



*T: What can we see around us?*

*C: There is so many trees and grass!*

*T: Look at this poster. What do you think it is for?*

*C: It says not to feed the birds. It says not to litter and dirty the grass.*

*T: Now close your eyes and listen. What can you hear? Where did the sound come from?*

*C: I hear birds chirping, "chirp, chirp!"*

During the walk, the children were also encouraged to pick up natural materials such as fallen flowers, twigs and leaves. This promoted their exploration through their sense of sight and touch and raised children's awareness of the rich resources found outdoors.

At the end of the walk, children's experiences were documented using a mind map and shared amongst their peers to encourage them to think back on their learning experience.

*T: Remember what we saw on the bus?*

*C: It was a dinosaur. It was T-rex!*

*T: We also heard a drilling sound! Do you recall the name of the machine that made the sound?*

*C: Oh! The construction workers were drilling a hole in the road! They used a jackhammer to drill the hole.*

The process enabled the children to recall and talk about their outdoor learning experiences and communicate their thoughts and ideas to their peers.

### Sorting and patterning using natural materials



*Children sorted natural materials picked up during the walk into flowers, leaves and twigs.*



*Children used natural materials for a patterning activity.*

The natural materials collected by the children during the nature walk were used to enhance teaching and learning of numeracy concepts and skills. In a sorting activity, the

children were provided with three hoops and the items they had picked from the nature walk. They were tasked to sort the materials according to child-determined attributes.

*T: How would you like to sort these materials?*

*C: We can put twigs together and then leaves in another group.*

*T: Why do you want to sort it this way?*

*C: They are of the same kind. Twigs together, flowers together and leaves together.*

At their learning stations, children were also provided with the natural materials to create ABAB patterns. They had previously been taught patterning and were prompted to create their own patterns using the natural materials.

*T: What would you like to use to create your patterns?*

*C: Cones and wood.*

*T: Why would you like to use these 2 items?*

*C: They are pretty and nice!*

Using the natural materials that children had collected also developed children's sense of ownership towards their learning as they saw their contribution being used as learning materials.

## **Conclusion**

By bringing children outdoors and using the resources available, there was increased active participation by the children as they engaged in exploration and discovery with their peers through asking and finding out answers to their questions. The children were more confident in expressing their thoughts, ideas and feelings based on their personal experience. They became more aware of their physical surroundings and were confident to ask questions when they encountered something unfamiliar in the environment. Through these activities, a sense of wonder and curiosity and love for nature was thus fostered in the children.

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