

Pembrokeshire Outdoor Schools

DIGITAL COMPETENCY OUTDOORS

<p>Location: School Grounds</p> <p>Learning Objective: To show an interest and explore shapes and patterns that can be found in our environment.</p>	<p>NC Year Group: Nursery and Reception</p> <p>Lesson Number: 1</p>
<p>Skills: explore and experiment; talk about things from their experience and share information; recognise and name common 2D shapes (circle, square, triangle and rectangle) and some 3D shapes (cube, cuboid and sphere) within play activities and the environment; making observations and measurements and keeping records; making comparison; identifying similarities and difference; communicating observations and measurements; use mathematical language. (LLC, MD, KUW)</p> <p>Strand: Producing/Creating/ Collaboration</p> <p>Element: select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video; collaborate with a partner on a piece of digital work</p>	
<p>Child Friendly Heading: To make and investigate footprints and animal tracks.</p>	
<p>Success Criteria:</p> <p>I can make a footprint. I can record and talk about what I see. I can talk about patterns and shapes.</p> <p>Key Questions:</p> <p>What type of footwear are you wearing? How are our shoes the same? How are our shoes different? What does the bottom of your shoe look like? What shapes/patterns can you see?</p>	

Which shoe does this footprint belong to?
How can you tell?
Can you make a pattern with your footprints?
Can you walk in a circle?
Can you walk in a zigzag?

What to Do:

Talk to the children about the different footwear that they are wearing, for example, boots, trainers, shoes or sandals. Talk about the ways in which they all look different.

Then have a look at the soles of their shoes and the way in which they differ from each other. Encourage the children to look closely and talk about any of the shapes or patterns they can see on the soles of the shoes. Children could use magnifying glasses to look more closely. (Ensure the children wash their hands after finishing handling the shoes.)

Explain that we often leave footprints behind us when we are walking, for example if we have walked through a puddle or are walking in the snow, use talk partner to explore different prints that the children may have already seen in the environment e.g dog

Look at the photograph of the different footprints using the ppt. Encourage the children to talk about the patterns/shapes that they can see there.

Share the rest of the ppt, use this opportunity for questioning, predictions, discussion and reasoning.

Explain to the children that they are going to make some footprints today. Go outside and explore different ways to leave Imprints using different resources and materials such as paint, water, mud and sand. Children will take Photos and use the images to record their observations.

Encourage them to make patterns with their feet, for example, they could stand with two feet together and then on one foot, then two feet together etc. They could walk around in a circle or a zigzag.

When all of the children have made some footprints, try to identify which footprints belong to which pair of shoes by looking carefully at the patterns and shapes.

Differentiation/Opportunities for Challenge:

Outcome and support- Children will work in mixed ability groups throughout the task. HA and MAT will be challenged through questioning, language and reasoning.

Challenge- Estimate and measure the size of footprints using non-standard and standard units of measure.

Can the children estimate the size of their footprint? Can the children measure their own footprints? Can they find a footprint smaller or larger than their own?

At the end of the session bring the children back together and share the Animal footprint power point to prepare them for the following session.

Resources: Investigating footprints power point; Animal footprint power point, paint, large tuff trays, old shoes and wellingtons for the children, i-pads, magnifying glasses, a bowl of water for washing, water, sand, soil, leaf pile.

Evaluation-

Children were thoroughly engaged in this session and it gave a lot of opportunity for discussion and exploration. This was a good starting point and children continued to explore prints and tracks within their child-initiated time over the next few days.

All of the parents were notified prior to the session and children had suitable footwear and clothing in school.

One barrier we did face was the sunlight during part of the activity, some of the children were unable to use the i pad effectively as they were unable to see the screen.

