

Outdoor Learning Experience (5 and 6 years old)

Learning Experience: Exploring leaves – Part 1 (Measuring, Comparing, Sorting)	Shared by: Tham Foong Chue
Environment: An outdoor area with different types of trees and other plants where there are a lot dried leaves on the ground.	Estimated time: 30 - 45 minutes
Children’s prior knowledge: <ul style="list-style-type: none"> • Children can compare and understand long and short 	
What children will experience (NEL Learning Areas): Numeracy: <ul style="list-style-type: none"> • Measure leaves against a popsicle stick • Compare length of leaves (longer or shorter than the popsicle sticks) • Sort the leaves into the correct container according to length Discovery of the world: <ul style="list-style-type: none"> • Explore different types of leaves and describe the characteristics 	Suitable for: <ul style="list-style-type: none"> • 5 and 6 years old
What you will need: <ul style="list-style-type: none"> • Popsicle sticks (1 for each child) • 2 containers – one labelled ‘shorter than the Popsicle stick’ and one labelled ‘longer than the Popsicle stick’ (teachers may add in pictorial labels for children who cannot read) 	Benefit-Risk Assessment: <u>Benefit:</u> <ul style="list-style-type: none"> • Children learn numeracy concept using natural materials <u>Risk:</u> <ul style="list-style-type: none"> • Children stray too far from the teacher and get lost. (Likelihood: Low, Severity: mild – likely to experience anxiety).
How to make it happen: <ol style="list-style-type: none"> 1. Give each child a popsicle stick 2. Explain to children the following: <ol style="list-style-type: none"> a. Pick a leaf on the ground b. Measure it against the popsicle stick (Teacher to demonstrate how to do that) c. Place the leaf in the correct container as labelled accordingly d. Do the above as many rounds as desired within the time given e. Gather children to review the leaves in the containers 	

<p>f. Encourage them to observe the leaves and talk about the features observed before exploring how else they can sort the leaves – e.g., darker and lighter coloured leaves, bigger and smaller leaves, leaves with holes and leaves without holes. (Teachers may distribute the leaves and get children to work in pairs.)</p> <p>3. Keep the leaves for Exploring leaves – Part 2 (sequencing).</p>	<p><u>Management:</u></p> <ul style="list-style-type: none">• Set limits / boundary for children to explore• Get more adults to help (can invite parents to join in the activity)• Ensure that teacher and other supporting adults have sight of the children at all times
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