Taking Learning Outdoors

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| Learning experience and season | |
| Literacy - Autumn | |
| CfE Level  **FIRST** | |
| Experiences and Outcomes and associated benchmarks | |
| E&Os  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a | Benchmarks  Creates a variety of texts for different purposes.  When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:  • Selects, organises and conveys information in different ways.  • Uses vocabulary and language for specific purposes. |
| Overview of learning experience | |
| Creating potions and pies – following instructions and then creating a piece of instructional writing | |
| Outline of learning | |
| LI/SC  I can create a recipe for a mud pie by writing clear instructions | Resources per group/child  **Ingredients**  3 x cups of dirt  1 x cup of water  Assorted toppings such as grass, petals or pebbles.  **Equipment**  1 x cup  1x sieve  1 x mixing bowl  1 x stick or spoon  1 x flat tray or board |
| Description of learning experience and assessment opportunities  Learners could initially follow the recipe on the Learning through Landscapes card. Opportunity to look at the imperative verb usage. Learners could then devise their own recipe for a new pie, taking notes as they go. They could create a set of instructions that can then be followed by another learner. The second learner could carry out the task and provide feedback on how clear the instructions are – opportunity for agreeing peer assessment criteria. | |
| Consideration of risk | |
| Visit the area beforehand and assess any risks, removing any hazards.  Important to remind learners about safety outside – sharp twigs, heavy objects to avoid. Identify any areas that are out of bounds. Verbally discuss this in the outside space.  Importance of handwashing before and after going outside | |
| Taking it further – what else could you do? | |
| Complete a home learning activity where learners follow an actual recipe and create a sweet or savoury treat.  Complete a listening exercise with the learners where they have to write down instructions based on a task they see you demonstrate | |