

## Taking Learning Outdoors

Learning experience and season	
STEM – Autumn	
CfE Level	
Early/First	
Experiences and Outcomes and associated benchmarks	
E&Os	Benchmarks
I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a	Explores and sorts objects as living, non-living or once living.
I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a	Creates criteria for sorting living things and justifies decisions.  Sorts living things into plant, animal and other groups using a variety of features.
I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b	Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b	Selects and uses the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies.
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a	Uses a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams.
I can explore computational thinking processes involved in a variety of everyday tasks and can identify patterns in objects or information TCH 0-13a	Classifies objects and groups them into simple categories for examples, groups toy bricks according to colour.
I can explore and comment on processes in the world around me making use of core computational	Collects, groups and orders information in a logical, organised way using my

thinking concepts and can organise information in a logical way TCH 1-13a	own and others' criteria (MNU 1-20a and b).
<b>Overview of learning experience</b>	
We are going on a mini beast hunt!	
<b>Outline of learning</b>	
<p>LI/SC</p> <p>I can sort objects into different groupings and share my learning with others</p>	<p>Resources</p> <p>Magnifying glasses Rulers or measuring tapes Paintbrush Yoghurt pot Ipad or other device</p>
<p>Description of learning experience and assessment opportunities</p> <p>We are going on a minibeast hunt to find out which habitats minibeasts like to live in – within our schools grounds (or in another outdoor space)</p> <p>In advance of the activity, learners could sketch a quick map of the different habitats in the area that we will be exploring. For example, is there a pond, bushes, a leaf pile, stones, soil, trees or concrete surfaces?</p> <p>On the hunt, spend a couple of minutes searching for minibeasts in each different habitat. Groups could be assigned to different habitats or they could carousel around the different spaces over time. Take a closer look at one with your magnifying glass, using a paintbrush to scoop the minibeast into your yoghurt pot. Then release it back where you found it.</p> <p>Create a tally chart of how many minibeasts you find in each habitat. Which habitats are most popular with each type of minibeast? Why do you think this is? What types of minibeast have been found? How could they be grouped? (opportunity for early level learners to consider colour or number of legs or similar and for first level learners to extend this using Venn diagrams or number of each type of minibeast collected)</p> <p>Next, consider the wider environment and other organisms present eg plants. At first level, learners could then start to devise their own criteria for sorting the</p>	

organisms they encounter using criteria. Discuss how they have reached their criteria.

Non-living objects found in the playground or school garden could be shown so that learners at early level could explore and discuss the different groupings of living, non-living and once living

Learners could also identify the name of the different organisms they encounter if unknown using simple keys or the Seek App. [Seek by iNaturalist · iNaturalist](#)

#### 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?

Could be a chance to look at the markings or patterns on the organisms and create a model or drawing?