Outdoor Learning, Literacy

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| Learning experience | |
| Spring sound matching | |
| CfE Level - Early | |
| Experiences and Outcomes and associated benchmarks/skills | |
| E&Os  LIT0-01a I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. (Listen, read and write)  LIT0-13a I explore sounds, letters and words, discovering how they work together, and can use what I learn to help me as I read and write. | BMs/Skills  Hears and says patterns in words. Hears and says rhyming words and generates rhyme from a given word.  Hears and says the different single sounds made by letters.  Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts. |
| Overview of learning experience | |
| Pupils match the sound in spring pictures with objects with the same sound in their playground. | |
| Outline of learning | |
| LI/SC  I can identify the sounds in the name of a given spring picture.  I can find another object with that sound in its name.  I can write the sound I found and the 2 words containing that sound.  I can write a sentence using these 2 words. | Resources  Laminated pictures of spring things with suitable sounds in their names. (may wish to have the name of the item written on the back of the image)  White boards and whiteboard pens for writing or chalk for writing on the playground. |
| Description of learning experience and assessment opportunities  Each pupil is given a card with a picture of a spring item on it and the name of the item written on the back. Pupils try to sound out the word then try and find an object in the playground with the same sound. Pupils write the original word and the new word on their boards then show them to the teacher for checking. They can then get another card. When this game is over pupils can pick their favourite pair of words and write a sentence (this could be very silly) using the 2 words.  Teacher leads discussion on the sounds we found, did we find any odd sounds ie lamb you don’t pronounce the b or bush is not spelt oo. | |
| Consideration of risk | |
| Any dangers near hiding places should be removed before the hunt commences.  Pupils should be dressed appropriately for the weather conditions. | |
| Taking it further – what else could you do? | |
| Pupils could make a play based on their sentence.  Pupils could write a longer story based on their sentence. | |