

Outdoor Learning Experience (6 years old)

Learning Experience: How Objects Move	Shared by: Ambika Perisamy
Environment: Outdoors – ground space with a slope or uneven ground. If there are no slope create a slope using ramps and blocks.	Estimated time: 60 minutes
Children’s prior knowledge: NA	
What children will learn (NEL Learning Areas): Numeracy: <ul style="list-style-type: none"> • Children will name the positions of object of various sizes and shapes e.g. top, bottom, fast, slow when its moving in a slope or ramp. Discovery of the World: <ul style="list-style-type: none"> • Children will investigate to find out how fast or slow objects of various sizes and shapes move on a slope or ramp. 	Suitable for: <ul style="list-style-type: none"> • 6 years old
What you will need: <ul style="list-style-type: none"> • A collection of balls, cars and items from the outdoors • A slope/ramp • Stopwatch or digital timer 	Risk-Benefit Assessment: <u>Benefit:</u> <ul style="list-style-type: none"> • Creating a ramp activity around the outdoor grounds provides opportunities for children to investigate the way objects move on a variety of factors. <u>Risk:</u> <ul style="list-style-type: none"> • The uneven surfaces and slopes around the neighbourhood might cause children to trip and fall, cuts, grazes and abrasions. Ensure the height of the slopes are assessed for safety, children to wear appropriate footwear and

clothes. The slope is free of objects or items that might hurt the children. The outdoor learning spaces are safe for children to use for the activity.

Management:

- 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
- Ensure teachers have sight of the children at all times
- Display a signage of the activity to inform public

How to make it happen:

1. Go on a search around the childcare setting outdoor area with a slope or uneven ground.
2. If there are no slopes, design and create a slope using a ramps and blocks in an open space.
3. Discuss which objects the children think will roll down the slope fast/slow/far.
4. Invite the children to play and investigate rolling the different objects down the slope.
5. If using a plank for a slope, experiment with changing the height, steepness and the surface of the slope for children to explore how this affects how fast and how far objects roll.
6. Children may want to experiment with a stopwatch or digital time.
7. Children can have a race to see which object reaches the bottom of the slope first and which object goes the furthest.

Ask the following questions to facilitate children's learning:

- Will all the objects roll to the bottom of the slope? Why?
- Which object do you think will reach the bottom of the hill first? Why?

Closure:

If there are slope, invited children to roll themselves down the slope, allowing for space between one another. Discuss with the children how they feel after and why. Ask, "Did you roll fast or slow?"