



<p><b>Angles - Right Angle Tig</b> <i>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a</i></p> <p>Play tig. If you are tiggled, make a right angle with part of your body (bent arm/leg, bend at the waist ...). You can only be freed by someone standing in front of you copying the angle and shouting, 'Right angle!'</p>	<p><b>Time – Shuttle Runs</b> <i>I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c</i></p> <p>Select an appropriate safe place for whole class to complete shuttle runs. Set a challenge (shuttle 3x/shuttle 5x). Pupils estimate the time it will take for the entire group to complete required number of shuttle runs.</p>	<p><b>Reading Strategies – Text in the Environment</b> <i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i></p> <p>Find signs and other texts in the environment. Some will include images rather than text. Practice strategies for deciphering. The shape of sign can indicate its purpose – triangular signs often include warnings.</p>
<p><b>Shape -Make a Shape</b> <i>I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a</i></p> <p>Pupils run in space. Name of shape is shouted, pupils form the shape as a group. Adult can decide on group size. 'Circle 3' would mean 3 pupils form a group to make a circle. Shout 'run', groups break up and run in space until new instruction given out.</p>	<p style="text-align: center;"><b>20 Minute Learning Activities Outdoors</b></p> <p style="text-align: center;"><b>First Level</b></p> <p><i>This planner provides quick, simple activities requiring little equipment and access only to a tarmac space. Can be used immediately before or after a timetabled outdoor break for pupils.</i></p>  <p><i>Activities are designed to be brief, fun and can be used to revisit learning and challenge understanding in a new context.</i></p>	<p><b>HWB</b> Before beginning activity, pupils assess and manage possible risk (e.g. trips and bumps and how to avoid). <i>HWB 1-16a</i></p> <p>Invent or practice a mini outdoor workout <i>HWB 1-25a</i></p> <p>All of the activities can be used to build relationships between pupils and between staff and pupils. <i>HWB 1-14a</i></p>
<p><b>Measure</b> <i>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a</i></p> <p>Activity 1 – find something shorter than distance from ankle to knee.</p> <p>Activity 2 - find something as long as your pinkie.</p> <p>Activity 3 – find something longer than your pinkie but shorter than distance between elbow and wrist.</p>		<p><b>Tools for Writing – Dictation Relay</b> <i>Throughout the writing process, I can check that my writing makes sense. LIT 1-23a</i></p> <p><b>You will need:</b> short, printed text attached to clipboard placed on one side of the playground; blank sheet of paper on clipboard &amp; pencil on other side of playground.</p> <p><b>Aim</b> is to reproduce the original text as accurately as possible.</p> <p>Working in groups of 2 or more, 1 pupil at a time runs to printed text, reads and memorises a short section. Pupil returns to group to recite what they have read. A scribe writes the relayed text on to the blank sheet.</p>
<p><b>Touch 3 Games – All 8 CfE Areas</b></p> <p><b>Touch 3 Then Me</b> - is a game that sends pupils to find (but not bring back) 3 items. Pupils return to gathering point and report on what they have found. Theme for the hunt can be chosen to fit in with teaching elsewhere.</p> <p>Possible Sciences format: 'something living, no longer living, never living'.</p> <p>Possible Literacy format: 'something soft, hard, rough,' could be used to encourage descriptive language in Talking and Listening</p>	<p><b>Spelling Practice</b> <i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a</i></p> <p>Practice spelling words in chalk on the tarmac.</p> <p>With a partner, use spelling words in a spoken sentence with reference to your outdoor space.</p> 	<p><b>HGIOS4</b></p> <p><b>1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY</b> Features of highly-effective practice: All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning. Page 29</p> <p><b>3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION</b> Features of highly-effective practice: Outdoor spaces are used effectively to promote positive relationships and wellbeing.</p>