

Outdoor Learning Experience (5 years old)

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| Learning Experience: Objects Move Differently | Shared by: Nor Jehan Mohamed Salleh |
| Environment: Outdoor area that has a flat, slope and uneven grounds. | Estimated time: 60 minutes |
| Children's prior knowledge: <ul style="list-style-type: none"> Children are familiar with areas around the neighbourhood and using positional language. | |
| What children will experience (NEL Learning Areas): Discovery of the World <ul style="list-style-type: none"> Children will carry out simple investigations to find out how different objects move on different ground such as flat ground, a slope, a ramp and uneven ground. Numeracy <ul style="list-style-type: none"> Children will name the position of objects by using positional language such as, far/near, in front of/behind, left and right. | Suitable for: <ul style="list-style-type: none"> 5 years old |
| What you will need: <ul style="list-style-type: none"> Balls Teddy bear Pebbles, Square blocks | Benefit-Risk Assessment: <u>Benefit:</u> <ul style="list-style-type: none"> Children will walk around the neighbourhood to find flat, a ramp, a slope and uneven areas. Children will be able to experiment find answers on their own <u>Risk:</u> <ul style="list-style-type: none"> Low risk. Establish rules with the children with regards to the safety of the environment, especially areas near the road. <u>Management:</u> |

- Scan the venue to ensure it is free from potential hazards such as sharp objects, pot holes, broken tiles or insects
- Set limits/boundary for children to explore
- Create various points to avoid overcrowding and the potential of hitting one another
- Display a signage of the activity to inform public

How to make it happen:

Explore- Areas around the neighbourhood

1. Brief children on the rules.
2. Bring children for a walk. Ask children to identify areas that have a flat ground, uneven ground, slope and bumpy ground.
 - What kind of ground is this?
 - How do you know it's a slope?
3. Introduce the materials to children.
4. Ask children to predict;
 - Will all the materials roll down far or near?
 - Which of these materials do you think will roll down the fastest?
5. Invite children to roll a ball on a flat ground. Ask:
 - What did you see?
 - How fast did the ball roll?
 - Encourage child to use positional language to answer.
 - Example; The ball went far or the ball moved to the left side.
6. Get children to take turns to roll other objects and encourage children to observe the outcome.
 - Example: the teddy bear did not roll much.
 - Why did it not move fast?
7. Repeat activity with other areas (a ramp, uneven ground and slope).
8. Encourage children to roll all objects at the same time at the ramp area. Then, the slope and the uneven ground.
9. Ask children to note the object that rolled down the furthest and the object that rolled down nearest on these grounds
10. Ask children
 - In which area did the objects move the fastest?
 - In which area did the objects move slowest?

11. Teacher to document children's observation on a piece of paper and bring back to the classroom for further discussion.