FEBRUARY 2021 LEARNING OUTCOMES AND ACTIVITIES – UM

Nature Walks and Outdoor Play









Physical development involves providing opportunities for young **children** to be active and interactive; and to **develop** their co-ordination, control, and movement in their early years. As part of every child's healthy growth and development, outdoor/physical activity and play is an important domain and integral part of our program. Children participate in outdoor physical play on a daily basis with activities that enhance their fine and gross motor skills through running, hopping, bouncing, balancing, throwing, catching, kicking, skipping, jumping and dancing. Nature walks are important as studies have shown that spending time in natural settings have a direct and positive impact on brain architecture for both children and adults alike.
We later had fun drawing maps of the school grounds and surrounding neighbourhood including ponds.

Student1: "Walking outside feels so good and refreshing."
Teacher: "What is it about the outdoors that makes us feel good?"
Student 2: "I love the pond in our neighbourhood. It's frozen now but it will melt soon when Spring is here!"
Student 3: "I love these bouncing balls! They're so fun and it's good exercise!"
Teacher: "Did you know that you are having fun and also building your muscles at the same time so you'll be strong?"

Within the **Physical Domain**, according to the Ministry resource document *"ELECT - How Does Learning Happen?*" children learn to augment their motor skills by increasing control, speed and coordination through outdoor activities and play. (ELECT, page 64, 5.1)

Within the **Cognitive Domain**, according to the Ministry resource document *"ELECT - How Does Learning Happen?*" children learn to augment their spatial relations skills by creating and using maps and representing depth in drawing (ELECT, page 63, 4.9)

MAKING SLIME

Slime involves **CHEMISTRY**! Chemistry is **all about states of matter including liquids, solids, and gases**. It is all about the way different materials are put together, and how they are made up of atoms and molecules. Additionally, chemistry is how these materials act under different conditions. **Slime is also about polymers!** A polymer is made up of very large chains of molecules. The glue used in slime is made up of long chains of polyvinyl acetate molecules (that's why we recommend PVA glue). These chains slide past one another fairly easily which keeps the glue flowing. The children expressed an interest in making slime so the teachers enhanced their interest by conducting research on the chemical components of slime.

Teacher: "Why do we have to knead and poke the slime so much before it gets stretchy?"
Student 1: "Yes, why do we? I just want to start playing with it now."
Teacher: "Well, what do you notice when you're spreading it out on the table like that?"
Student 2: "I see air bubbles!"
Teacher: "That's right! There are many air bubbles that need to be kneaded out to make the slime as stretchy as possible."
Student 2: "Mine has no air bubbles left! I can do this with mine now."

Within the **Physical Domain**, according to the Ministry resource document *"ELECT - How Does Learning Happen?*" children learned to augment their fine motor skills by kneading, punching and stretching. (ELECT, page 54, 5.3)

Within the **Cognitive Domain**, according to the Ministry resource document *"ELECT - How Does Learning Happen?*" children learned to enhance their inquiry skills while observing and forming questions. They are able to collect and interpret information and compare their results with peers. (ELECT, page 59, 4.5)