Castle Douglas Primary	**Outdoor Learning Activity** **P5/6 – March (4 Week Block)**

Experiences and Outcomes (Focus 1 = Major, 3 = Minor)			
Curricular Area		**Outcome Statement**	**Focus**
HEALTH & WELLBEING	Mental and emotional wellbeing	I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a * Responsibility of all	2
		I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a * Responsibility of all	2
		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 2-05a * Responsibility of all	2
	Social wellbeing	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a * Responsibility of all	1
		I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 2-14a * Responsibility of all	2
	Physical activity and sport	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a	1
	Relationships	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b	2
TECHNOLOGIES	Craft, design, engineering and graphics contexts for developing technological skills and knowledge	Throughout my learning, I explore and discover different ways of representing my ideas in imaginative ways. TCH 0-15a	1
Expressive Arts	Art and design	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a	2
		Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a	2
		I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a	2

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LITERACY	Listening and talking > Tools for listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a * Responsibility of all	1
	Listening and talking > Understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a * Responsibility of all	1
	Listening and talking > Creating texts	When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a * Responsibility of all	1
		I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a * Responsibility of all	1
	Writing > Enjoyment and choice	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a * Responsibility of all	2
MATHS and NUMERACY	Numeracy > Number, money and measure > Number and number processes	I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value. MNU 2-02a * Responsibility of all	2
	Mathematics > Number, money and measure > Multiples, factors and primes	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. MTH 2-05a	2
	Mathematics > Shape, position and movement > Angle, symmetry and transformation	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a	2
SCIENCES	Planet Earth > Biodiversity and interdependence	I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a	3

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HOTS		
	Questions	**Activities**
Creating	What visual resource can I create to teach other about acute, right and obtuse angles? What game(s) can I create to help other learn about place value, decimals and factors. How can I make my bird hide weatherproof, camouflaged and have a good visibility?	Focus : Maths – Place Value including Decimals, Multiples and Factors Language – Listening and Talking, relevant questioning H&WB – Team work Social Sciences – Birds Weekly Planning – 3 week rotation 28th Feb, 7 and 14th March a) Warm Up game (Pass the stick and place value) Simple knots – clove hitch b) Group Rotation a) Create a bird hide – warm and dry and have a spy hole b) Angles – test and photograph angles (right, acute, obtuse) in the environment. Prepare a display for others. Problem Solving : how many right angles are in the playground fence. c) Multiples and Factors – Design an outdoor game using resources (2 groups) c) Plenary and Game
Evaluating	How good was my game in teaching others about factors and multiples? What did people learn from my 'Angle presentation'?	
Analysing	Which angles can I identify in the environment?	
Applying		
Understanding		
Remembering	What does an acute, right and obtuse angle 'look like'? What are the factors, multiples of …..	

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HOTS		
	Questions	**Activities**
Creating	What design shall I have for my egg drop activity?	**Final Session – Class Party** In two groups either a) make an igloo or b) a shelter which the whole class can fit into. Group Activities c) Cooking – melt mallows and make smores, boil water to make hot chocolate. d) Egg Drop – use materials to design and make something which will protect an egg dropped from a the school verandah (5 metre drop) e) Using an egg and spoon, work as a team to carry the egg over an obstacle course. f) Whole class – have lunch outside in the class shelter.
Evaluating	What kind of protection will the materials give to my egg? How high will my egg be dropped from? Will this affect my design?	
Analysing	Is the shelter large and strong enough for a whole class? What properties do the materials I can use for the egg drop have? How 'good' is the snow for making an igloo?	
Applying	Can I/ we use knots and other learning from group shelter building to make a large class-size shelter? How well can my group work together to keep an egg safe over the obstacle course?	
Understanding	Where is the best place to cook from in an open fire / how can I avoid smoke in my eyes? How much snow do I need to make an igloo?	
Remembering	What safety rules are there when working with open fires?	