Pembrokeshire Outdoor Schools

DIGITAL COMPETENCY OUTDOORS

Location: School grounds **Learning Objective**: To solve a problem by using what we know and talk about what we found out.	**NC Year Group:** Nursery and Reception **Lesson Number:** 3

Skills:

Investigating sources and issues; communicating observations and measurements; describing what they have found out and offering simple explanations; expressing their own opinions and feelings, and making decisions while considering the viewpoints of others; exchange ideas in one-to-one and small group discussions, e.g. with friends; take part in activities alongside others, with some interaction.

Experiment with new learning opportunities, including ICT; transfer mathematical skills; solve simple problems in a practical situation that involve simple addition and subtraction; read and write numbers to at least 10; use non standard and standard units to measure.

(PSD, LLC; MD; KUW)

Strand: Data and computational thinking- problem solving and modelling; Interacting and collaborating- communication

Element: talk about different forms of online communication, e.g e-mail, messaging, video call and their uses; listen to and follow a sequence of instructions from others

Child Friendly Heading: To help find Rah-Rah and bring him back safely.

Success Criteria:

I can share what I think and say why.
I can follow instructions.
I can use the information to share my clever guess.

Key Questions:

What animals could it be?
What do you think now?
Has your prediction changed?
What might it be?
Why do you think that?
How can we be sure?
How can we measure it?

What to Do:

Explain to the children that Mrs Ingram has had an important phone call and I must check my email. Use opportunity to explore children's knowledge of email and model logging into my account.

Share the email titled Help! With the children read the email together encouraging Fred talk and highlight red words. Highlight the attachment and question the children on what it could be.

Share the video with the children.

Children will work in groups of 3. I will model using the QR code reader on the first clue. The children will then work their way through the four clues using the numbers and QR codes. After each clue the children will be asked to share their thoughts as to what animal they think it could be and give reasons for this.

Clue 1- The footprint has pads and claws.

Clue 2- It has five toes

Clue 3- It is bigger than a badgers footprint and about 10 cubes/ cm (HA) long

Clue 4- Solve the sums, to get the code and open the chest.

LA- 4+1, 1-1, 4+4 , MA- 10-5, 5-5, 5+3 , HA Half of 10, 10-10, finish the sequence 2,4,6,…..

Once the children have worked their way through the clues, they can then make their final prediction based on all the information and open the combination box to find out if they were correct.

Resources: Animal footprint fact cards and footprints from previous lesson; an outdoor space, i-pads, QR codes, clue cards with sums to solve, locked box with combination code, email and video attachment from Rah-Rah.

Evaluation:
Surprisingly more children than expected had an understanding or experience of email.
The children could not have been more engaged in this session, they all managed to use the QR reader and codes with great independence and used the information well. Most predicted accurately by the end of the clues as to which animal had taken Rah-Rah. They transferred their mathematical skills with little support and were delighted when they solved the problem.