



**Experiences and Outcomes (Focus 1 = Major, 3 = Minor)**

Curricular Area		Outcome Statement	Focus
<b>HEALTH &amp; WELLBEING</b>	Mental, emotional, social and physical wellbeing > Social wellbeing	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a * Responsibility of all	3
	Physical activity and sport	I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a * Responsibility of all	2
	Physical education > Cooperation and competition	I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a	1
<b>TECHNOLOGIES</b>	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a	1
		Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways. TCH 0-15a	1
<b>SCIENCES</b>	Materials > Properties and uses of substances	Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a	2
<b>LITERACY</b>	Listening and talking > Tools for listening and talking	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a/ENG 0-03a * Responsibility of all	1
		When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a * Responsibility of all	1
	Listening and talking > Finding and using information	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a * Responsibility of all	2
	Listening and talking > Creating texts	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a * Responsibility of all	1
		As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a * Responsibility of all	2



## Outdoor Learning Activity P1 – Haggis Homes

### HOTS

HOTS		
	Questions	Activities
<b>Creating</b>	<p>What do you think a wild Haggis looks like?</p> <p>How would a Haggis use the things you have gathered to make his or her house?</p>	<p>Class discussion :</p> <ul style="list-style-type: none"> <li>- wild haggis</li> <li>- habitats</li> <li>- houses</li> </ul> <p>Outdoor :</p> <p>Gathering materials from playground (and one item from the classroom)</p> <p>In small groups discuss how to use the materials and build a Haggis House.</p> <p>Share your Haggis house with another group explaining what the different parts of the house are for and how you have used the materials.</p> <p>Think up at least one question to ask another group about their house.</p> <p>Main focus is on listening and talking and working as a group to achieve an outcome.</p>
<b>Evaluating</b>	Where do you think a Haggis lives and why?	
<b>Analysing</b>		
<b>Applying</b>	<p>What might a haggis have in house?</p> <p>If a Haggis wanted to make a house in our playground what materials might he use?</p>	
<b>Understanding</b>		
<b>Remembering</b>	What do we have in our houses to keep us healthy and safe?	

### EVALUATION

P1a – Pupils very engaged in the activity. They had been drawing their own haggis the day before and the OL activity was an appropriate follow-on. Children could describe their own haggis and could talk confidently about what it would need in its house and what items they have in their house they feel are important to them. Once outside the children worked very well – scattering about a large area to look for materials. There were ground rules which the class followed very well. (Next time take out carrier bags to help store the gathered materials).

The house constructions were varied – some had roofs, one was a burrow. Several had bedrooms and a kitchen and haggis was having a birthday party.

L&T was positive – a lot of interaction and good questioning – “Why did the haggis have friends round?” What is that piece of wood for – To stop the Haggis falling out of bed – Why? – Because he’s round like a ball and might fall out”.

P1b – snowy day and very cold. More challenging as the snow covered up many of the materials children could use. We drew haggis pictures in the snow and then had a short time building – several groups used snow to make their walls. Each child brought one item from the playground (mostly small twigs) back into class where we had a discussion about what a haggis might use them for. Pupils were encouraged to ask questions to each other – ideas included a frying pan and gymnastics equipment so the haggis could exercise.



Castle  
Douglas  
Primary

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