Taking Learning Outdoors

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| Learning experience and season | |
| Winter: Observing and recording the weather. | |
| CfE Level: Early | |
| Experiences and Outcomes and associated benchmarks | |
| While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a  I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life.  SCN 0-06a | **SOC 0-12a**   * Names and talks about at least two different kinds of weather. * Draws pictures to record the weather for three days. * Describes how weather affects the activities they can undertake. * Talks about how they feel about different kinds of weather. * Describes which weather is likely to be related to which season.   SCN 0-06a   * Talks about how the pattern of night and day changes over the course of a year. |
| Overview of learning experience | |
| Pupils spend time outdoors, experiencing, observing and recording the weather. | |
| Outline of learning | |
| LI/SC  To describe and record the weather.   * I can observe the weather. * I can observe the effects of the weather. * I can record the weather. | Resources   * Paper/notebooks * Pencils |
| **Description of learning experience and assessment opportunities**  **Discussion**:  Begin by explaining to the pupils the reason why we have seasons and how this is linked to the Earth’s orbit around the sun. The pupils can observe the suns position in the sky and discuss the short days and long nights during winter. Discuss the types of weather the pupils are likely to experience at this time of year and how this might affect the things they do.  **Activity:**  Each day at the same time, over the course of a week, the pupils should go outside to experience the weather and its impact on the environment.   * Where is the sun in the sky? * Does it feel cold? How cold? * Is it cloudy? How much of the sky is covered by cloud? * Is it raining or snowing if so, how heavy? * Is the ground wet? Are there puddles, how deep are they? * Is the snow lying? Is it getting deeper or melting? * Is it icy? How thick is the ice? * Is it windy? How can we observe the strength/ direction of the wind?   Placing a container of water outside is useful for this activity as the effect of the rain / snow / ice can be clearly seen by the change in volume or presence of ice.  Similarly placing a container of ice can be used to observe the effect of temperature. A thermometer can be used to record the temperature.  Ask groups of pupils to record different aspects of the weather, pupils can record their observation by drawing or writing in a notebook or taking pictures/videos. Compare the results each day to the previous day. At the end of the week what were the most common observations. | |
| Consideration of risk | |
| Take care in wet or icy conditions. | |
| Taking it further – what else could you do? | |
| Compare the current weather to the live forecast. Is the forecast correct?  Create a video montage or slide show of the images/pictures. | |