



<p><i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a</i></p> <p><b>Estimate how many can you see?</b></p> <p>Opportunities for children to estimate how many times they can do something, eg. Go up and down the slide, run round the park. (Link to MNU 0-10a)</p> <p>Emphasis on it being a rough amount and the exact amount is not required.</p>	<p><i>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20B</i></p> <p><i>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c</i></p> <p><b>What signs do you see around the park and what do they mean?</b></p> <p>Look at signs in the park and help make meaning.</p>	<p><i>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</i></p> <p><b>How many trees can you see in the park and how can we record what you see?</b></p> <p><b>How can you sort the trees?</b></p> <p>Count the trees and encourage using tally marks. (LINK to MNU 0-020b) Talk about different criteria to the trees, e.g. tall trees, not tall trees.</p>	<p><i>I have had fun creating a range of symmetrical pictures and patterns using a range of media. MNU 0-19a</i></p> <p><b>What patterns can you make with the treasures you collected?</b></p> <p><b>What patterns can you see in your rubbings?</b></p> <p>Use the items in the treasure bag to make symmetrical patterns in the grass. Experiment with rubbings on different leaves and trees (paper and crayons required) (Link to MNU 0-02a) Make repeating patterns.</p>
<p><i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</i></p> <p><b>Count how many you can do?</b></p> <p>Opportunities for children to count quantity, may link to what has been estimated. E.g. how many jumps, swings, birds etc. Counting in a range of 0 to 30 initially but may go beyond.</p> <p><b>Can you count in numbers other than one?</b></p> <p>Opportunities for counting in 2's, 5's and 10's to keep track of jumps.</p>	<h2 style="color: green;">Outdoor Learning Numeracy and Mathematics</h2> <h3 style="color: red;">Early Level</h3> <h2 style="color: black;">Context – At the Park</h2> <p>The park is a fun place for children to be. The following activities can be incorporated into their play with an emphasis on Numeracy &amp; Mathematics.</p> 		<p><i>In movement, games, and using technology I can use simple directions and describe positions. MNU 0-17a</i></p> <p><b>How are you moving on the play equipment?</b></p> <p>Emphasise positional language. When children talk about their experiences.</p> <p>At the top of the slide. Sliding down the slide. Spinning round on the round-about. Roly-poly down the hill.</p>
<p><i>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. MNU 0-03a</i></p> <p><b>What treasures can you collect?</b></p> <p>Children to take a treasure bag to the park and collect items such as dandelions, flowers and sticks. Make collections of treasures to add together. (Link to MNU 0-07a)</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." (Curriculum for Excellence through Outdoor Learning)</i></p>		<p><i>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MNU 0-16a</i></p> <p><b>What shapes can you see in the park? What shapes can I make?</b></p> <p>Look at the natural and manmade environments to identify different 3D and 2D shapes. Make shapes using sticks collected in the park.</p>
<p><i>I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a</i></p> <p><b>How many in each share?</b></p> <p>Opportunities for sharing the treasures collected in the park between each member family member.</p>	<p><i>I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a</i></p> <p><b>What do you need to buy for a snack at the park? How much does it cost and what coins will you need?</b></p> <p>Opportunities to participate in buying, identifying coins, counting amounts, exchanging coins etc.</p>		<p><i>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MNU 0-13a</i></p> <p><b>What patterns can you see in the environment?</b></p> <p>Observe patterns on leaves, insects, walls, signs etc.</p>
<p><b>Developed by Numeracy Sac Team, East Ayrshire Council</b></p> 	<p><i>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. MNU 0-10a</i></p> <p><b>What will we do at the park?</b></p> <p>Discussions around the order of activities to be done and use associated language, first, then, next etc. or reflect on the activity. What's the Time Mr Wolf Move clockwise/anti clockwise</p>	<p><i>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. MNU 0-11a</i></p> <p><b>How long is it? How wide is it?</b></p> <p style="text-align: center;"><b>Scavenger Hunt</b></p> <p>Find a stick longer than my hand. Find a leaf shorter than my thumb. Find a stone heavier than your stick. Continue with a few more challenges.</p>	