

Outdoor Learning Experience (5 and 6 years old)

Learning Experience: Exploring leaves – Part 2 (Sequencing and/or Patterning)	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 • Children have been introduced to simple patterns (ABAB patterns) 	
What children will experience (NEL Learning Areas): Numeracy: <ul style="list-style-type: none"> • Sequence the leaves according to length and other attributes (e.g. colour, size) and/or • Create ABAB patterns using leaves Discovery of the world: <ul style="list-style-type: none"> • Put back all the picked leaves to the ground around the trees to show their care for the environment 	Suitable for: <ul style="list-style-type: none"> • 5 and 6 years old
What you will need: <ul style="list-style-type: none"> • Containers of leaves picked from Part 1 of ‘Exploring Leaves’ outdoor experience 	Benefit-Risk Assessment: <u>Benefit:</u>
How to make it happen: <ol style="list-style-type: none"> 1. Gather the children in a shady outdoor area. Bring children to the same outdoor area for conducting Part 1 outdoor experience and recap what was done previously. 2. Get children to work in pairs. 3. Give each pair 2 containers of leaves picked from Part 1 outdoor experience. 4. Ask children in each pair to observe and arrange the leaves from the shortest to the longest in one line at areas allocated (to be within eyeshot of teachers). 	<u>Risk:</u> <ul style="list-style-type: none"> • Children learn numeracy concept using natural materials • Children stray too far from the teacher and get lost. (Likelihood: Low, Severity: mild – likely to experience anxiety).

5. Groups who have completed the task before all groups are done can also pick up more leaves from the ground and insert them in the correct places along their completed sequence.
6. Once all groups are done, get children to move to different groups to help check if all the leaves are arranged in sequence by size.
7. Review with children what they have done.
8. Repeat the sequencing activity by getting children to line up the leaves according to their colour shades from lightest to lightest and from smallest to biggest.
9. Optional: Ask children to explore how they can use the leaves to make ABAB patterns, e.g. long leaf, short leaf, long leaf, short leaf..., large leaf, small leaf, large leaf, small leaf.... or light colour leaf, dark colour leaf, light colour leaf, dark colour leaf
10. When all activities are done, ask children what they should do with the leaves. Facilitate a discussion that leads them to return all the leaves to the ground around the trees and other plants. Reasons for doing so are:
 - a. The leaves can be left to decompose (break down) and become fertilisers for the plants.
 - b. The leaves can help to protect the soil from heavy rain or losing the moisture from over-exposure to heat from the sunlight.

Management:

- Set limits / boundary for children to work on their tasks.
- 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.