



# NUMERACY through the ENVIRONMENT

## KS1 Mathematics

<p><b>Learning Objectives During this Day Course pupils should learn:</b></p> <ul style="list-style-type: none"> <li>ü To apply their mathematical knowledge to practical activities in the environment.</li> <li>ü To observe and identify 2D shapes in the environment.</li> <li>ü To look for lines of symmetry in the environment.</li> <li>ü To estimate and measure the length and height of objects in the environment.</li> <li>ü To record data using a tally chart.</li> <li>ü To follow a simple map.</li> </ul>
<p><b>Pupils will also:</b></p> <ul style="list-style-type: none"> <li>ü Learn safely in a new environment;</li> <li>ü Gain an appreciation of the environment and understand their role in caring for it.</li> </ul>

<p align="center"><b>Day Course Programme</b></p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p><b>Introduction:</b> On arrival a member of CEES teaching staff will welcome your group to the Centre and describe the day's programme and the learning objectives.</p>
<p><b>Session A:</b> This session will use the built environment of Stibbington village and church to explore numeracy in an imaginative and exciting way. Pupils will follow a shape trail to the local church. At the church pupils will investigate the graveyard and church using the unique environment to explore shape, number and space.</p>
<p><b>Session B:</b> This will be a workshop session based around the Centre and its grounds. Pupils will work in groups on a selection of activities designed to bring numeracy to life. These may include: a daisy sampling exercise on the field using quadrats; pond sampling to collect numerical data on minibeasts; a traffic survey; and a numeracy trail around the Centre grounds, featuring a variety of mathematical problems.</p>
<p><b>Plenary:</b> The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p><b>Note:</b> The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

<p><b>Relevant extracts from CEES risk assessments</b></p> <p>See also separate guidance notes on safe and effective day courses</p>	
Hazard	Control measures
<p>Extreme weather conditions</p>	<ul style="list-style-type: none"> <li>• CEES staff are aware of daily weather forecast.</li> <li>• Alternative venues or activities are substituted if weather conditions are particularly unfavourable.</li> <li>• In extreme cases, where guidance notes on clothing (see overleaf) have not been complied with, pupils may be excluded from activities.</li> </ul>
<p>Unfamiliar surroundings</p>	<ul style="list-style-type: none"> <li>• Adults supervise directly (e.g. walking beside the group, regularly checking that entire group is present).</li> </ul>
<p>Road traffic</p>	<ul style="list-style-type: none"> <li>• Pupils walk in single file or not more than two abreast.</li> <li>• Group leader walks ahead of pupils with one adult at rear and others walking with their group.</li> <li>• Groups walk on foot path if possible, otherwise on safer side of road, normally on right to face oncoming traffic.</li> <li>• Busy roads are crossed at recognised crossing points and other roads where visibility is good in both directions.</li> <li>• When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.</li> </ul>
<p>Pond dipping</p>	<ul style="list-style-type: none"> <li>• Dipping is carried out from specially constructed wooden or concrete platforms.</li> <li>• Pupils work in groups of up to 6 with 1 adult, with 1 net to each group.</li> <li>• Only one member of a group, or sub-group, will dip at one time.</li> </ul>

<p align="center"><b>Adult : Pupil ratios</b></p> <p align="center">For this course CEES' minimum ratio for safety is <b>1 : 6.</b></p> <p align="center"><b>For most classes 6 pre-arranged working groups, each with an adult is ideal.</b></p> <p align="center">Additional adults may be needed with classes where individual pupils need 1 : 1 support.</p>
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<p><b>Other information</b></p> <p>Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>
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