




<p><u>Listening and Talking - Mini Landscape</u> 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</p> <p>In groups of 2 or 3, find an area of the playground, approximately 1mx1m, as the location as a mini adventure park for mini adventurers. Within the group, identify the key features – slope for mini ski run, channel for tiny river rafting, mini obstacle course...). Groups pair up to describe their mini landscapes. Which mini adventure park would be the most fun to visit?</p> <p>Alternatively, create an outdoor 'stage' for learners to deliver a classroom prepared presentation. A stage can be as simple as a chalked off space with room for an audience in front.</p>	<p><u>Games of Tig – All 8 Curricular Areas</u> Games of tig can be adapted to consolidate learning in any curricular area and have some fun! Allowing pupils to invent their own rules for a new version of tig allows for creativity and is an opportunity for adults to evaluate learning so far.</p> <p>Examples – Seed Tig: if tiggled, crouch low to the ground; you can be released when someone pretends to hold a watering can over to water you/the seed. Angle Tig: make an angle with your body when tiggled; you can be set free by someone who can copy and name the angle.</p>	<p><u>Writing – Group Folding Poem</u> As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a</p> <p>You will need: clipboard and pencil per group</p> <p>In groups of 3, write a group folding poem about a shared class outdoor experience (can be as simple and routine as 'playtime'). Learner A writes the first line of the poem and passes the paper to B. B responds to A's line by writing two lines for the poem, then folds the paper so that C sees only the second line written by B. C responds to the line written by B by writing two additional lines. C folds the paper so that A sees only the second line written by C. A writes the last line of the poem based on the second line of poetry written by C.</p>
<p><u>Measurement – Perimeter</u> I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object. MNU 2-11c</p> <p>I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</p> <p>You will need: trundle wheels, timer, clip board, paper and pencil.</p> <p>Choose a selection of units of measure (e.g. metres, paces) to measure the perimeter of all or part of the school estate. Discuss and select method of calculation. Select groups to measure using different means including time taken to travel.</p> <p>Discuss usefulness of each in different situations. Who would find the metre measure most useful, paces, time taken?</p> <p>Find the perimeter of smaller outdoor features (drain covers, playground markings). What is the most appropriate means of measuring and unit of measure?</p>	<p style="text-align: center;">20 Minute Learning Activities Outdoors Second Level</p> <p style="text-align: center;"><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 style="text-align: center;"><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><u>Time, Speed and Distance - Shuttle Runs</u> I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. MNU 2-10b</p> <p style="text-align: center;"><i>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c</i></p> <p>You will need: tape measure or trundle wheel, timers, record sheet</p> <p>Mark out measured space for shuttle runs. Groups estimate and check their own times to run given number of shuttle runs Establish unit of measure before beginning but discuss if unit chosen was appropriate (Minutes and seconds, seconds and tenths of seconds etc.)</p> <p>See EAC LOST 20 Minute Learning Activities Outdoors First Level for differentiated task.</p>
<p><u>Creating Texts – Using your senses, find and describe a feature of the outdoors</u> Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p> <p>In pairs, learners are challenged use one of 4 of their 5 senses (missing out taste) to find a feature which they can describe using simile, metaphor, alliteration... or other elements being learned in the classroom. e.g. a drain pipe as cold as snow; (windows) the eyes of the building; the whistling wind...</p>	<p style="text-align: center;"><u>HWB</u></p> <p>Before beginning activity, pupils assess and manage possible risk (e.g. trips and bumps and how to avoid). HWB 2-16a</p> <p>All activities can be used to build positive relationships between pupils and between staff and pupils. HWB 2-14a</p> <p>Providing a range of settings and opportunities through which learners display their needs and abilities, supports a school ethos which values individuals equally. HWB 0-10a</p>  <p>EAC SAC Numeracy Team</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>