Pembrokeshire Outdoor Schools

DIGITAL COMPETENCY OUTDOORS

Location: School grounds **Learning Objective**: To talk about what I see and make a clever guess.	**NC Year Group:** Nursery and Reception **Lesson Number:** 2

Skills: apply reading strategies with support; explore and experiment; make observations; keep records; make comparisons and identify similarities and differences; making links with different elements of knowledge and understanding; count reliably; use everyday and mathematical language; use direct comparisons (LLC; MD; KUW)

Strand: Producing- Creating
Interacting and collaborating- Collaboration/ storing and sharing

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

Child Friendly Heading: To find out which animals have been to visit.

Success Criteria:

I can share what I think.
I can read the fact cards to find information.
I can use the information to find the right footprint.
I can record my work.

Key Questions:
What do you notice?
What shapes can you see?
Have you seen anything like this before?
What might it be?
Why do you think that?
How can we be sure?
How would you describe this print?

What to Do:

Share the animal footprint power point with the children again. Continue to encourage discussion, observation, reasoning and collaboration.

Bring Rah-Rah (Welsh mascot) out to set the challenge. Rah-Rah will ask the children to become scientists and use the information to investigate and identify the footprints that have been left by his friends outside.

LA- Have four different animal footprints on the ground, children will work in pairs to take pictures and make predictions as to what animals they think left the footprints. The children will then use the fact cards and voice recordings (postcards) to gather more information and correctly identify each of the footprints. With support the children will use their photographs to create a pic collage and present their findings back to Rah-Rah.

MA- Have 6-8 different animal footprints on the ground, children will work in pairs to take pictures and make predictions as to what animals they think left the footprints. The children will then use the fact cards to gather more information and correctly identify each of the footprints. With some support the children will use their photographs, put them into book creator and voice record their findings ready to present to Rah-Rah.

HA- Have 11 different animal footprints on the ground, children will work in pairs to take pictures and make predictions as to what animals they think left the footprints. The children will then use the fact cards to gather more information and correctly identify each of the footprints. The children will then be asked to use their photographs in book creator and write about which animal it is and how they know. They will then share their findings with Rah-Rah.

Plenary- children will share their work and findings back to Rah-Rah and give reasons for their observations.

Resources: Animal footprint power point; footprint templates; an outdoor space, sand/mud/flour/ Fact cards; recordable devices; i-pads.

Evaluation:
All resources were used well, by the end of the session the children were identifying many of the footprints using the information and knowledge they had gained. Some groups built on their existing ICT skills with some support

and all were able to discuss their work and findings with a growing confidence.