Taking Learning Outdoors

Learning experience and season
Winter: Collecting objects and information, creating displays and pictograms.

CfE Level: Early

Experiences and Outcomes and associated benchmarks

EOs	BMs
I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20a** I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**	**MNU 0-20a / 0-20b** ● Asks simple questions to collect data for a specific purpose. ● Collects and organises objects for a specific purpose. ● Applies counting skills to ask and answer questions and makes relevant choices and decisions based on the data. ● Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate. ● Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways. ● Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making.

Overview of learning experience
Through this activity children will collect, match, sort and order items from the environment before collecting data related to winter clothing and displaying this data as a pictogram.

Outline of learning	
LI/SC To collect and display information. - I can collect winter objects or pictures. - I can sort and organise the items. - I can display information in a pictogram.	Resources - Objects gathered from the environment. - Winter clothing. - Clothing cards.pptx (Images of gloves, hats, scarves, jackets, earmuffs etc.)

Description of learning experience and assessment opportunities

Begin by discussing winter clothing and why we need to dress up warm during the winter months. The pupils should now put on their winter clothing before going outside.

Activity 1: Sorting and Ordering
In groups, pupils collect objects from around the playground e.g. sticks, stones, leaves, litter etc. Ask the pupils to sort the items into categories and discuss the reason behind the categories they have chosen. Pupils can now choose one or two of the categories and order the objects for example sticks from small to big, stones from light to heavy.

Activity 2: Gathering information.
Give each group of pupils a pack of clothing cards and place these on the ground in front of each group. Invite the first pupil in each group to take a card that represents each item of winter clothing they are wearing e.g. if the pupil has a jacket and gloves, they take one jacket card and two glove cards. Repeat for each pupil.

Activity 3: Displaying information.
Ask each group to gather all the cards of each type together e.g. one pupil collects all the glove cards etc. Using two large sticks or chalk create a horizontal and vertical axis for the pictogram. Starting with the pupil with the most cards ask them to place them on the pictogram as shown below.

Pupils can now compare their pictogram to others in the class. Discuss What are the most and least common items? Why might there be more gloves than jackets? Do children with hats also wear earmuffs? Why is the number of gloves an even number?

Finally create a whole class pictogram. Photographs can be taken for evidence.

Consideration of risk

Take care in wet or icy conditions.
Take care when collecting objects e.g. holly.

Taking it further – what else could you do?

Pictograms can also be created for leaves, stones and litter (the data from gathered litter could be shared with other pupils in the school).
In class pupils could draw their own pictograms based on the data gathered.