




<p><b>Estimating</b> I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. <i>MNU 0-01a</i> <b>Estimate how many do you see?</b> Make estimates of the number of trees in the street, cars in the car park, or windows on the building. When estimating you are looking for a rough answer, it doesn't have to be exact. Estimate often so you can build on what you already know. Once you have estimated your answer, count to see how many there were. How close was your answer? Was it too much/little.</p>	<p><b>Information Handling</b> I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. <i>MNU 0-20a</i> I can match objects, and sort using my own and others' criteria, sharing my ideas with others. <i>MNU 0-20B</i> <b>What kind of treasures can you find on your walk? (Leaves, conkers, stones etc.)</b> Collect a variety of leaves, flowers or stick on the walk and sort them into a Venn or Carroll diagram. (LINK to MNU 0-020b)</p>	<p><b>Symmetry</b> I have had fun creating a range of symmetrical pictures and patterns using a range of media. <i>MNU 0-19a</i> <b>Can you find symmetrical patterns on buildings, leaves or insects? Can you make symmetrical patterns from the treasures you have collected?</b> Use the items in your 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.</p>
<p><b>Number</b> I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. <i>MNU 0-02a</i> <b>Count how many you can see?</b> Count quantity, may link to what has been estimated. E.g. how many cars, birds, people on bikes etc. Counting in a range of 0 to 30 initially but may go beyond. <b>What do you notice about the door numbers? Can you continue the sequences</b> Opportunities for counting in 2's.</p>	<p style="text-align: center;"><b>Outdoor Learning Numeracy and Mathematics Early Level</b></p>  <p style="text-align: center;"><b>On A Walk</b></p> <p style="text-align: center;"><i>This is a planner for practitioners to use when planning Home Learning. There is a corresponding planner for parents/carers and children.</i> <i>Practitioners may choose to use the whole planner and learners tick off when they have completed an activity or alternatively choose a specific activity for Home Learning</i></p>	<p><b>Position and Movement</b> In movement, games, and using technology I can use simple directions and describe positions. <i>MNU 0-17a</i> <b>What route can you go on, how can you describe your route?</b> Opportunities to go through a wooded area, through grass, around bollards, over a small wall etc. To encourage children to use positional language. Also look at traffic and use vocabulary like behind, in front, in-between etc. <b>How will you get there?</b> Give instructions to your family to get them to; the front door, to the end of the garden, to the end of the street. Think about the words you can use.</p>
<p><b>Addition and Subtraction</b> I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. <i>MNU 0-03a</i> <b>What treasures can you collect? How many do you have?</b> Use a bag as a treasure bag and collect items such as dandelions, flowers and sticks when you are out on your walk. Make collections of treasures to add together. How many do you have altogether? Estimate your answer.</p>		<p><b>Shape</b> I enjoy investigating objects and shapes and can sort, describe and be creative with them. <i>MNU 0-16a</i> <b>What shapes can you see on your walk?</b> Look at the natural and manmade environments to identify different 3D and 2D shapes. <b>What shapes can you make?</b> Collect sticks and lay them on the ground to make 2D shapes. Talk to an adult about your shapes. Tell them about the edges and corners.</p>
<p><b>Multiplication and Division</b> I can share out a group of items by making smaller groups and can split a whole object into smaller parts. <i>MNU 0-07a</i> <b>How many in each share?</b> Use the treasures you have collected on your walk. E.g. conkers. Share out your treasure so that you and your toys get an equal share. Find a large objects in the environment to split into smaller parts e.g. Leaves, sticks, stems.</p>		<p><i>"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."</i> <i>(Curriculum for Excellence through Outdoor Learning)</i></p>
<p>Developed by SAC Numeracy Team and COACH East Ayrshire Council</p>  <p>East Ayrshire Council Comhairle Siorrachd Air an Ear</p> 	<p><b>Time</b> I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. <i>MNU 0-10a</i> <b>What season is it and how do you know?</b> Discussions around what can be observed in the environment about the seasons, e.g. lambs, daffodils, more sunshine. Link to identifying the seasons and months of the year. Collect items from your walk that helps you identify the season and make a collage of your items on the grass. <b>Where can I see references to time?</b> On your walk look for clocks, opening times and timetables in the local environment. What do they tell us? Why are they helpful?</p>	<p><b>Measure</b> I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. <i>MNU 0-11a</i> <b>How long is it? How wide is it?</b> Measure in non-standard units to see how long or wide different things are, e.g. the path, the wall, the car etc. Use your feet, strides, hand spans as a non-standard units of measure. <b>Which one is bigger?</b> <b>Which leaf is the smallest/biggest?</b> Collect a collection of leaves or sticks on your walk. Compare the size of each leaf/stick. Set them out in order of size. Smallest through to biggest.</p>