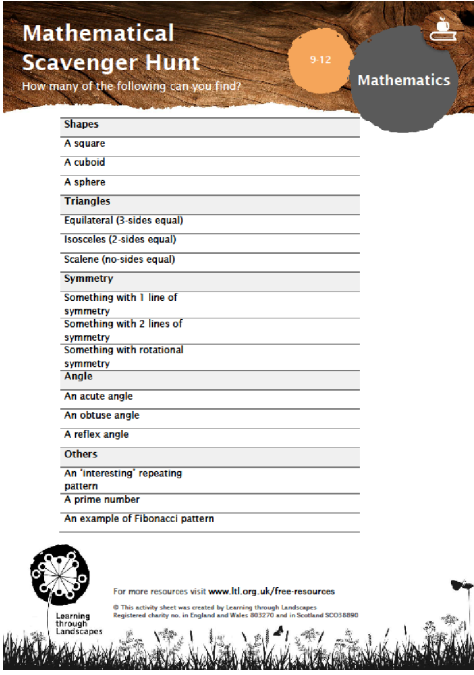


Taking Learning Outdoors

Learning experience and season	
Mathematical Scavenger Hunt	
CfE Level SECOND	
Experiences and Outcomes and associated benchmarks	
E&Os I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns. MTH 2-19a / MTH 3-19a	Benchmarks Uses mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment. Identifies and illustrates line symmetry on a wide range of 2D shapes and applies this understanding to complete a range of symmetrical patterns, with and without the use of digital technologies.
Overview of learning experience	
A scavenger hunt outside with a focus on shapes, angles, symmetry and pattern.	
Outline of learning	
LI/SC I can identify a range of shapes, lines of symmetry, angles and patterns in everyday life	Resources - Clipboard - Mathematical Scavenger Hunt sheet Outdoor Lessons Maths Scavenger Hunt Learning through Landscapes (ltl.org.uk) - Optional – iPad or other electronic device



Mathematical Scavenger Hunt
How many of the following can you find?

9-12 Mathematics

Shapes

A square

A cuboid

A sphere

Triangles

Equilateral (3-sides equal)

Isosceles (2-sides equal)

Scalene (no-sides equal)

Symmetry

Something with 1 line of symmetry

Something with 2 lines of symmetry

Something with rotational symmetry

Angle

An acute angle

An obtuse angle

A reflex angle

Others

An 'interesting' repeating pattern

A prime number

An example of Fibonacci pattern

For more resources visit www.lti.org.uk/free-resources

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Learning through Landscapes

Description of learning experience and assessment opportunities

This is an opportunity for the learners to consolidate their understanding of shape, angles, symmetry and patterns and demonstrate their understanding in an outdoor learning environment.

Learners could work individually on this task to show their understanding of each of the concepts. In the chosen environment, they are to find examples of each of the shapes/angles/lines of symmetry and patterns described. They could share this by creating a digital scrapbook of learning (and in doing so, incorporate some Literacy and Technologies E&Os) or simply take pictures.

Consideration of risk

Visit the area beforehand and assess any risks, removing any hazards.
Important to remind learners about safety outside – sharp twigs, heavy objects to avoid. Identify any areas that are out of bounds. Verbally discuss this in the outside space.

Remind them how to safely carry the iPad or other devices used

Importance of handwashing before and after going outside

Taking it further – what else could you do?

As described above, opportunity to display learning using a digital scrapbook or other form of display with a narrative alongside it.