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| Estimate how many can you see?  Encourage your child to estimate how many trees, cars, birds etc.  The more experience children have of this the closer the estimates will be.  Emphasis on the estimate being a rough/approximate amount. | Where are you going on your walk? What do those signs mean?  Discussions around what route to take, what the signs say and mean. | What kind of leaves can you find on your walk?  Collect a variety of leaves, flowers or stick on the walk and sort them. Big flowers/not big flowers, smooth stones/not smooth stones. | What patterns can you make with the treasures you collected?  Use the items in the treasure bag to make symmetrical patterns in the grass. To be symmetrical it must be the same on either side of the line of symmetry. Use a stick for the line of symmetry. |
| Count how many you can see?  Encourage your child to count quantity of objects, may link to what has been estimated.  E.g. how many cars, birds, people on bikes etc. Counting up to 30 initially in ones. Then they could count in 2’s, 5’s and 10’s.  What do you notice about the door numbers? Can you continue the sequences  Opportunities for counting in 2’s. | **Outdoor Learning**  **Numeracy and Mathematic**  **Early Level**  **Activities to Support Home Learning**  **Context – On My Daily Walk**  A walk to the shops, around the local environment or countryside can produce excellent contexts for Mathematical and Numerical Learning. | | What route can you go on, how will you get to the end?  Opportunities to go through a wooded area, through grass, around bollards, over a small wall etc. To encourage children to use positional language like over, under, around. Also look at traffic and use vocabulary like behind, in front, in-between etc. |
| What treasures can you collect?  Take a bag on your walk and call it a ‘treasure bag’. Collect items such as dandelions, flowers, stones and sticks. Make collections of treasures to add together.  How many flowers do we have? How many sticks do we have? Which is more, how many more? (Lay out the two collections underneath each other and compare. | What shapes can you see?  Look at the natural and manmade environments to identify different 3D and 2D shapes. E.g. buildings that look like cubes, cuboids, do any look like pyramids or cones? What does look like a cone? |
| How many in each share?  Opportunities for sharing the treasures collected on the walk  between each member family member. | ***“Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children and young people learn by experience and grow as confident and responsible citizens who value and appreciate the spectacular landscapes, natural heritage and culture of Scotland.”***  ***(Curriculum for Excellence through Outdoor Learning)*** | | What patterns can you see in the environment?  Observe patterns on leaves, insects, walls, signs etc. Can they recreate those patterns or make patterns of their own. |
| ***Developed by Numeracy Sac Team, East Ayrshire Council***  cid:image001.jpg@01D1DE7A.690FE200 | What do you need to buy to make our lunch? How much does it cost and what coins will you need?  Opportunities to participate in buying, identifying coins, counting amounts, exchanging coins etc. | What season is it and how do you know?  Look around, what can you see in the environment regarding the seasons, e.g. lambs, daffodils, more sunshine, weeds growing, people not wearing jackets etc. Link to naming and identifying features of the seasons and naming the months of the year. | How long is it? How wide is it?  Measure in non-standard units to see how long or wide different things are, e.g. the path, the wall, the car etc. Use strides, hand spans and children’s feet (toe to heel) as non-standard units of measure. |