



Small green world



Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

FP
PSDWBCD
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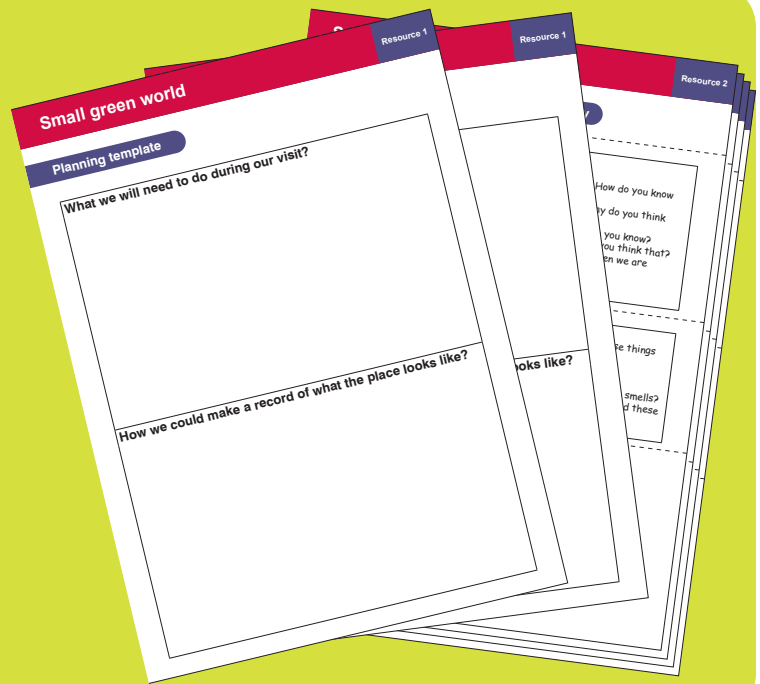
Cronfa Amaethyddol Ewrop ar gyfer Datblygu Gwledig; Ewrop yn Buddsoddi mewn Ardaloedd Gwledig
The European Agricultural Fund for Rural Development: Europe Investing in Rural Areas



Llywodraeth Cymru
Welsh Government



Learners consider what a local outdoor space might be like and plan and carry out a visit. They gather ideas, information and evidence from the outdoor space and keep a record of findings. Learners use their ideas, findings and things they collect to recreate the outdoor space in a 'small world' format in school.



Opportunities to develop

LNf

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Reading across the curriculum: Locating, selecting and using information, Responding to what has been read.

Writing across the curriculum: Organising ideas and information, Writing accurately.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using number skills: Use number facts and relationships, Fractions, decimals, percentages and ratio, Calculate using mental and written methods, Estimate and check.

Using measuring skills: Length, weight/mass, capacity, Area and volume, Angle and position.

Using data skills: Collect and record data, Present and analyse data, Interpret results.

Links to the Curriculum

Foundation Phase – Personal and Social Development, Well-being and Cultural Diversity

Skills: Personal development

- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners.

Skills: Well-being

- exploring and experimenting
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others.

Range

- activities in the indoor and outdoor learning environments
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives.

Foundation Phase – Knowledge and Understanding of the World

Skills

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about how they will know if something has worked
- making comparisons and identifying similarities and differences
- thinking creatively and imaginatively
- communicating observations and measurements
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range – Places and people

- learn about where their locality is
- learn about distance and how to follow directions and routes
- identify natural features and human features
- recognise how people's actions can improve or damage the environment.

Myself and living things

- observe differences between animals and plants, different animals, and different plants in order to group them
- identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants.

Myself and non-living things

- develop an awareness of, and be able to distinguish between, made and natural materials
- understand how some everyday materials change in shape when stretched, squashes, bent and twisted, and when heated and cooled.

Foundation Phase – Creative Development

Skills: Art, craft and design

- explore and experiment with a variety of techniques and materials
- make choices when choosing materials and resources
- mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form
- develop their understanding of planning, designing, modelling, modifying and reflecting
- use a variety of materials and tools for experimentation and problem solving
- design and make simple products and mechanisms
- reflect on their own and others' work.

Resources

Resources included with this activity

- 1 Planning template.
- 2 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Resources that need to be made available

- 1 Digital cameras.
- 2 Art materials.
- 3 Design & Technology materials.

Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use. In addition, this activity will require learners to handle dead plant materials. Therefore either ask learners to wear gloves or ensure that they wash their hands thoroughly on their return to the classroom. It might also be wise to tell them not to eat anything they find!

How to run the activity

Preparation

Explain to the learners that they are going to visit a local outdoor space, make a record of what it looks like and gather items that they can use back in school to help them recreate the outdoor space as a 'small world'.

Doing the activity

Task 1: What will we find in our outdoor space?

Explain to the learners that they are going to explore the outdoor space you have chosen to visit with them. Ask the learners to think about and discuss what they might find there during the visit. They might be encouraged to consider the natural and human features the outdoor space might have, the animals and plants that might live there, who they might see there and so on. Learners could draw or write their ideas or record them as a mindmap, for example.

- Where are we going to visit?
- What do you know about this place? How do you know these things?
- What things might you see there? Why do you think that?
- What animals might live there? How do you know?
- What plants might live there? Why do you think that?
- Who else might be visiting this place when we are there? Why do you think that?
- Why might people visit this place?

Task 2: Initial visit to the outdoor space

Explain to the learners that they are going to visit an outdoor space and be given time to look around it and explore their surroundings. Visit the outdoor space you have chosen with learners and encourage them to look around and discuss what they experience with their senses. Prompt them to consider what they can see, hear, smell and touch in this environment. Learners could record their ideas after returning to school.

- What do you see? How do you know what these things are?
- What do you hear? How do you know?
- Where have you heard these sounds before?
- What do you smell? How do you recognise these smells?
- What do things feel like? When have you touched these things before?

Task 3: Planning a return visit to the outdoor space

Explain to learners that they will revisit the outdoor space and then you would like them to recreate the outdoor space as a 'small world' version within the school. Provide learners with a copy of the 'Planning template' (Resource 1) and encourage them to use this to record their ideas about what they will need to do when they visit the outdoor space, list what they might collect and so on.

Encourage learners to consider how they will make a record of what the outdoor space looks like, for example, by drawing it or taking photographs. You might also prompt them to think about what evidence and information they might bring back to school, for example, they might make tree rubbings, take some measurements, tally some of the features of the outdoor space, collect some twigs, seeds and cones and so on. All of these might play a part in helping learners recreate the outdoor space as a 'small world' but will be dependent on what type of environment the local outdoor space is.

- What will you need to do when you visit the outdoor space?
- What could you draw in the outdoor space? Why would you draw this?
- How could you use the drawing to help you make your small world?
- What will you take photographs of? Why? How will these help you to create your small world?
- How could you make a tree rubbing? How do you know? How could you use this?
- What information about the outdoor space will you gather to help you create your small world?
- What might you need to count or measure? Why?
- What sorts of things might you be able to collect when you visit the outdoor space? Why do you think that?
- How could you use these things to make your small world outdoor space? Why?
- How will you record your ideas on the planning sheet? Why do it in this way?

Task 4: Visiting the outdoor space

Plan and organise an opportunity for learners to visit the chosen outdoor space and discuss their plan with them prior to the visit. Provide learners with a clipboard, paper, pencils, etc. and take along digital cameras if possible and ask them to also take their plans with them for reference.

Learners might concentrate on collecting things or carrying out activities they have planned for or discussed in school but they might be encouraged to remain open-minded and consider items or ideas that might be useful for creating their small world. Remind them not to cause any damage or to pick anything that is alive and growing.

There is always a possibility that some items learners encounter could be poisonous and the Schools Biodiversity Action Plan (SBAP) would provide a useful reference to read prior to the visit.

- What sort of things are you going to do at the outdoor space? How will doing these things help you create a small world? Why?
- What sort of things are you going to collect? Why?
- How would you use these to make a small world?
- How are you going to find the things you want to collect? Why do it like this? Might there be a better way? Why?
- How will you use your plan? Why use it like this?
- How well did your plan work? Was it easy to follow? Why?
- What items from your list did you collect?
- Which items on your list were hard to find? Why do you think that was?
- Which activities on your list did you carry out?
- Which activities could you not do? Why?

Task 5: Creating a small world outdoor space

Ask learners to use the items collected at the outdoor space and their ideas to recreate the outdoor space as a 'small world'. They might do this in the classroom, another area of the school or in an outside space depending on your school, time of year, etc. Encourage learners to use a wide range of ideas, media and so on to create their small world. For example, they might make a photograph montage, create models out of Papier-mâché, make collages and include drawings and paintings and so on. Learners might also be prompted to write poems or recounts of the time spent in the outdoor space, include clippings from local press articles or develop a simple database that shows the plants and animals that are found in the outdoor space.

- What ideas do you have for creating your small world?
- What features of the outdoor space do you want to show? Why?
- How could you do this?
- What items did you collect at the outdoor space? How could you include these in your small world?
- How could you use photographs and drawings of the outdoor space?
- What features of the outdoor space could you make a model of? Why do you think that?
- How could you show the plants and animals from the outdoor space in your small world?
- What things could you write about the outdoor space? How could you include what you write in your small world?

Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Grammar; Punctuation; Spelling; Handwriting

Numeracy	
Strand	Element
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review
Using number skills	Use number facts and relationships
	Fractions, decimals, percentages and ratio
	Calculate using mental and written methods
	Estimate and check
	Manage money
Using measuring skills	Length, weight/mass, capacity
	Time
	Temperature
	Area and volume; Angle and position
Using data skills	Collect and record data; Present and analyse data; Interpret results