



**NIFSA Lesson Plan**

Natural Counting Activities

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| **Planning** |
| **Location** | **Glenbrook NS outdoor forest area** |
| **Date** | **01/03/24** |
| **Class** |  **2**  |
| **Classroom Management** | 2 smaller groups, activity repeated with the second group. Both sessions were led by Mrs Shanks.  |
| **Connected Learning/Prior Knowledge** | Children have been exploring counting naturally in their play. We have recently added more natural materials in our loose part area in class.  |
| **Health and Safety** | -Outside area checked for any potential hazards prior to session-Children will wash hands afterwards |
| **Learning Intention** | **Children will explore counting with natural materials outside.**Children will have the opportunity to:-learn independently and collaboratively (PSE)-focus their attention and listen (L) -understand simple rules. (PSE, M)observe, explore, investigate and select materials and equipment in a range of situations (w)-care for and respect living things (w)-talk about their observations and make simple predictions (w)-make choices and organise their own play (PSE)-continue to explore early maths through counting objects and exploring numbers (m) -collect materials that are similar/different and discuss their properties (w,m)  |
| **Success Criteria** | -Children are able to work together to collect a variety of natural materials-Children explore counting and 1 to 1 correspondence through counting out objects during the activities |
| **Resources** | -Baskets, lollipop sticks, natural materials, number cards, whistle and boundary flags.  |
| **Differentiation/Target Groups** | Support given to children as required.1 to 1 Assistance for child with SEN.  |
| **Other**  |  |

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| **Lesson Content** |
| On Arrival | * Recap over forest school rules
* Placing of boundary flags around perimeter
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| Activity explained | * Discussion around plans for the session.
* Children to find a friend and collect natural materials from the forest floor with their partner.
* Children to bring their natural materials back and make their shapes/ numbers as Mrs Shanks explains.
* Children to place 1 /2/3 items into their squares as explained.
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| Finishing | * Re-cap over learning intentions.
* Children to showcase their work.
* Children to put all of their natural materials back on the forest floor again.
* Collect the boundary flags.
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| **Evaluation/Review** |
| How did the group session go? | The session was great. The children enjoyed going round the forest in their pairs to collect the natural materials. When I blew the whistle for the children to stop and then two times for them to return, all children were able to follow the instruction. It was quite a windy day that day and it was quite hard for the natural materials to stay in the square that the children had made.  |
| Focus on individual pupils |  A few children got cross at the wind blowing their natural items away. They needed some support to return to the activity.  |
| What would you change for next time? |  Instead of using lollipop sticks as their ‘activity boundary’ to place their items in, I would give the children a plate or individual tray to keep their items in place. This would make it easier for them to count with and would reduce any frustration.  |