



<p><u>Number - How many legs?</u> <i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</i></p> <p>Children count the 'legs' in the playground. Some may notice that there are human legs, bird legs, table legs...</p> <p>On the signal children 'run' call them to make a group with 10 legs.....</p>	<p><u>Measure – Line up by Height</u> <i>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a</i></p> <p>When returning indoors, pupils line up in height order.</p> <p>Begin by asking children to line up in groups of 3 with tallest at the back before creating longer line ups.</p>	<p><u>Pattern – Making Patterns</u> <i>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a</i></p> <p>Using found or materials provided, pupils create simple pattern sequences – e.g. 2 stones, one leaf, 2 stones one leaf...</p> <p>2 pupils challenge each other to a pattern race - continue complete your pattern between 2 agreed points.</p>
<p><u>HWB</u></p> <p>Before beginning activity, pupils assess and manage possible risk (e.g. trips and bumps and how to avoid). <i>HWB 0-16a</i></p> <p>All of the activities can be used to build relationships between pupils and between staff and pupils. <i>HWB 0-14a</i></p> <p>Play follow my leader. When adult shouts 'change' the leader runs to the back and second in line takes over. <i>HWB 0-21a</i></p>	<p style="text-align: center;">20 Minute Learning Activities Outdoors Early Level</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 style="text-align: center;"> EAC SAC Numeracy Team</p>	<p><u>Time – What's the time Mr Wolf?</u> <i>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a</i></p> <p>If you have a teaching clock you can take outdoors, ask the caller to set the clock to the correct time before shouting out. OR Chalk a clock face on the ground. Use sticks as the pointers. Callers sets the clock before shouting out.</p>
<p><u>Listening & Talking – Sounds Around Us</u> <i>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</i></p> <p>Sounds tracking – in a space, close eyes, point in the direction of each new sound you hear.</p> <p>Sounds counting – in a space, close eyes, fist on tummy and finger up each time a new sound is heard</p> <p>Sounds mapping – map what you hear on paper or dry wipe</p> <p>More information & video demonstration https://blogs.glowscotland.org.uk/ea/learn/ingoutdoorssupportteam/make-a-sound-map/</p>	<p><u>Tools for Writing – Experiment with Tools and Materials</u> <i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</i></p> <p>Practise writing your name or first initial. Use found materials (stones, leaves). Paint or spray with water on tarmac. Use a stick to write in mud. Use thin cord lengths or flexible string to form the shapes.</p>	<p><u>Literacy – Phoneme Hunt</u> <i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</i></p> <p>With phonemes painted or written on (sustainably sourced) stones or bottle lids, send groups out to different parts of the playground to hide the stones. Gather groups and then sent to find, collect and report back the sound. <i>Is there something we can see that beings with ...?</i> Increase the challenge – collect phonemes to create words.</p>
<p><u>Reading – Finding and Using Information</u> <i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</i></p> <p>Find animal tracks and signs Even the emptiest looking playground will have signs of the living things that use the space - bird droppings, webs, snail or slug trails, litter. Use a spotter guide to encourage decoding https://www.rspb.org.uk/globalassets/downloads/kids-schools/teaching-resources/spot-it-tracks-and-signs.pdf</p>	<p><u>Reading – Finding and Using Information</u> <i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</i></p> <p>Find animal tracks and signs Even the emptiest looking playground will have signs of the living things that use the space - bird droppings, webs, snail or slug trails, litter. Use a spotter guide to encourage decoding https://www.rspb.org.uk/globalassets/downloads/kids-schools/teaching-resources/spot-it-tracks-and-signs.pdf</p>	<p style="text-align: center;">HGIOS4</p> <p>1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY 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>3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION Features of highly-effective practice: Outdoor spaces are used effectively to promote positive relationships and wellbeing.</p>