

## Outdoor Learning Experience (6 years old)

<b>Learning Experience:</b> Silly Stew!	<b>Shared by:</b> Ambika Perisamy
<b>Environment:</b> Outdoor – neighbourhood park with open space	<b>Estimated time:</b> 60 minutes
<b>Children’s prior knowledge:</b> <ul style="list-style-type: none"> <li>• Children would have experienced creating syllables using body percussion.</li> </ul>	
<b>What children will learn (NEL Learning Areas):</b>  Language and Literacy: <ul style="list-style-type: none"> <li>• Children will segment word into syllables with items found outdoors to create Silly Stew.</li> </ul> Aesthetic and Creative Expression <ul style="list-style-type: none"> <li>• Children will use body percussion such as claps, taps and create steady beats to segment words into syllables.</li> </ul>	<b>Suitable for:</b> <ul style="list-style-type: none"> <li>• 6 years old</li> </ul>
<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Cauldron or large pot</li> <li>• Rhyming/phonetical objects found outdoors</li> </ul>	<b>Benefit-Risk Assessment:</b>  <u>Benefit:</u> <ul style="list-style-type: none"> <li>• Children will go on a sound walk around different areas of the neighbourhood park and create syllables with items found in open space with grass outdoors near the childcare centre.</li> </ul> <u>Risk:</u> <ul style="list-style-type: none"> <li>• Open space with grass and at the neighbourhood park pose minimal risks and should be used without fear.</li> </ul>

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
- 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:**

***Outdoors***

1. Go on a sound walk around different areas of the childcare centre.
2. Encourage the children to walk quietly, for example as silent as a mouse.
3. Discuss with the children all the different sound they heard example was the sound loud or quiet? Was it close or far away? What or who did the sound come from?
4. Next, gather the children to sit in a circle around a large cauldron or cooking pot.
5. Explain to them that they will be creating a special syllable silly stew.
6. Decide together the 'magical spell' they will be creating with the stew example; your spell could turn everyone into a wild animal etc.
7. Get the children to sing together the Silly Stew Phonics song (to the tune of "Pop goes the weasel"):  
We are making silly stew, making stew that's silly.  
We're going to put it in the fridge, to keep it nice and chilly.
8. Ask the children to find natural objects in the environment for the stew which:
  - contain a certain number of syllables,
  - begin with certain sounds,
  - end in certain sounds; or
  - have sounds that rhyme, etc.
9. Get the children to take turns to add each correct object to the stew, before singing the Silly Stew song once again. Example
10. Once the stew is complete, encourage children to find and create magical wands using sticks and natural objects and role-play the magic spell.

**Ask the following questions to facilitate children's learning:**

- Where can we measure length in the playground?
- How can we use formal measurements to measure items outside?
- What did we find out about lengths in the playground?
- Did anything surprise you? Explain.

***Closure***

End the activity by inviting the children to create syllables of the objects that they used to do the Silly Stew by substituting it with locomotor skills such as jumping, hopping or skipping together.