensional) for the representation of real objects, taking into account the given / agreed size reduction. • Creation of expressions / formulas for calculating the rectangular perimeter. Drawing different shapes with the same	Orientation around the school and in the school premises tries to see and take pictures of the angles. Afterwards-forms the specified angles with your body.	

		perimeter. Draw a rectangle with a given area on the check box page. Volume of a rectangular face in notional units (cubes)		
9/10 YEARS	Sports	Maths	ACTIVITY	
	The planned results to be achieved by the student in the basic education standard at the end of the 6th grade (the year of teaching is not indicated). 1.The acquisition of a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. Getting around (walking, running, crawling, moving with sports equipment, swimming) 2. Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. 3. Regular, systematic and varied physical activity is the basis of physical health and	**Language of mathematics**. • Symbols noting the angle and its magnitude in degrees; • parallel, perpendicular edges; • units of area (cm2, dm2, m2) and speed (km / h, m / s). • Letter symbols in angular and polygonal representations, for denoting values in formulas - S = ab; s = v * t, • Various representations (drawing, straight line of numbers, geometric shapes, hundred squares, etc.) to explain or characterize, for example, multiplication by a two-digit number, comparison of parts with different denominators, relationship between quantities that characterize motion. **Mathematics reasoning**. • Linking the new to what is already known, making generalizations, judging in general, • Development of a mathematical model in a new situation, evaluation of the	Any activity that was mentioned in the activities for OTHER GRADES, but with developed and more advanced level of knowledge, understanding and physical ability. Gymnastics and angle learning. The student invents and demonstrates to others the exercise by creating narrow (wide, right) angles by hand; the next student demonstrates the exercise using the legs, forming wide (narrow, straight) angles; The student demonstrates the exercise using the legs and arms, forming right angles (narrow, wide); Stretching exercises, sitting with narrow legs, then wide legs. Movement + parts. The teacher calls the part, such as ½ run, the child must run to the halfway line and back. /The teacher calls 1/3 jumping on one leg, the children have to jump 1/3 of the area on one leg. The teacher calls- backwards, the children have to make the relevant piece of the area when moving backwards. The teacher calls - 2/4 dribbling the ball, the children perform. The teacher calls- 2/6 by leading the ball with the foot, the children perform. (e.t.c.) Play the game "Above the Earth". When a child ascends above the ground, he/she must call himself	

	healthy lifestyle habits. 4. Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits. 5. Physical activity is a prerequisite for good physical and mental health. 6. Safety and health for oneself and others are influenced both by one's own well-considered decisions, being aware of potential risks and evaluating one's actions, and the readiness to respond appropriately to unexpected and unfamiliar situations.	obtained results and other solutions. • Techniques of "judging from the end", "dividing problems into parts". • Creating an explanatory, structured text ("because", "because Numbers. • Decimal composition of natural numbers up to 10,000, record in the form of the sum of classes, deferral on the number line, comparison. Real and fake parts. Delaying parts on a straight line. Comparison of basic parts, comparison of parts with different denominators. • Addition and subtraction of natural numbers in the amount of 10,000, approximate value of the sum and difference. **Relationships** algebraic models. • Regularities in number strings. • Judging (in specific examples) about changing the amount, difference, multiplication, division value by changing one of the members of the activity. • Verbal description of the relationship between two quantities in a familiar, domestic context (eg shopping).	NUMERATOR. Thus, by playing the game known to everyone, one learns the concept – numerator (above the line), denominator (under the line). The relationship between the movement of time_ one goes, one runs, one rides a skateboard or some other vehicle and then compares his/her own results OR every one is running, except one is riding a bicycle, etc.) Elastic rubber, for example, 4 children wrap rubber around them without interruption and create a circle, square, triangle by order of the teacher (how to determine the size of the area? / Compare) One person throws balls into the basket, other writes down the results: a)numbers are written on the ping-pong balls - they are thrown into the basket / bowl, the ones hit in the basket are written down/ counted the summ of written numbers. b) count how many balss were thrown in the basket, how many was not. Calculate persentage of luck, name fractions, draw diagrams or do any other mathematical functions with the results. We have to figure out how to find out the amount of balls that were not thrown in the basket - maybe we already know the amount of the original balls?! How fast am I? Measure with a measuring tape 5 m, with a stopwatch record the time in seconds that can	

		Relationship between time, path and speed. • Formation of equality with the unknown in domestic and mathematical contexts. Data, probability, measurement. • Reading and creating bar charts (variously organized). • Angle measurement with conveyor. Area units (cm2, dm2, m2), correlations between them, larger unit expression smaller. Speed units (km / h, m / s). Figures. • Parallel and perpendicular straight lines. Star, angle, drawing an angle, knowing its magnitude in degrees (up to 180 °). Characterization and drawing of polygon properties. • Drawing large figures. Determining the area by dividing the figure into parts until familiar figures are obtained, dividing the figure into parts and combining the parts differently, supplementing the figure to a familiar figure. • Using the rectangular area formula (without converting units). Determination and verification of the area of a rectangular area.	run 5m, then divide by 5, thus calculating how fast you can run in 1 second, or m / sec. Orientation: If there is an orientation sports equipment it can be used for activities to strenghthen any knowledge in mathematics: e.g. Pupils make groups of two/three people and receive a list with mathematical exercises: the answers of them are seen on the map of the shool jym, building or surrounding area. The team decides what is the correct answer and runs toward it and notes themselves at the check point of that answer, than looks and runs toward the next correct answer. It can be done by one person as well. If there is no proper equipment, than instead of check point can be uses simple cones and colorful pencils- every answer should be written with the correct pencil color.	

10/11 years	SPORTS	MATHS	ACTIVITY	
	The planned results to be achieved by the student in the basic education standard at the end of the 6th grade (the year of teaching is not indicated). 1.The acquisition of a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. Getting around (walking, running, crawling, moving with sports equipment, swimming) 2. Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. 3. Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits. 4. Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits. 5.	**Language of mathematics.** Symbols for the approximate or rounded value of a number a number as part of another number, mixed numbers, decimals, percent, degree with a natural exponent. Notation of natural numbers in **Roman numerals**. Letter symbols for size in the formula C = 6 R (calculation of the length of a circle), the relationship between the values for graphical representation, for recording the properties of parts. **Mathematics reasoning**. Linking the new to the already known, creating generalizations, reasoning in general to construct new knowledge, create and characterize objects with certain properties. Techniques of 'judging from the end', 'breaking down problems into parts', such as determining the initial quantity in a situation described by parts. Creation of an explanatory, structured text (“because”, “because”), creation of a counterexample, full re-reading to substantiate the truth of the	DO SPORTS EXCERSISES, for example: the long jump and one must guess what was the result approximately. Before performing the exercise, estimate how far you will jump ... Tens of centimeters are marked on the ground when the child lands, marks the place and then, looking at the distance, draws a conclusion on which side to round and why (visually see why we are rounding down, why up) Use decimals to write down the results of Cross-country short distances. Exercise to create geometric shapes, a straight line of numbers (line at the beginning of the lesson). • Part of the numbers - for example, ¼ from the class goes to the long jump pit, 1/3 goes to throw a ball... • Movement - creating parallel lines (in the stadium, the treadmills also run in parallel and the students run in parallel lines when they do not intersect.) Run on the square and look for right angles, perpendiculars. * Warm-up exercises, working in pairs, should include exercises with a certain angle - wide, narrow, stretched, straight.	

	Physical activity is a prerequisite for good physical and mental health. 6. Safety and health for oneself and others are influenced both by one's own well-considered decisions, being aware of potential risks and evaluating one's actions, and the readiness to respond appropriately to unexpected and unfamiliar situations.	action or statement made. Numbers. Decimal composition of natural numbers, notation,, deferral on the line of numbers, comparison. Numerical notation in Roman numerals. Notation of the decimal part in the ordinary part and vice versa (in the simplest cases). Extension of decimals, comparison, deferral of them on a straight line. Interest, in ordinary and decimal form. Rounding of natural numbers. Divisibility properties of multiplication / division. Calculation of the value of the degree (result does not exceed 300). Addition and subtraction of parts with different denominators. Division of the main part (denominator does not exceed 6) by an integer, division of an integer by the main part. Addition and subtraction of decimal places. Addition and subtraction of mixed numbers. Relationships, algebraic models. Regularities in expressions of natural numbers, in strings of fractions. Judging (in specific examples) the change in the value of one	When using a body, represent Roman numerals or the class / group should represent I; V; IV (4). L (50), M (1000),… Calculates the lengths of the circles on the basketball court. Determines how many teams can be created for a relay or other game / training by searching for divisors. (eg students in class 24. The class can be divided into 1; 2; 3; 4; 6; 8; 12, as these are divisors of the number 24). At the end of the school year, you can compare the decimal numbers (long jump results, throwing the ball), in ascending or descending order. Equilibrium - standing on one leg, lifting the other up at a right angle, tilting the body down to create a straight line for the body and determining the angle between the leg openings. Pyramids - Each student makes an angle with parts of their body - the other student tries to recognize the width of the angle. Do any task for one minute: for example- squats. Count the squats made and then calculate how many seconds does it take to make one squat approx.. Coordinate plane - an orienteering map, where the map is divided into quadrants. To determine the location of a point, you need to determine the square (sector) in which it is located. B4 Relationship S = v * t; path = time * speed. As for the cross country, running around the stadium. If we know the distance and time you	

		quantity by changing another value in a calculation with parts. Coordinate plane for representation of relationships with real contexts (positive variable values). Graphical representation of the relationship. Characterization of relationships between directly proportional or inversely proportional quantities in specific examples (concepts not used). Formation of equations with the unknown in a domestic and mathematical context (equations contain all kinds of fractions). **Data, probability, measurement.** Reading and creating pie charts. Characterization of the probability if data on the frequency of events are given. Figures. Stretched, open, full angle. Circle diameter, relationship between radius and diameter. The length of the circle (approximately 6 radii). Determining the area by dividing the figure into parts (2 and more) until familiar figures are obtained, dividing the figure into parts and combining the parts differently, supplementing the figure to a familiar figure.	spent walking / running around the stadium, we can calculate the speed. The faster you run, the shorter your time on the road (reverse proportionality). Scale! Must be able to read the scale from the map, determine the distance specified on the map (if the map is 1cm corresponds to 20m then it is necessary to calculate how many meters are in nature from the object to the object).	

		Numerical expressions for describing the sizes of geometric shapes. Using the Rectangular Area Formula (with unit conversion). .		
11/12 years	**SPORTS**	**MATHS**	**ACTIVITY**	
	The planned results to be achieved by the student in the basic education standard at the end of the 6th grade (the year of teaching is not indicated). 1.The acquisition of a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. Getting around (walking, running, crawling, moving with sports equipment, swimming) 2. Learning a variety of basic movements provides an opportunity to engage in interesting, safe and health-promoting physical activities and is the basis for strengthening physical health. 3. Regular, systematic and varied physical activity is the basis of physical health and	**Language of mathematics.** Symbols recording the ratio of numbers, units of volume (cm3, dm3, m3), coordinate axes, point coordinates, opposite number, rational numbers. Different meanings of the symbols "+", "-", ":". Letter symbols for denoting quantities in the formula V = abc, for recording the relationship between the sizes of figures, for recording operations with parts in a general way. **Mathematics reasoning**. Linking the new to the already known, creating generalizations, reasoning in general to construct new knowledge, create and characterize objects with certain properties. **Numbers.** Record the number ratio using division, a hyphen, the word "against". Inverse numbers. Opposite number, number modulus, positive and negative numbers, their position on the	Orienteering map - scale, ratio, coordinates. PHYSICAL EXERCISES TO "SURVIVE" square, perimeter. Arithmetic mean - calculate the arithmetic mean of different classes of sports performance. In football, in basketball, the result is expressed as the ratio of two quantities (eg 6: 4). When naming the running result, the student is introduced to decimals (1000m running, the result is 3: 19.69, where is the decimal point - it is the decimal part). Link the topic Size ratio, e.g. determine how accurately the balls are thrown in the basket. 3: 7 (3 balls thrown, 7 not thrown), or 3:10 (ratio, if thrown 10 times and 3 hits, then you can calculate: what percentage it is / how accurate you are the thrower). - how much you throw-determine the most accurate thrower (e.g. if you throw 6 times but throw 3 times -50% of a hit, student X throws 10x and hits 5x, also accuracy. 50%), so that the other student counts! Make charts/diagrams of your own and classmate results / ratios / percentages etc.	

	healthy lifestyle habits. 4. Regular, systematic and varied physical activity is the basis of physical health and healthy lifestyle habits. 5. Physical activity is a prerequisite for good physical and mental health. 6. Safety and health for oneself and others are influenced both by one's own well-considered decisions, being aware of potential risks and evaluating one's actions, and the readiness to respond appropriately to unexpected and unfamiliar situations.	number line, distance between rational numbers on the number line, comparison of rational numbers. **Relationships, algebraic models.** **Regularities in expressions and strings of rational numbers** Judging a rational change in the value of a numerical expression by changing a member of the activity. **Data, probability, measurement**. Choosing the right way to display your data. Arithmetic mean, evaluation of its use. **Figures.** Elements of a three-dimensional body (edges, faces, vertices) and properties.		