

### Estimation

#### Estimate how many do you see?

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.

### Information Handling

What kind of treasures can you find on your walk? (Leaves, conkers, stones etc.) Collect a variety of leaves, flowers or sticks on your walk and sort them in a Venn or Carroll diagram.

#### Venn Diagram



#### Carroll Diagram



### Symmetry

Can you find symmetrical patterns on buildings, leaves or insects? Can you make symmetrical patterns from the treasures you have collected?



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.



### Number

#### Count how many you can see?

Opportunities for children to 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.

#### What do you notice about the door numbers? Can you continue the sequences

Opportunities for counting in 2's.

## Outdoor Learning Numeracy and Mathematics Early Level Home Learning Planner



### Parent/Care/Pupil Planner On A Walk

### Position and Movement

**What route can you go on, how can you describe your route?** 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.

**How will you get there?** 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.

### Addition and Subtraction

#### 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.

### Shape

**What shapes can you see on your walk?** Look at the natural and manmade environments to identify different 3D and 2D shapes.

#### What shapes can you make?

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.



### Multiplication and Division

#### How many in each share?

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 or sticks.

*"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)

### Pattern

**What patterns can you see in the environment? Can you make a pattern from the treasures you find on your walk?** Observe patterns on leaves, insects, walls, signs etc. Use natural objects to create your own patterns. Take a photograph of your pattern if you are able to.



### Time/Seasons

#### 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 in those seasons.

#### Where can I see references to time?

On your walk look for clocks, opening times and timetables in the local environment. What do they tell us? Why are they helpful?



### Measure

**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 your feet, strides, hand spans as a non-standard units of measure. **Which leaf/stick is bigger? Which leaf/stick is smaller?** Collect some leaves or sticks on your walk. Compare the size of each leaf/stick. Set them out in order of size. Smallest through to biggest.



Developed by SAC Numeracy Team and COACH

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