



# Curriculum Outdoors



This lesson plan was created by UWS student Susan Allison.

Curriculum Area	Numeracy		Level	First
1	Pre-Assessment	Questioning	Use Pickers to set questions on prior knowledge of estimates <a href="https://get.plickers.com/">https://get.plickers.com/</a>	
2	Risk Assessment	Mind Map	Whole class produce mind map of risks	
3	Journey time	How many..?	How many steps to the end of the corridor/bottom of the stairs/to the door? – estimate and then count.	
4	Class management	Pairs	Stay in playground boundary	
5	Lesson	See below		
6	Assessment	worksheet	Completion of worksheet	

<p><u>E&amp;O:</u>  <i>MNU-1-11a</i> I can estimate how long or heavy an object is , or what amount it holds, using everyday things as a guide, then <b>measure</b> or weigh it <b>using appropriate instruments and units.</b></p> <p><u>Learning Outcomes:</u>  <i>Pupils will demonstrate accurate use of various measuring tools.</i>  <i>Pupils will show knowledge by using comparative language - shorter, longer, taller, more, less.</i>  <i>Pupils will record measurements using correct unit ie mm, cm, metre</i></p>	<p><u>Resources Needed</u>  <i>Worksheet/pens</i>  <i>Collect items from playground</i>  <i>Measuring tape</i>  <i>Rulers</i>  <i>Meter sticks</i>  <i>Trundle wheel</i></p>
<p><u>Activity</u>  <i>The pupils will go out to the playground and work in pairs to measure the items on the worksheet.</i>  <i>They will need to decide which measuring tool they are going to use to measure each item with. Examples have been discussed prior in class.</i>  <i>They will measure items like twigs,leaves, window frames, door height, circumference of tree, gate height, length of muga pitch, length/width of seating area, bike area. These items will be on the worksheet.</i>  <i>They can then choose to measure 2 other things of their choice, using their tools and include these on the worksheet.</i>  <i>Once the task is completed we will come together as a group and share our findings.</i></p>	<p><u>Assessment</u>  <i>Return to class – We will go through the worksheet together and discuss the answers the children came up with.Possible questions to ask: What difficulties were they faced with? Did they find the task easy or difficult? What would have made it easier? Did they need any other equipment?</i>  <i>I would then check their understanding of the concept of smaller/bigger; shorter/taller, to ensure they have grasped this. The children can do this in pairs comparing their measured items. Is the door bigger/smaller than the window?</i>  <i>They can choose 4 things to compare and write these in the worksheet.</i>  <i>Children could make a display showcasing the work that they have done, taking pictures of the items/drawing them, displaying measurements/comparing sizes.</i>  <i>What else could they measure at home?</i>  <i>Further assessment – Children to complete a homework task and measure 5 things at home from garden/when out at weekend.</i></p>