

Pembrokeshire Outdoor Schools

DIGITAL COMPETENCY OUTDOORS

<p>Location: School Grounds</p> <p>Learning Objective:</p> <p>Measure Use standard units of measure, length, height and distance: metres half metres or centimetres.</p> <p>PSHE Make a sensible estimate of measure in length that can be checked using standard measures.</p> <p>Oracy Talk in detail about things they have made or done.</p> <p>Express opinions giving reasons and provide appropriate answers to a question</p> <p>Extend ideas and accounts by sequencing what they say and including relevant details.</p> <p>Build on previous experience.</p> <p>Follow and create their own action commands.</p> <p>Demonstrate understanding of prepositions in play.</p> <p>Answer more complex questions relating to own experiences.</p> <p>Reading Confidently use all phonemes and corresponding graphemes when blending and segmenting polysyllabic words.</p> <p>Read Identify and use text features.</p> <p>Identify key words to search for information on screen.</p> <p>Writing Experiment with different formats and layouts on screen, using the facility to move text and pictures around easily.</p> <p>Use written language for different purposes or functions within play and structured activities.</p> <p>Use knowledge of syllables to spell polysyllabic words.</p> <p>Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary.</p> <p>They respect others and can value achievements.</p> <p>They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs.</p> <p>Knowledge and understanding Children communicate their observations, knowledge and</p>	<p>Strand: Citizenship</p> <p>Element: Use digital technology to communicate and connect with others locally and globally (e.g. text, image, photographs, video, email).</p> <p>Interact appropriately with others (e.g. follow the same rules when communicating face to face and online).</p> <p>Strand: Interacting and collaborating</p> <p>Element: send simple online communication in one or more languages from a single user account (e.g. email or video call).</p> <p>Save work using an appropriate file name (e.g. child's name and simple title).</p> <p>Strand: Producing</p> <p>Element: Use keywords to search for specific information to solve a problem type keywords into a search engine and explain how their choice of website helps to solve the problem.</p> <p>Identify what worked and what didn't giving some of the reasons for their thoughts.</p> <p>Strand: Data and computational thinking</p> <p>Element: Explain to others how a designed solution works (e.g. explain a design for a simple playground game and test, correcting any issues that arise).</p> <p>Predict the outcome of simple sequences of instructions (e.g. predict what will happen if instructions are followed accurately).</p>
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understanding of different localities through describing natural and human features recognising how some change and that people's actions affect the environment.

They find information from a map, draw simple maps with symbols, and are aware of compass directions .

They ask and answer questions, make observations, collect information and find answers using learning materials/ sources provided.

They communicate the steps needed to carry out their investigations.

They use their experiences to develop their own ideas.

They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary.

They offer explanations about why something worked/ didn't work .

NC Year Group: Year 2

Lesson Number: 3

Child Friendly Heading: The three little pigs

Success Criteria:

" I can use a map to follow a route"

"I can predict and problem solve with a friend"

"I can take a photograph and upload it to my Hwb"

"I can measure in different ways"

"I can design and build a house using different natural materials"

"I can program a device to turn and move forwards and backwards."

Challenge: "To design a house for each of the three pigs using natural materials"

What to Do:

The three little pigs 3 project based lessons overview

Preparation before the lesson: Group children in mixed ability groups ensuring each group has a digital leader in it. Pupils in each group to write their names on a sticky on the ipad cover to ensure they have access to all their work throughout the day. Ensure all ipads are fully charged and linked up to 'thing link'.

Lesson 1

- Whole class, using ipads and Google earth app, work in pairs or small groups to find the school (using the arrow location button) and the school grounds. Demonstrate how to pinch fingers together to zoom in. Once happy with their map, remind pupils how to screenshot the image (**APK**). Then upload this to 'explain everything app' by using the + button (**APK**). Again encourage them to use their fingers to position the image correctly, reminding them to fill the whole screen.
- Use the pen feature on 'explain everything' to plan a route around the school grounds to collect natural construction resources to build houses for the pigs. Remind them that they can change the size and colour of the pen. Pupils make predictions about what they will find along the route.
- Once route has been drawn on the image, and pupils are happy with it, ask them to screenshot the planned route on explain everything (this will give them an opportunity to practice using the home and power buttons on the ipad to screenshot.)
- Using the 'thing link app' pupils then upload their screenshot (This a new app and so

will need to be taught.) Demonstrate how to add media or text to different points on the map image.- If 'Think link app' is not working, use the record button on 'explain everything' to talk about what they find at different points around the map.

- Pupils work in pairs and small groups to follow their planned route around the school grounds to collect natural resources and materials. Add pins to their 'thinglink' image as they find things. They can add photos, videos or text to their story.
- Once back from walk, share the story of the journey (thing link) with parents via seesaw (using the class QR code) as the start of parental engagement with the project. These will need to be approved by the teacher before the beginning of next lesson.

Lesson 2

- Use a variety of measuring equipment to mark out a square meadow in which they will then build their 3 houses using the resources collected. - Search images of (stone, twig etc.) houses using keywords on google (**APK** - Remind the children about previous online safety lesson about using keywords and also about website traffic light system).
- Team A Work in small groups and pairs to build the three houses for the pigs. Once complete, use an ipad to take a photo of each house (to be used for peer assessment at the end of the lesson). Also take an aerial photo of the whole meadow, including the 3 houses to use on JIT5 during lesson 3. (If time allows, upload these to Hwb to be shared later with other pupils in the group and the class teacher **APK** - encourage children to 'rename' the files once uploaded).
- Whole class, airplay the images taken throughout the lesson onto the apple TV and peer assess. Talk about what materials worked the best? Which do they think will be the strongest, weakest house? Why? Allow children the time to discuss what digital problems they encountered and what solutions they came up with.

Lesson 3

- Children to now split into two groups -
- Groups A working outside on their meadows. Explore how to program the beebots to move around their meadow, knocking down the 3 little pigs houses, in as few moves as possible - LSA support.
- Group B using JIT 5 Turtle - children to work in pairs. Pupils must first upload their Aerial photo of their meadow (from lesson 2) using the 'pictures' tab. This will then be used as the background for their game.
- Group B - pupils must then choose their wolf character using the + button. Then then position the wolf somewhere on their game.
- Group B - pupils must then use the 'simple' tab and the wolf's arrow keys to move him around the meadow, knocking down each of the little pigs houses.
- Groups B - Extension - allow the children time to explore the 'advanced' option, in which they need to program the wolf's movements first before the wolf moves around the meadow. **TPS** Were you able to knock down the houses this way? Was it more difficult? Why?
- Group A to photograph/video their work to share later (with class and parents on seesaw).
- Groups B - to save their game **APK**, remembering to give it a file name, which includes the date.
- Share complete digital work with parents via seesaw

Skype a review of the session- peer assessment

Resources: ipads, beebots, beebot jackets, beebots floor mats, rulers, measuring tape,

measuring sticks, trundle wheel, tent pegs , tape, school camera, natural building resources
(incase children are unable to find/collect enough)
Software- Google earth , Explain everything, Thing link, seesaw, hwb, JIT turtle

Organisation:

- **Pupils grouped in mixed gender ability groups of 4**
- **Outdoor weather gear including wellies**
- **Access survey for pupils with mobility and Additional Needs**
- **Open door access for toileting**