Taking Learning Outdoors

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| Learning experience and season | |
| Going on a shape hunt – Autumn (but could be any season) | |
| CfE Level  **EARLY** | |
| Experiences and Outcomes and associated benchmarks | |
| E&Os  I enjoy investigating objects and shapes and can sort, describe and be creative with them.  MTH 0-16a | Benchmarks  Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved. |
| Overview of learning experience | |
| In this activity, pupils can go on their daily walk and look for different 2D shapes, ticking them off when they find them. | |
| Outline of learning | |
| LI/SC   * I can identify 2D shapes and 3D objects when on a nature walk * I can sort the shapes and objects I find into different groups – straight, round, flat and curved | Resources   * Clipboard and pencil * Possibly a camera or iPad * [Shape hunt sheet](https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2021/01/28164609/First-Level-Shape-Hunt.pdf) * Chalk or string to create groupings for sorting exercise |
| Description of learning experience and assessment opportunities  Learners will have been looking at 2D shapes and 3D objects in the classroom. This is an opportunity to assess their understanding of this by going outside and identifying them in nature. They can record their learning using a digital device or tick it off on a sheet.  The objects they have found (if physically collected) could then be sorted into groups based on criteria – either in individual teams or as a whole class using chalk or string to create the groupings | |
| Consideration of risk | |
| Visit the area beforehand and assess any risks, removing any hazards.  Important to remind learners about safety outside – sharp twigs, heavy objects to avoid. Identify any areas that are out of bounds. Verbally discuss this in the outside space.  Remind them how to safety carry the iPad or other devices used  Importance of handwashing before and after going outside | |
| Taking it further – what else could you do? | |
| Learners could devise further criteria for grouping the shapes and assess each others’ work. Learners could use twigs and other natural objects to make 2D shapes. Learners could describe a story which has a shape as the main character and think about the adventures the shape has in the playground. | |