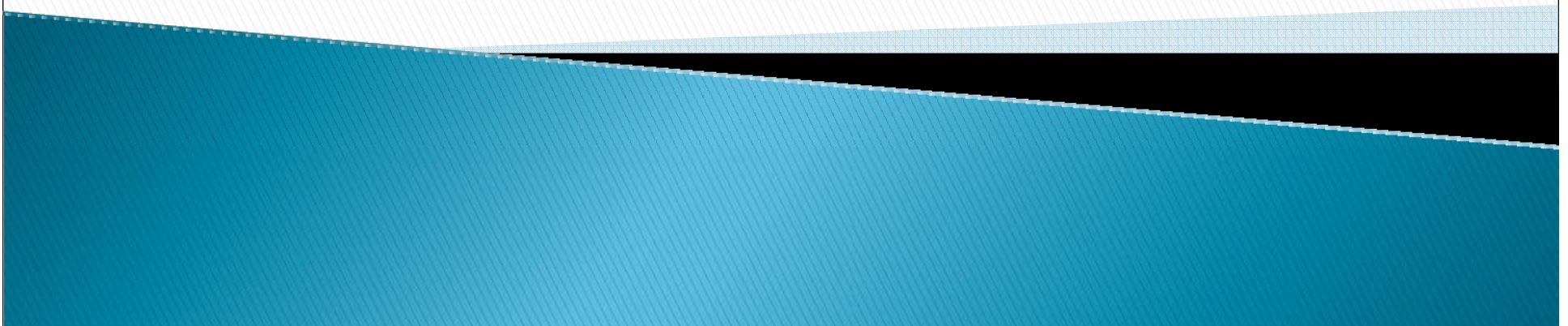


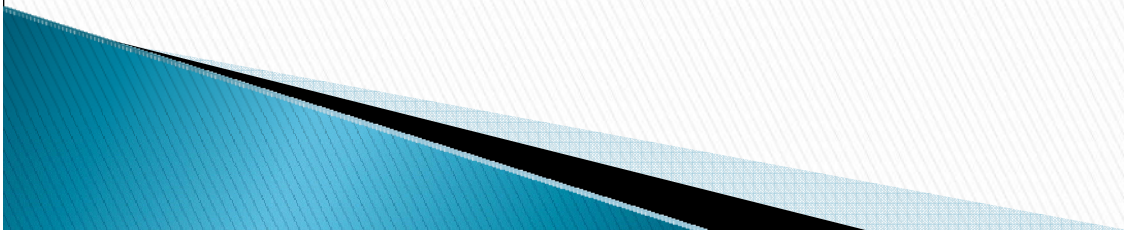
Transition Learning Team Project

Using and developing the outdoor environment in
Reception and Year 1

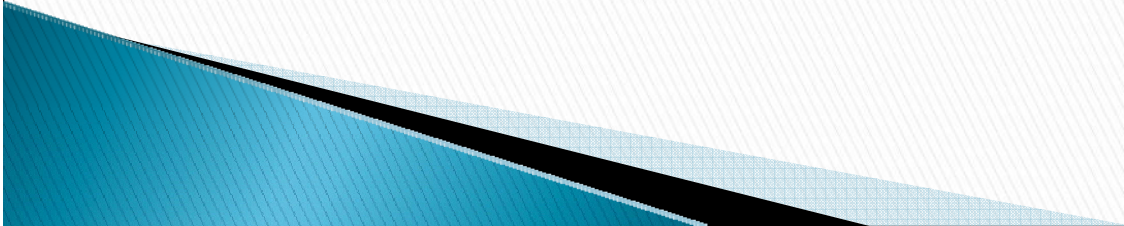


What is a Learning Team?

A Learning Team is a group of schools working together with consultants/teacher advisers to focus on sharing and further developing good practice through action research in school.



Burnley Learning Team

- ▶ 15 schools – 2 teachers, R / Y1
 - ▶ Spanned a school year
 - ▶ Focus on use of outdoor provision to facilitate teaching and learning
 - ▶ Purpose to raise attainment in CLLD/literacy or PSRN/maths
 - ▶ Identification of particular groups e.g. summer born, boys, girls
 - ▶ Measuring the impact
- 

Preparing the presentations for the final day



Our different outdoor environments in Reception



Activities PSRN

- ▶ Use an outdoor mathematics trolley
- ▶ Stock with basic maths equipment or use to support a mathematical area of learning



Find the Number and Number Track

The children had to go to different numbers and then place them on the correct order, 0-9. Then they had to take the numbers out of the tile and place them again in the correct order, 0-9.



Find the Number

The children had to find one numbered cone each and then, as a group, put them in the correct order.

Data Handling

Children went on a fish hunt and had to make a tally on what they had found. Key questions were asked e.g. How many have you found? How many are left for you to find?



Find the Number

The children worked in pairs and were given a set of coloured numerals to find, which were written on ducks. Once they had found them, they had to correctly order them 1-10, in their specific hoop.



Identifying numbers

Finding the number that is 1 more/
less



Recognising numbers

Writing Numbers with water or chalk



Using cars

Counting the cars
Writing how many or
making simple
calculations



Number
recognition and
matching



Our different outdoor environments in Year 1



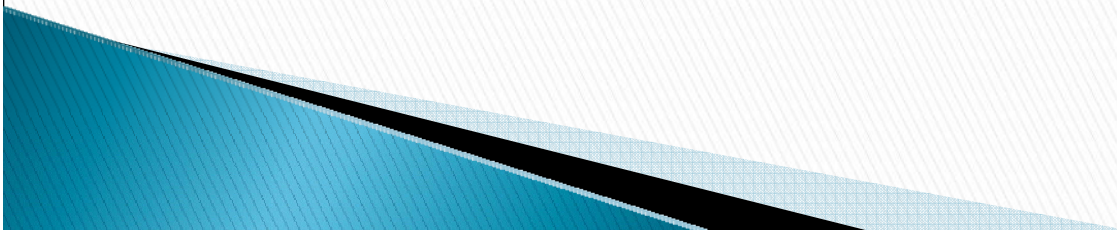
Activities Maths Y1

Using ideas from the website

On a number line or 100 square Choose a start number . Stand on it – throw the dice to move.

Differentiate by choosing different start numbers e.g. 10, 20, 30 etc or use different dice e.g. 6, 8, 10 etc

Change the operation addition or subtraction



Numbers in the Hoop

Children threw bean bags into hoops with a number in, to score points. Then each child recorded their own results, adding their new score onto their old score.



Writing Numbers

Continuous provision, being able to practise writing numbers with chalks, in the correct order.



Ordering numbers

Have a large set of laminated numbers for outdoors

Select a few for children to put in the correct order.

Differentiate by using higher or lower numbers, give differing amounts to order, go from largest to smallest or smallest to largest

Use skipping ropes, chalk lines or strings and pegs to order along

Provide whiteboards and pens for children to complete their recordings

Number bonds to 10



Measuring the Impact

- ▶ Children enjoy numeracy and are more engaged and enthusiastic and excited to learn in the outdoors
- ▶ A more positive attitude towards maths
- ▶ Children were less dependant on resources and enjoyed the freedom of the outdoor space
- ▶ Children had greater confidence especially with mental activities
- ▶ Staff have observed children using and applying their mathematical skills and knowledge more spontaneously in the outdoor area

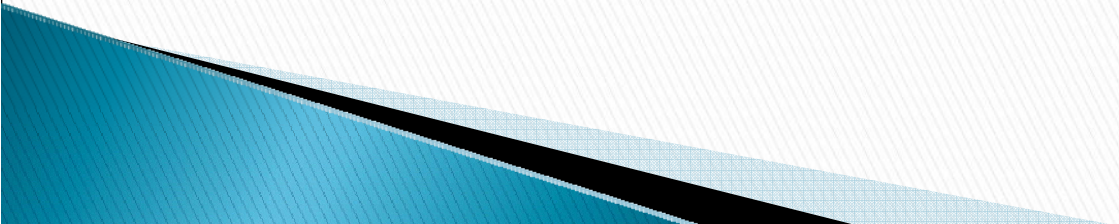
The children's attitude towards learning has greatly improved through their experience of different outdoor activities.

As teachers we have observed the children learning in a relaxed atmosphere with the tensions and worries about not achieving reduced

Outcomes

- ▶ Go with the children.....we now have more child initiated learning.
- ▶ We have more mark-making by the youngest children
- ▶ The importance of using the data to inform the year one teacher....continuous provision needs providing throughout year one.
- ▶ Outdoors provides greater opportunities for children to work collaboratively to solve mathematical problems
- ▶ Children now recognise the outdoor area as an extension of the classroom learning environment in Y 1
- ▶ We have better equipment, improved role play outdoors
- ▶ Outdoors provides opportunities to use different equipment that can't be used indoors
- ▶ More 'taught' mathematical activities in the outdoor area.

Outcomes continued

- ▶ Children have taken on their own learning by adapting the tasks and developing their own ideas
 - ▶ We have begun to use the outdoor areas for a more structured approach to learning by having specific focussed tasks particularly in maths
 - ▶ Using the outdoor area raises children's motivation to learn
 - ▶ Practical activities that previously taken place indoors are now being transferred to the outdoor environment
 - ▶ In Y1 the younger and less able children have particularly benefitted
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Next steps

- ▶ We will use our ongoing assessments to target children.....because the targeted children have made great progress.
- ▶ Continue to plan for outdoor learning as an integral part of the curriculum as a whole
- ▶ Further develop outdoor learning in Y1
- ▶ To ensure the foundations laid this year are built upon in the coming year and extended to other curriculum areas