

**Curricular Area: Numeracy and Mathematics    Level: Early**



Experience and Outcomes

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 have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a

sort and create groups of objects by number.

Match objects in a collection to see which group has the most or the fewest.

Four capacities: Successful learners. • Confident individuals. • Responsible citizens. • Effective contributors.

Learning Outcome

Children to transfer maths/ counting skills to the outside environment.

Working in small groups, to gather natural resources (leaves, sticks, stones for example) and to then group these finds and find ways of categorising.

Utilising trays and areas with string around to help establish groupings.

Building confidence in skills learnt in the indoor environment.

Resources

Appropriate clothing and footwear for all

Setting 'grab bag' with first aid and contact information.

Some trays for placing smaller items on

String

Scissors for string.

Cameras

Clip boards and paper for recording, pencils/ pens

### Activity

Once all dressed and toileted appropriately set off on walk to area.

On route take part in discussions about where we are going, what we might find.

Once at area, set out the boundaries of the area to be explored. Establish landmarks or marker points. A reminder of listening and what method we might use to ask everyone to come back to the meeting point (whistle, shout etc)

Play a circle game, for example 'duck, duck, goose' or 'What's the time Mr Wolf' to help establish children in the area.

Set out the task to find items, use the children's choices to establish which items they are to collect and a central point to return them to.

An adult to stay at the collection point, as a marker and to chat with children as they bring items back, guide them as to where they might go. Other adults to be out gathering and talking to the children where needed.

Gather everyone together then to look at the finds and work on sorting out and counting items. Some children can then also record with the camera the groupings for future recoding and discussion later. Others my like to draw and record on the paper.

When activity loses momentum, change to a free play time, before looking to move on or return to setting.

### Assessment

Photographs of items and children

The children's recording on paper

Informal discussions with children on the experience during walk back and once in setting.

Practitioners notes on the children's engagement, enthusiasm, contribution to discussions.

Reflection notes in planning records following experience

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