

Outdoor Learning Experience (Birth to 3 years old)

<p>Learning Experience: Forming 1, 2 & 3</p>	<p>Shared by: Hephzi Tee Siew Cheng</p>
<p>Environment: Open grass area</p>	<p>Estimated time: 20 minutes</p>
<p>Children’s prior experiences:</p> <ul style="list-style-type: none"> • Children are familiar with pre-writing skills of 1, 2, 3 	<p>Suitable for:</p> <ul style="list-style-type: none"> • 24 – 36 months old
<p>What children will experience:</p> <ul style="list-style-type: none"> • Children will hear the counting of 1 to 3 as they do the activity with their peers. • Children will become aware of how to form the numbers 1, 2 and 3. 	<p>EYDF Pillars:</p> <ul style="list-style-type: none"> • The Developing Child • The Intentional Programme • The Professional Educarer
<p>What you will need:</p> <ul style="list-style-type: none"> • Outdoor resources: flowers, pebbles, twigs, leaves, mats • A4 papers with the one number (1, 2 & 3) printed or handwritten on each piece of paper 	<p>Benefit-Risk Assessment:</p> <p><u>Benefit:</u></p> <ul style="list-style-type: none"> • Children build pre-writing skills. • Children develop social-emotional skills, learning together with their peers. <p><u>Risk:</u></p> <ul style="list-style-type: none"> • Sharp edges of the stones/pebbles • Uneven surfaces <p><u>Management:</u></p> <ul style="list-style-type: none"> • Scan the venue to ensure it is free from potential hazards such as sharp objects, potholes, broken tiles or insects • Set limits/boundary for children to explore
<p>How to make it happen:</p> <ol style="list-style-type: none"> 1. Sing the song of ‘One, two, three, four, five’. In this song, teacher introduces counting of 1, 2, 3, 4, 5. 	<p>Photographs:</p>



2. Introduce the numbers 1 ,2, 3 to children.

Demonstration:

3. Children to pick any material they like and place them on the number 1 on the paper. E.g., Children to fill up the number with pebbles.
4. Thereafter, the teacher demonstrates how they may place their finger, moving from top and downwards, on the number 1.
5. Teacher says the word 'number 1'.
6. Children to continue the activity with other materials.
7. Children to work in groups.
8. Through this learning, children will become aware on how to form the number 1.
9. Continue the activity with number 2, then 3.

