



Curriculum Outdoors

Curricular Area: Literacy Writing Using and Organising Information



<p><u>Experiences and Outcomes</u></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <p><u>Learning Outcome</u> Pupils learn to create and share an imaginative story (stimulated by an imaginary outdoor adventure).</p>	<p><u>Resources</u></p> <p>An outdoor space</p> <p>For teacher use, outline of a 4 part adventure – e.g. first we tiptoe through a swamp where alligators are sleeping; then we run along a beach (jumping over the waves) and stop to play on the sand/dig for treasure; then we climb up a mountain path and down the other side; finally, we cross a rickety, bridge over a noisy river.</p> <p>6 part story board – enlarged to A3 size – one per pupil</p> <p>Ideas for using 'teacher in role' to support learning see https://dramaresource.com/teacher-in-role/#:~:text=Teacher%20in%20role%20%28TiR%29%20is%20an%20invaluable%20technique,is%20useful%20in%20the%20development%20of%20the%20lesson.</p>
<p><u>Activity</u> Story Safari – Teacher in Role</p> <ol style="list-style-type: none"> 1. Pupils are gathered outdoors and are told that we are going to go on an adventure but first we put on our 'imagination hats' 2. Visit 4 parts of the playground - each being the setting for a different part of an imaginative story. 3. Teacher assumes the role of an expedition leader taking pupils on a journey around the space visiting a variety of imaginary settings. 4. First, pupils are told that they are at the edge of an alligator swamp and must tiptoe past the sleeping alligator. Teacher leads (in role) tiptoeing past the alligators pointing out the 'big daddy alligator' with a long tail, and the baby alligator curled up beside a log. 5. Once safely on the other side, the group gathers to describe what they saw, heard, felt, smelled. Pupils encouraged to add to the story and descriptions. 6. Move on to the beach where the sun is shining and the waves lapping on the sand. Pupils encouraged to play and explore the 'beach' telling the rest of the group what they are doing and what they have found. 7. Continue to move around the settings, co creating an exciting expedition. 8. Before going indoors, together recount the expedition. 9. Indoors, pupils use the storyboard template to draw pictures telling the story of the expedition in sequence, including the beginning and end of the adventure. The space below each picture is used for pupils own or scribed text. 	<p><u>Assessment</u></p> <p>Can pupils contribute to the story?</p> <p>Can pupils recount their own version of the story in pictures and/or text?</p>



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