



Erasmus+

Key Action 2: School Exchange Partnership

# Activity Booklet



Outdoor Learning 'Leading the Curriculum'

2020-2023





## Introduction:

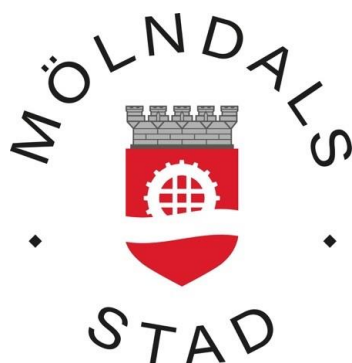
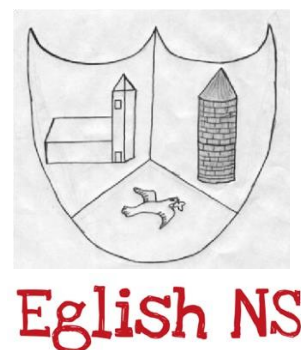
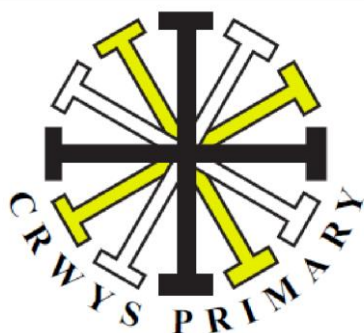
Welcome to our Erasmus+ project,

### **Outdoor Learning 'Leading the Curriculum'.**

During the 3 years, our project has covered six curriculum areas:

**Mathematics and Numeracy**  
**Language, Literacy & Communication**  
**Science & Technology**  
**Expressive Arts**  
**Humanities**  
**Health & Wellbeing**

We have captured the joy and flexibility of teaching outdoors through the activities in this booklet. We hope you enjoy the results of our collaboration and are inspired to 'Lead the Curriculum' through teaching outdoors!



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Outdoor Learning  
Leading the Curriculum  
2020 - 2023

# Mathematics



## TIMES TABLES BRACELET

### WALES (GOWERTON)

#### RESOURCES

- ✿ Pinecones (4 per pair)
- ✿ Wool (Various colours)
- ✿ Scissors



#### LEARNING OBJECTIVES

- ✿ To develop times table fluency
- ✿ To communicate & collaborate



#### METHOD

- ✿ Choose 4 different coloured lengths of wool.
- ✿ Tie one end to a pinecone and then tie the four lengths together in knot at the other end.
- ✿ Hang the wool over a branch with the 4 pinecones dangling.
- ✿ Two pupils to hold 2 pinecones each.
- ✿ Pupil 1 to swing the pinecone in their right hand diagonally towards pupil 2's right hand and at the same time pupil 2 to do the same.
- ✿ Repeat action with left hand and continue the rhythm.
- ✿ Begin to recite the times tables as the pinecones are swung.
- ✿ When the wool is combined to the required length, untie the pinecones and knot.
- ✿ Your 'Friendship Times Table Bracelet' is complete.

#### CURRICULUM LINKS

- ✿ Mathematics – reinforcement of times tables & fluency
- ✿ Key skills – communication & collaboration

#### EVALUATION OF ACTIVITY

- ✿ Children were engaged, motivated and excited to create their bracelet.
- ✿ They began to extend their activity independently by using different colours to signify different times tables.
- ✿ Peer support was developed through pupils experiencing the activity and once they felt competent, giving instructions to set up the activity and 'teaching' the skills to other pupils.
- ✿ Activity had the added benefit of a therapeutic nature – outdoors, calming, peaceful.

## MAGICAL MATHS

### WALES (GOWERTON)

#### RESOURCES

- ✿ Natural objects
- ✿ Banner of streamers
- ✿ Number cards, string, pegs, whiteboard & pen



#### LEARNING OBJECTIVES

- ✿ To explore additive relationships, using a range of representations.
- ✿ To add and subtract whole numbers, using a variety of written and mental methods including problem solving.

#### METHOD

- ✿ The pupils were reminded of the rules & regulations for outdoor work.
- ✿ Introduce pupils to a magical land through storytelling. Tell them the key to enter is through numbers. A secret entrance transforms numbers, e.g., increases (+), decreases (-), odds/evens only. (Teacher to decide the secret code).
- ✿ Give a 'menu' of numbers to hunt for on the journey to the 'Magical Land of Mathematics' (trail of fluorescent string with pegged numbers along it). Differentiate accordingly.
- ✿ On completion of menu, children must try to solve the entry code (banner of streamers). Adult to stand at the entrance – if addition show the number they transform into – solve the code!
- ✿ Once they have entered, activities based around add 5, create a picture/mobile that represents the operation

#### CURRICULUM LINKS

- ✿ Mathematics – number; LLC – creative storytelling using number; Problem solving.

#### EVALUATION OF ACTIVITY

- ✿ Children were delighted with the activity, lots of excitement & challenge through imagination.
- ✿ Children were all engaged in trying out their own ideas and listening to suggestions from other children in the class.
- ✿ Great way to explore & reinforce number, check understanding and wellbeing benefits.

## MATHS TRAIL TREASURE HUNT IRELAND

### RESOURCES

- ✿ Treasure Chest & Combination Lock
- ✿ Card clue x6 (link to area of Mathematics)
- ✿ Paper & pencil (record answers)



### LEARNING OBJECTIVES

- ✿ use vocabulary of uncertainty and chance: possible, impossible, might, certain, not sure
- ✿ solve word problems involving addition and subtraction
- ✿ estimate, compare, measure and record lengths of a wide variety of objects using appropriate metric units (m, cm)



### METHOD

- ✿ Reminder of outdoor rules - Come back to the call, stay within the boundaries and nil by mouth
- ✿ Students use mathematical skills to solve clues along the maths trail
- ✿ Record answer to each clue
- ✿ Combine answers to solve combination lock
- ✿ Open the treasure chest – what is inside?

### CURRICULUM LINKS

- ✿ Mathematics: Strands: Data/ Shape and Space/ Number/ Measures

### EVALUATION OF ACTIVITY

- ✿ Check in circle used for feedback. Energy levels averaged 9 and session was 'fun', 'can we do it again'.
- ✿ Teachers used differentiation to aid the varying levels of ability within the group. The teachers observed that this allowed the children to work at their own pace within a group.
- ✿ The teachers observed the children to be motivated, engaged and full of concentration.
- ✿ Working in the natural environment, the fresh air, touching leaves and twigs, helped the child to connect with the earth and feel calm and grounded, leading to improved wellbeing.

## OUTDOOR DATA COLLECTION IRELAND

### RESOURCES

- ✿ Natural materials; blades of grass, stones, petals, pinecones, berries, leaves, sticks etc.
- ✿ Chalk

### LEARNING OBJECTIVES

- ✿ Sort and classify objects
- ✿ Represent, read, and interpret simple tables and charts (pictograms)
- ✿ Represent, read and interpret simple block graphs
- ✿ Count the number of objects in a set
- ✿ Read, write and order numerals



### METHOD

- ✿ Reminder of outdoor rules - Come back to the call, stay within the boundaries and nil by mouth
- ✿ Students use mathematical skills learnt to collect data outdoors
- ✿ Hunt for task cards, follow instructions, create visual graphs & pictograms using story/information on card with natural materials

### CURRICULUM LINKS

- ✿ Mathematics: Strands: Data – Representing and interpreting data

### EVALUATION OF ACTIVITY

- ✿ Pupils were actively engaged in the session and displayed excellent teamwork skills.
- ✿ Peer learning/peer tutoring was evident during the session.
- ✿ Teachers noted they were able to observe and question pupils during the activity. This aided assessment and helped the teacher to plan for future Data lessons.
- ✿ Teachers commented on how easy it was to organize the lesson in comparison to an indoor lesson. Chalk and natural materials were the only resources needed.
- ✿ Staff noticed pupils were not afraid to make mistakes while using chalk on the playground and just moved on to a new space if they made a mistake.

## WOODLAND MEASUREMENTS WALES (CRWYS)

### RESOURCES

- ✿ Natural materials
- ✿ Large white sheet
- ✿ Variety of measuring equipment

### LEARNING OBJECTIVES

- ✿ Make estimates & comparisons with measure, shorter than, taller than
- ✿ Estimate & measure using non-standard units moving on to standard units



### METHOD

- ✿ Reminder of outdoor rules
- ✿ Warm up game to explore the woodland resources & materials
- ✿ Children to decide upon a group of natural materials to collect
- ✿ Order materials starting from shortest, increasing in height, who can make the tallest, shortest.....etc
- ✿ What can you see/find that is shorter than ....., What can you see/find that is taller than

### CURRICULUM LINKS

- ✿ Mathematics & Numeracy: Measuring

### EVALUATION OF ACTIVITY

- ✿ Being outdoors makes the task inclusive and achievable for all pupils.
- ✿ Teachers were able to organise the groups in different ways to the classroom environment.
- ✿ The teachers observed that children were engaged, exploring and searching.
- ✿ Pupils were able to work independently or in a group through individual choice.
- ✿ Good behaviour was demonstrated by all.
- ✿ Learning objectives were achieved as well as developing and learning many other important skills; team work, communication, listening to others



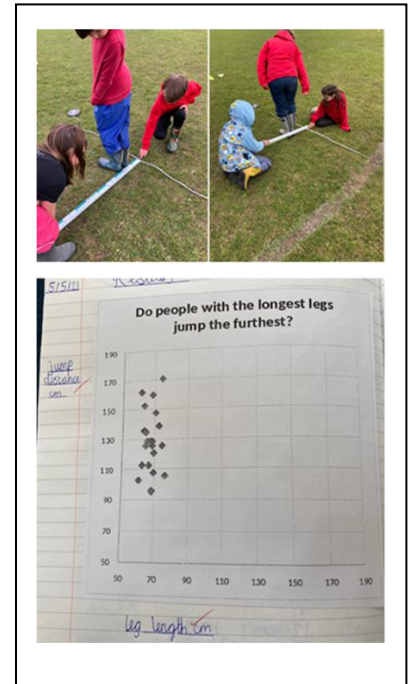
## LET'S INVESTIGATE WALES (CRWYS)

### RESOURCES

- ✿ Variety of measurement equipment
- ✿ Clipboards, pencil & recording sheet
- ✿ Excel

### LEARNING OBJECTIVES

- ✿ use vocabulary of uncertainty and chance: possible, impossible, might, certain, not sure
- ✿ solve word problems involving addition and subtraction
- ✿ estimate, compare, measure and record lengths of a wide variety of objects using appropriate metric units (m, cm)



### METHOD

- ✿ Students to use prior knowledge of measurement
- ✿ Discuss the question 'Can children with longer legs jump further?'
- ✿ Create Fair Test & Methodology
- ✿ Measure each pupil's length of leg and how far they can jump
- ✿ Input results into Excel to create a scatter graph
- ✿ Discuss results, misconceptions & assumptions

### CURRICULUM LINKS

- ✿ Mathematics: Measurement

### EVALUATION OF ACTIVITY

- ✿ Results indicated misconceptions of original thoughts around question..
- ✿ Enabled pupils to take in new information & alter their misconception without feeling they had got it wrong
- ✿ 'It doesn't matter how long your legs are, it's your ability to jump is what matters'
- ✿ 'Pupil's with shorter legs can sometimes jump further that those with longer legs'
- ✿ 'It's a matter of your leg strength'
- ✿ All pupils were engaged as the task involved tasks for everyone in the group

## MEASURE YOURSELF!

### SWEDEN

#### RESOURCES

- ✿ Natural materials; sticks, pinecones, leaves, stones etc

#### LEARNING OBJECTIVES

- ✿ Preunderstanding & perception of measurement
- ✿ Use nonstandard units of measurement
- ✿ Begin to estimate and make approximations

#### METHOD

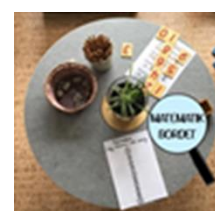
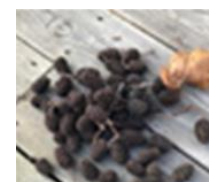
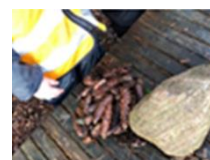
- ✿ Students to use journey to the forest to gain a preunderstanding of measurement using their gross motor skills, senses & observations & in discussions with adults.
- ✿ Use found materials to measure themselves, their outline, their friends.

#### CURRICULUM LINKS

- ✿ Mathematics: an understanding of space, time and form, and the basic properties of sets, patterns, quantities, order, numbers, measurement, and change, and to reason mathematically

#### EVALUATION OF ACTIVITY

- ✿ Curiosity, creativity, and a desire to play and learn was seen developing in all pupils.
- ✿ Pupils began to understand that any found material can be used as a measuring instrument.
- ✿ Teachers noted that they were enthusiastic as the measurement was about themselves.
- ✿ Teachers commented on the confidence to 'have a go', including lots of wild guesses.
- ✿ Staff noticed there were a lot of opportunities to introduce new mathematical language conversationally and that the session provided pupils with the time to 'talk' and develop their language skills.



## MEASURING BRACELET

### SWEDEN

#### RESOURCES

- ✿ Natural materials
- ✿ Beads or elder cuttings
- ✿ Pipe cleaner

#### LEARNING OBJECTIVES

- ✿ Curiosity, creativity and a desire to play and learn
- ✿ Develop a preunderstanding of measuring

#### METHOD

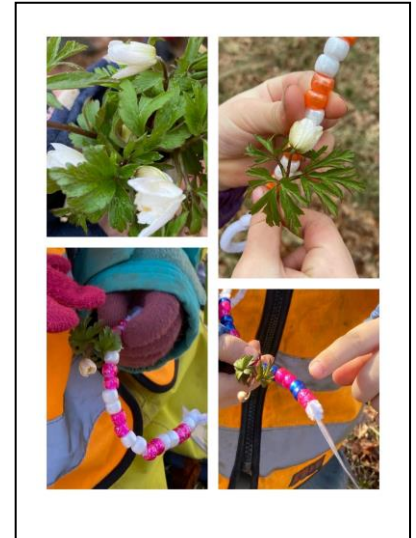
- ✿ Reminder of outdoor rules
- ✿ Warm up game to explore the woodland & new spring plants
- ✿ Children to explore their finds using their measuring bracelet

#### CURRICULUM LINKS

- ✿ Mathematics & Numeracy: Measuring; Estimate & measure using non-standard units moving on to standard units; Create patterns

#### EVALUATION OF ACTIVITY

- ✿ Being outdoors makes the task inclusive and achievable for all pupils.
- ✿ Discover nature in a fun and educational way.
- ✿ The children were excited to find the longest, tallest, widest flower.
- ✿ When misconceptions were heard – ‘It is 5 meters long!’ – we stepped 5 metres to show them the difference between cm’s and m’s.
- ✿ It provided lots of opportunities to talk with each other, peer support informally and have discussions to develop their understanding of measuring.



## SYMMETRY IN NATURE

### ITALY

## Symmetry

### RESOURCES

- ✿ Natural materials

### LEARNING OBJECTIVES

- ✿ To explore natural environments.
- ✿ To manipulate, identify and sketch two-dimensional shapes.
- ✿ To work mathematically.
- ✿ To select and use appropriate mental or written strategies or technology to solve problems.

### CURRICULUM LINKS

- ✿ Mathematics: Symmetry
- ✿ Key skills - to observe, analyse and describe phenomena belonging to nature and aspects of daily life; to recognize the main interactions between the human community and nature.

### METHOD

- ✿ Games to introduce the pupils to the environment & reinforce symmetry
- ✿ Pupils participated by having a stroll around the reserve.
- ✿ Exploring how symmetry can be found in nature.
- ✿ Collecting natural materials.
- ✿ Making symmetrical compositions with natural items, such as leaves.

### EVALUATION OF ACTIVITY

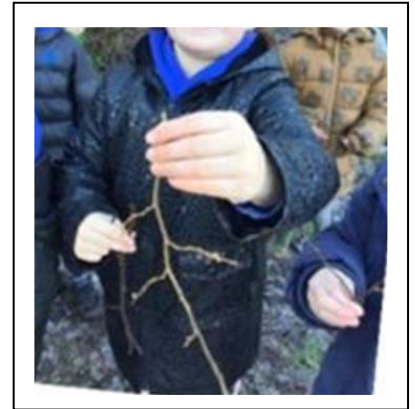
- ✿ The pupils followed the activity with interest and enjoyed the excursion to Capo Rama very much.
- ✿ The outdoor activity, conducted in a group, had a positive impact on their self-esteem, increasing their understanding of symmetry as well as giving a sense of personal safety and improving their motor performance.

## ANGLES EVERYWHERE

### ITALY

#### RESOURCES

- ✿ Natural materials; blades of grass, stones, petals, pinecones, berries, leaves, sticks etc.
- ✿ Chalk



#### LEARNING OBJECTIVES

- ✿ To manipulate, identify and sketch two-dimensional shapes.
- ✿ To work mathematically.
- ✿ To observe angles in nature.
- ✿ To observe angles in anthropic environments.

#### METHOD

- ✿ The activity was to reinforce learning about angles.
- ✿ They began to explore their surroundings, first inside the school building and then outside.
- ✿ Stimulus-question: "Which types of angles occur more in plants than in man's productions?"
- ✿ From this starting point the pupils' observations began that led to the conclusion that right angles are more common in buildings and objects made by men, while acute angles are more frequent in nature/vegetables.

#### CURRICULUM LINKS

- ✿ Mathematics: To select and use appropriate mental or written strategies or technology to solve problems; To select and apply appropriate problem-solving strategies in undertaking investigation

#### EVALUATION OF ACTIVITY

- ✿ Pupils followed the activity with interest.
- ✿ The activity, conducted in a group, had a positive impact on self-esteem, also improving their motor performance.



## COORDINATE GAMES

### FINLAND

#### RESOURCES

- ✿ Natural materials
- ✿ Circular Markers (3 different colours)
- ✿ Cones



#### LEARNING OBJECTIVES

- ✿ To develop an understanding of coordinates



#### METHOD

- ✿ Game – 3 in a row
- ✿ Teacher built a coordinate system (x- and y –axis) on the school yard.
- ✿ Students were divided into two teams. One of the team worked as a marker (putting marks on the grid) and the others gave instructions where to put team's marks.
- ✿ Each team tried to get three of their own marks in a row (horizontal, vertical or diagonal).
- ✿ Game - Hide-and-seek
- ✿ Teacher to put marks on each coordinate point on coordinate system on the school yard. Teacher to hide some 'treasures' under marks (pinecones).
- ✿ Students divided into two teams. One of the team worked as a turning man (turning marks upside down) & the others gave instructions (what mark they should turn). If they found the treasure, they got one extra try. Winning team – the team with the most treasures.

#### CURRICULUM LINKS

- ✿ Mathematics & Numeracy: Coordinates

#### EVALUATION OF ACTIVITY

- ✿ Students liked to be having math lesson outdoors.
- ✿ Games were easy to organise, and students concentrated well.
- ✿ They learnt coordinates very well outdoors.

## MEASURE EVERYTHING!

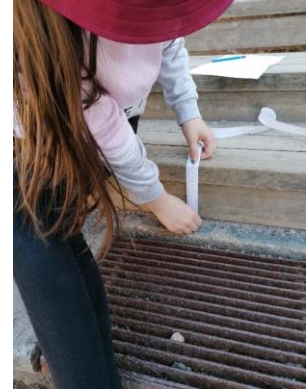
### FINLAND

#### RESOURCES

- ✿ Variety of measurement equipment
- ✿ Clipboards, pencil & recording sheet

#### LEARNING OBJECTIVES

- ✿ To develop estimation skills
- ✿ To develop unit transformation
- ✿ To estimate, compare, measure and record lengths of a wide variety of objects using appropriate units



#### METHOD

- ✿ Students to evaluate length of different objects in the school yard and measure them.
- ✿ Main focus- to reinforce learning and check for misconceptions.

#### CURRICULUM LINKS

- ✿ Mathematics: Measurement

#### EVALUATION OF ACTIVITY

- ✿ Comments from students: Fun to learn outside, learning seems meaningful.
- ✿ It is easy to concentrate outside if the topic of the session is interesting.
- ✿ Comments from teachers: Nice to see students so enthusiastic to measure different things, especially things that students use all the time at breaks.
- ✿ Concentration was great, students really seem to like the session.

# Language, Literacy & Communication

## INNOVATION!

### WALES (GOWERTON)

#### RESOURCES

- ✿ Storybook Pictures
- ✿ Pegs, string



#### LEARNING OBJECTIVES

- ✿ To retell stories creatively
- ✿ To join in discussion about a story
- ✿ To recount a short sequence of events



#### METHOD

- ✿ Use a familiar story. Cut out story book pictures of key events and hide around the outdoor area. Give oral clues or set a trail using directions or photos.
- ✿ Ask children to find a picture and to use a peg to sequence on the washing line.
- ✿ Gather ideas by using pictures to prompt innovations.
- ✿ Create new characters using found materials & drawing, take photos.
- ✿ Record oral ideas & innovations.
- ✿ Use iMovie app to sequence photos & pictures, recording each pupil retelling & innovating on the story. Watch & share via website, Seesaw app, Interactive Whiteboard

#### CURRICULUM LINKS

- ✿ LLC: Make up own phrases or sentences to express thoughts aloud about stories or experiences.
- ✿ Health & Wellbeing: explore the environment.
- ✿ Science & Technology: begin to communicate their ideas using sound via digital technology.

#### EVALUATION OF ACTIVITY

- ✿ Children enjoyed moving freely outdoors, particularly on this wet day – more room! creativity,
- ✿ Engagement levels were high, all pupils shared ideas 'bouncing off' each other.
- ✿ Improved engagement with related tasks & enabled accessibility for all pupils.

## SUPER SENSES

### WALES (GOWERTON)

#### RESOURCES

- ✿ Natural materials/environment
- ✿ Recording materials – digital/pen/paper

#### LEARNING OBJECTIVES

- ✿ Choose words for variety and interest.
- ✿ Use adjectives and adverbs to expand simple sentences and phrases.



#### METHOD

- ✿ Reminder of outdoor rules
- ✿ Warm up game to explore senses – touch game.
- ✿ Walk around local environment, using group 'journey stick' & photos to record sights, sounds etc
- ✿ Circle discussion of favourite sounds & smells using found objects to generate vocabulary.
- ✿ I love to watch....., I love to hear... I love to feel... I love to sniff....

#### CURRICULUM LINKS

- ✿ LLC: Expressing ourselves through language is key to communication, Literacy fires imagination & inspires creativity. Science & Technology: Using our senses to explore our environment.

#### EVALUATION OF ACTIVITY

- ✿ The children drew on their prior knowledge & experience of the outdoors, making the task inclusive of home experiences & providing a range of oral opportunities, enhancing their vocabulary. 'I've seen a hedgehog; it was prickly and zoomed across the long grass'.
- ✿ The children had lots of opportunities to collaborate outside both formally & informally.
- ✿ When the children formally recorded their writing, most of the class completed the task independently and had lots of ideas.
- ✿ The writing was of a high quality and reluctant writers wrote with improved motivation and independence due to the firsthand experience outdoors.



## THE RABBIT BAND!

### IRELAND

#### RESOURCES

- ✿ Natural materials
- ✿ Copy of 'The Rabbit Band' by Renee LaTulippe

#### LEARNING OBJECTIVES

- ✿ To listening to, discuss, and express views about a wide range of contemporary and classic poetry
- ✿ To write poetry

#### METHOD

- ✿ Warm up game – move like a .... (Rabbit, fox etc)
- ✿ Read aloud "The Rabbit Band" by Renee LaTulippe. Firstly, in a very dull way. What do the children think of your performance? Ask your children how you can make it better? (Intonation, pace, facial expressions, actions). Read the poem a second time using their suggestions.
- ✿ Create an imaginative character for the poem using natural materials.
- ✿ Perform the poem using ideas from character art and varying voice & actions.
- ✿ Ask the children to imagine their characters are at "The Rabbit Disco" listening and dancing to "The Rabbit Band". How will they dance? (Hop, bop, groove, move, twist, waltz, leap, creep, bounce etc).
- ✿ Create class poem using a structure that the pupils can follow using their own ideas independently.

#### CURRICULUM LINKS

- ✿ Drama: to explore feelings, knowledge, and ideas, leading to understanding.

#### EVALUATION OF ACTIVITY

- ✿ All pupils thoroughly enjoyed the activity! They suggested an extension of the activity - to perform the play for the whole school in assembly.
- ✿ Teacher noted high & improved levels of engagement and enjoyment during the activity. Pupils with poor concentration in the classroom participated well. Many of the shy, quieter pupils confidently performed their part of the poem.
- ✿ Staff also noted the ongoing conversations between pupils about their characters during the activity. The conversations were naturally rich in descriptive vocabulary.



## POET-TREE

### IRELAND

#### RESOURCES

- ✿ Natural environment
- ✿ Paper, pens
- ✿ String/pipe cleaners

#### LEARNING OBJECTIVES

- ✿ To build a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make meaning clear.



#### METHOD

- ✿ Groups of four children to choose a tree and use their senses to experience the tree.
- ✿ Collect a leaf from their tree, think about its different aspects such as shape, texture, smell and the sound it might make.
- ✿ Write inside a leaf outline the words for each of the aspects of the leaf to make a simple calligram poem and hang from the tree.
- ✿ Return to the tree and each child in the group assume a different position: - Lying on the ground looking at the branches - Kneeling with your nose to the bark - Sitting with your back to the trunk - Standing looking at the canopy.
- ✿ Each member of the group creates a line of poetry inspired by their tree and their calligram poem.
- ✿ Write their line on leaf shaped paper, hang it from the tree and perform.

#### CURRICULUM LINKS

- ✿ Science: Living Things, Environmental awareness, and care.

#### EVALUATION OF ACTIVITY

- ✿ All pupils thoroughly enjoyed the activity! They suggested an extension of the activity - to perform their poems for the whole school in assembly, and to paint pictures to go with the poems.
- ✿ The activity provided an inclusive environment for all pupils, supporting engagement & improving self-esteem and confidence in reluctant writers.

## TREASURE HUNT!

### WALES (CRWYS)

#### RESOURCES

- ✿ Outdoor Environment
- ✿ Clipboard, pen, paper, digital recording device, iPad

#### LEARNING OBJECTIVES

- ✿ To give clear, precise instructions to direct a partner to a location.
- ✿ To give time connectives to order instructions chronologically.



#### METHOD

- Children to work in pairs or small groups to write a simple set of instructions to lead them to 'X marks the spot', using their knowledge of the woodland and their favourite places.
- ✿ Warm up games using directional language as a physical reminder of instructional language.
- ✿ Children to use time connectives to help with sequencing their instructions, First, Then, After that, finally.
- ✿ Children swapped their instructions with another group and went on a hunt for treasure!

#### CURRICULUM LINKS

- ✿ Humanities – Communicating clear instructions to a partner – directional language.

#### EVALUATION OF ACTIVITY

- ✿ Engagement was improved by partnering children effectively. Reluctant writers were given opportunities to share their ideas orally and were paired with a 'writing buddy'.
- ✿ Children were all engaged in trying out their own ideas and listening to suggestions from other children in the class.
- ✿ Children showed a good understanding of using materials and natural resources, and had a good
- ✿ Good understanding of instructional language was shown.
- ✿ Activity highlighted the need to 'try out' the instructions and to ensure the geographical features of the woodland were included.
- ✿ Most children were engaged with the activity and all the pupil's wellbeing benefited from the physical nature of it.

## LANGUAGE ORIENTEERING

### WALES (CRWYS)

#### RESOURCES

- ✿ Map of school
- ✿ Key word cards (different languages)

#### LEARNING OBJECTIVES

- ✿ To communicate as part of a team to locate points on a map.
- ✿ To develop knowledge of other languages; how to say hello.

#### METHOD

- ✿ Children reinforced prior learning and used knowledge of mapping skills to orientate the map.
- ✿ Challenge - Find key control points and locate the 'Hello cards' hidden around the school.
- ✿ 12 points in total
- ✿ Develop pronunciation using language videos and apps to celebrate 'European Day of Languages'.

#### CURRICULUM LINKS

- ✿ Global citizenship – develop understanding of being part of a wider global community.

#### EVALUATION OF ACTIVITY

- ✿ Children were keen to learn more about the countries after this activity.
- ✿ Activity provided opportunities to share and celebrate home languages and words and phrases gained during holidays and spending time with family and friends.
- ✿ Peer support was in evidence through children supporting each other with pronunciation.
- ✿ Wellbeing and self-esteem was raised through the pride pupils showed demonstrating and sharing their knowledge and ability.
- ✿ The task also motivated pupils to undertake independent work, using Duolingo at home and creating posters for 'European Day of Languages'.



## LANGUAGE CONNECTS US!

### SWEDEN

#### RESOURCES

- ✿ Visual images of flags
- ✿ Language cards (key vocabulary)



#### LEARNING OBJECTIVES

- ✿ To explore the flags and languages around the world.
- ✿ To explore different countries through music.

#### METHOD

- ✿ Use music of different countries to encourage imagination, curiosity, and physical movement.
- ✿ Play games – play a piece of music and when it stops run to the Flag of the country and shout Hello in that language.
- ✿ Dot the flags around the woodland/outdoor environment and use small digital device to play an excerpt of the national music and listen to 'Hello' in that language.

#### CURRICULUM LINKS

- ✿ Global citizenship: to provide each child with opportunities to develop their national and their home language. LLC: understand symbols and how they convey messages.

#### EVALUATION OF ACTIVITY

- ✿ Children enjoyed exploring the flags and listening to the music outside.
- ✿ Children were able to share their home language with the rest of the class, increasing their self-esteem and wellbeing.



## BOOKBUS ADVENTURE

### SWEDEN

#### RESOURCES

- ✿ Maps
- ✿ Clues
- ✿ Character (adult dressed up)

#### LEARNING OBJECTIVES

- ✿ To develop understanding of symbols & maps.
- ✿ To develop directional vocabulary.



#### METHOD

- ✿ To develop children's understanding of maps and symbols.
- ✿ Meet a character from the book Promenad – Friluftsberra.
- ✿ Use the clues to follow the directions and symbols on the map.
- ✿ Find the final destination and explore the treasure – books!

#### CURRICULUM LINKS

- ✿ Wellbeing: develop curiosity, creativity, and a desire to play and learn.

#### EVALUATION OF ACTIVITY

- ✿ Children were engaged as soon as they saw the character from the book.
- ✿ Their level of their excitement and curiosity led to lots of discussion and willingness to give their thoughts and opinions.

## HOW WILL THE STORY END?

### ITALY

#### RESOURCES

- ✿ Natural objects
- ✿ Story/storyteller & 3 optional endings
- ✿ Clues & map



#### LEARNING OBJECTIVES

- ✿ To listen to and make decisions based on storyline.
- ✿ To orientate yourself by following conventional signs

#### METHOD

- ✿ Follow map and clues to reach location using cardinal points.
- ✿ Discover the 'Storyteller' – read the story to the children but do not read the ending.
- ✿ Challenge children to complete the clues and find the endings to the story.
- ✿ Use decision line to choose the ending, giving reasons why.
- ✿ 'Storyteller' to resume the story with the chosen ending.

#### CURRICULUM LINKS

- ✿ Humanities: to develop understanding of cardinal points

#### EVALUATION OF ACTIVITY

- ✿ The children were provided with opportunities for cooperative learning.
- ✿ Developed pupils' knowledge of trails and ways to communicate information and directions using nonverbal language (signs, symbols, arrows etc)
- ✿ Pupils were engaged outdoors due to the physical nature of the activity.
- ✿ Their self-esteem was raised as the activity was inclusive and accessible to all pupils.

## PUPPET SHOW MAGIC

### ITALY

#### RESOURCES

- ✿ Light source & white background
- ✿ Paper, card, scissors, pegs, pencils

#### LEARNING OBJECTIVES

- ✿ To retell stories creatively.
- ✿ To develop competence in a foreign language (English).



#### METHOD

- ✿ First phase: explore and experiment with the different ways in which light strikes and interacts with different materials, both inside the classroom with artificial light and outdoors in the sunlight.
- ✿ Second phase: collective reading of two fables.
- ✿ Third phase: build the characters using paper, colours and a piece of wood and a small stage with a cardboard box and rice paper.
- ✿ Finally: represent the two fables with the shadow theatre technique. Act in English/foreign language.

#### CURRICULUM LINKS

- ✿ Science: To understand how shadows are formed

#### EVALUATION OF ACTIVITY

- ✿ The activity, conducted in a group, had a positive impact on their self-esteem, increasing their imagination and also improved their linguistic competence.

## INSPIRING READERS!

### FINLAND

#### RESOURCES

- ✿ Letter from the Easter Witch
- ✿ Clues
- ✿ Treasure

#### LEARNING OBJECTIVES

- ✿ To develop understanding of why it is important to read.
- ✿ To increase motivation to read.
- ✿ Develop knowledge of Finnish Easter Traditions

#### METHOD

- ✿ There was a knock on the classroom's door. Children didn't know anything about Easter Witches Adventure beforehand so they were truly surprised.
- ✿ Behind the door children they found a letter which was from an Easter Witch.
- ✿ They had to read it and then they tried to figure out where to go next.
- ✿ There was a total of six letters in different places, some of them indoors and some outdoors.
- ✿ Each one of these humorous letters had a clue in them that lead to the next letter.
- ✿ The final letter was found at the same place that the Easter Treasure was hidden.
- ✿ The treasure was a treat for everyone.

#### CURRICULUM LINKS

- ✿ Key Skills: Problem Solving & Collaboration

#### EVALUATION OF ACTIVITY

- ✿ Children were excited and enthusiastic to read the letters.
- ✿ Many of the children said that it would have been impossible without reading skills.
- ✿ They also agreed that it was important to have a group that could solve the clues together, developing their collaborative skills.
- ✿ Adults thought the exercise was fun and motivated the children to read.
- ✿ They also thought that this was a fun new way to bring back old traditions and continue them for the future.



## PLAYING QUIDDITCH

### FINLAND

#### RESOURCES

- ✿ 3 large buckets, (floorball sticks optional)
- ✿ 2 x basketballs
- ✿ 2 x softballs

Quidditch

#### LEARNING OBJECTIVES

- ✿ To engage pupils in a wide range of literature.
- ✿ To inspire creativity & imagination.

#### METHOD

- ✿ The game was played on the school yard. First students were divided to two teams. In original book each team had seven players: three chasers, two beaters, one keeper and one seeker. Our school yard is quite small and there weren't so many students, so we had five players in each team. One player was left out from teams: he/she was going to be Golden Snitch later in the game.
- ✿ Players had floorball sticks between their legs (like broomsticks in the book).
- ✿ At both ends of the yards were three large buckets. Chasers try to throw quaffle (basketball) to other team's buckets (worth 10 points). Keepers try to defend the buckets.
- ✿ Beaters have bludgers (two soft balls) and they try to hit other teams with it. If succeed, player has to run around the outside of the yard and then come back to the game.
- ✿ When the game has been played 10-15 minutes, Golden Snitch comes into play: he/she runs around the yard and if someone catches him/her, the team gets 150 points and the game ends.

#### CURRICULUM LINKS

- ✿ Wellbeing: Physical exercise, Key Skills: Team building skills

#### EVALUATION OF ACTIVITY

- ✿ Students had great motivation for playing quidditch.
- ✿ It included a lot of running and quick reflexes. It was great fun!
- ✿ For the teacher the game was easy to organise based on the book.
- ✿ A great game to make the story come alive!

# Science & Technology



## WORLD WATER DAY!

### WALES (GOWERTON)

#### RESOURCES

- ✿ Buckets, water
- ✿ Construction materials – foil, sticks, tape, string
- ✿ Construction equipment – scissors, pencil, paper



#### LEARNING OBJECTIVES

- ✿ To draw inspiration to design from historical, cultural and other sources
- ✿ To develop design thinking to test and refine my design decisions without fear of failure.



#### METHOD

- ✿ Raise awareness of World Water Day. Play the physical 'touch' game to warm up – touch something smooth, something that needs water, something that provides clean water at school etc.
- ✿ Use Bucket Relay to answer True/false statements – info on water supplies/difficulties around world, prompt discussion. Collect one photo/info from bucket if team correct.
- ✿ STEM Challenge - Building a Shaduf (Used by Egyptian farmers to get water from the river Nile to the dry land to grow crops). Use info 'won' during relay to build Egyptian Shaduf from a range of found materials collected from outdoor area & classroom resource area.
- ✿ Children to demonstrate their 'Shaduf', what worked well, what would you change next time, what have you learnt? Constructive criticism from whole group welcomed - what they liked & why, what they would use in their design next time and why?

#### CURRICULUM LINKS

- ✿ Key skills: collaboration, communication, perseverance, resilience.

#### EVALUATION OF ACTIVITY

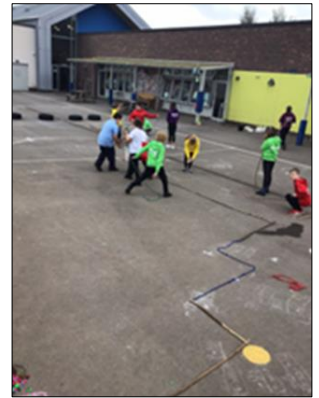
- ✿ The progression of activities enthused the children and enabled participation from all pupils.
- ✿ Gave opportunities for pupils with practical design skills to build self-esteem through showcasing their strengths in the outdoor environment.

## CODING & ALGORITHMS

### WALES (GOWERTON)

#### RESOURCES

- ✿ Natural materials
- ✿ Chalk



#### LEARNING OBJECTIVES

- ✿ To develop the use of conditional statements to add control and decision-making to algorithms.
- ✿ To develop the ability to explain and debug algorithms.



#### METHOD

- ✿ Groups to invent codes using natural resources.
- ✿ Write algorithm and create a path to a target at the centre of the playground using the code.
- ✿ Each path must have 2 left and 3 right turns. The path and code must be created using the natural resources accessible to each specific group.
- ✿ Once children have created their codes and written their algorithms, they must work together to try out their code de-bugging if necessary.
- ✿ Once at the target, children will be given 4 clues which will lead to the discovery of a famous coding inventor: Ada Lovelace.

#### CURRICULUM LINKS

- ✿ Key Skills: communication, collaboration, perseverance, resilience.

#### EVALUATION OF ACTIVITY

- ✿ Activity had an impact on potential for learning, especially reluctant classroom learners.
- ✿ Team work and effective communication was evident from the outset.
- ✿ Ensuring that the groups included pupils with different styles of learning provided tasks for all pupils, designers, physically active, leadership skills, spatial & practical planning etc. Very effective!
- ✿ "I never thought I'd be coding in the outdoors, let alone with pinecones and shells - This is different!"
- ✿ "I finally understand what an algorithm is and I actually invented my own code - how cool is that?!"

## LET IT GROW!

### IRELAND

#### RESOURCES

- ✿ Seeds, soil
- ✿ Labels
- ✿ Containers



#### LEARNING OBJECTIVES

- ✿ Identify and help to implement simple strategies for protecting, conserving, and enhancing the environment.
- ✿ Foster confidence in the use of ICT, through enjoyable learning experiences.



#### METHOD

- ✿ Talk and discussion: recap on existing practices within the school that contribute to the enhancement of the environment e.g., school garden, poly tunnel, planting window boxes
- ✿ The pupils decided to distribute wildflower seed packets and a bulb planting kit to the pupils and their families.
- ✿ Create a label for the wildflower seed packets and the bulb kits using Microsoft Word and ClipArt. Print the labels and stick them to the envelopes and containers.
- ✿ Prepare the bulb kits: put compost into small bags for each container & place a bulb in each.
- ✿ Prepare the Wildflower seed packets: Collect & place wildflower seeds into small envelopes.
- ✿ Distribute: Send a bulb kit & a wildflower seed packet home with each pupil with a brief explanation about the project.

#### CURRICULUM LINKS

- ✿ Visual Arts: Making Prints, Observing and Responding, LLC: Oral Language, Reading and writing.

#### EVALUATION OF ACTIVITY

- ✿ Opportunities to develop a range of ICT skills such as copying, pasting, cropping & changing the size of images. Many pupils explored & experimented with other image editing options.
- ✿ Staff noted high engagement during the activity and lots of opportunities for discussion & collaboration when pupils made a new discovery while editing images.

## PLANT IDENTIFICATION IRELAND

### RESOURCES

- ✿ Natural environment
- ✿ Plant ID App
- ✿ Recording materials; paper, pencil, iPad

### LEARNING OBJECTIVES

- ✿ To develop and use ICT skills in the attainment of curriculum learning objectives.
- ✿ To observe, identify and examine plants that live & grow in local habitats and environments.



### METHOD

- ✿ Introduction: Recap on clues/keys to identify common plants in the school field e.g. size, form, leaf shape, fruit, flower etc.
- ✿ App. Demonstration: show pupils how to use the plant identifier app.
- ✿ Reminder of Forest school rules.
- ✿ Identify plants/trees in the school field. The pupils were advised to use previous knowledge or keys to identify each plant before using the App. Record appropriately.
- ✿ Plenary: Talk and discussion about the activity, what worked well and what didn't work so well etc. Prompt – At the start of the lesson I didn't know.....

### CURRICULUM LINKS

- ✿ Primary Language Curriculum: reading text, topic specific vocabulary, plant names in Irish.

### EVALUATION OF ACTIVITY

- ✿ The pupils really loved this session. They were excited to use the iPads and curious about how accurate the app would be in identifying the plants. The pupils requested permission to do this activity again during their break times.
- ✿ Staff noted high levels of engagement during the session. The pupils showed an interest in researching additional information & this new knowledge was evident in their conversations.

## INVESTIGATING INSULATORS

### WALES (CRWYS)

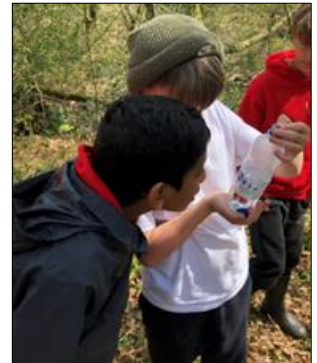
#### RESOURCES

- ✿ Bottle, stopwatch, thermometer, clipboard, data collection sheet, pencil
- ✿ Paper



#### LEARNING OBJECTIVES

- ✿ Develop knowledge of natural materials and their insulating properties
- ✿ Plan & carry out fair test, draw conclusions based on results.



#### METHOD

- ✿ Building on prior knowledge of class-based learning – Active game -Penguin Huddle.
- ✿ Challenge – In groups make a 'nest' to keep a container of hot water warm as long as possible using natural material of choice.
- ✿ Set criteria to maintain a fair test.
- ✿ Pupils compared results and drew conclusions based on what their findings.

#### CURRICULUM LINKS

- ✿ Wellbeing: active learning outdoors, Key skills: collaboration & communication.

#### EVALUATION OF ACTIVITY

- ✿ Pupils enjoyed applying their scientific enquiry skills and prior knowledge to an outdoor fieldwork activity.
- ✿ Opportunities to display 'competitive' nature in a learning situation.
- ✿ Pupils worked cooperatively to design the most effective insulation 'nest'.

## WHAT DO PLANTS NEED TO SURVIVE?

### WALES (CRWYS)

#### RESOURCES

- ✿ Natural objects
- ✿ Paint
- ✿ Paper

#### LEARNING OBJECTIVES

- ✿ To develop understanding of what a plant needs to thrive & grow.



#### METHOD

- ✿ To explore what a plant needs to survive and design a fair test.
- ✿ Discuss and agree what the plant should be deprived of (changed variables) and what should stay the same.
- ✿ Children to make predictions about what which plants will grow & thrive, and which will not.
- ✿ Children to make suitable covers to deprive the plant of light.
- ✿ Children to plant pots and plant a control pot to take home at the end of the investigation.
- ✿ Record results.

#### CURRICULUM LINKS

- ✿ Health & Wellbeing – understand what living things including humans need to survive.

#### EVALUATION OF ACTIVITY

- ✿ Children enjoyed the independent nature of the task and the daily responsibilities that group/everyone had.
- ✿ Children were motivated by the growth of their control pot and the opportunity to take it home, continue to care for it and enter a competition.
- ✿ Staff commented on the high level of engagement with the task and the impact that a 'real life' experience and discussion surrounding their home lives, food production, sustainability had on their learning.



## COME ALIVE!

### SWEDEN

#### RESOURCES

- ✿ Digital App
- ✿ Everyday objects
- ✿ Outdoor environment



#### LEARNING OBJECTIVES

- ✿ To develop understanding of digital technology.
- ✿ To connect the internet with everyday objects & real-life experience.

#### METHOD

- ✿ Challenge – can you touch an outdoor object and make a sound come out of the computer?
- ✿ The children talked about their thoughts and ideas and made predictions.
- ✿ The children tried out their ideas - without any luck!
- ✿ We presented alligator clips, USB cable, circuit board and a computer.
- ✿ The children connected the clip to the object, circuit board and computer. By touching the object whilst it was connected to the computer it made a sound!
- ✿ All the children had a go, making their own choices of everyday objects and listening to and recording the sounds.

#### CURRICULUM LINKS

- ✿ LLC: to develop the ability to explore, describe with different forms of expression, ask questions, and discuss science and technology.

#### EVALUATION OF ACTIVITY

- ✿ The children were very excited to try out their choices and were engaged with the activity.
- ✿ We tried things we could eat, for example a banana, it worked! The new question was - is it a real banana? To prove it was real, they had a bite of the banana. Surprise! Great opportunity to connect with real life.

## BELOW ZERO

### SWEDEN

#### RESOURCES

- ✿ Hot water
- ✿ Weather conditions -10 degrees celsius

Below Zero

#### LEARNING OBJECTIVES

- ✿ To develop an understanding of natural sciences, knowledge of plants and animals, and simple chemical processes and physical phenomena

#### METHOD

- ✿ ADULT DEMONSTRATION ONLY
- ✿ Activate prior knowledge of temperature and real-life experiences.
- ✿ Pose the question – What will happen to hot water thrown in the air when the temperature is below minus ten degrees Celsius?
- ✿ Discuss predictions and justifications.
- ✿ ADULT DEMONSTRATION ONLY (Risk benefit analysis appropriate to setting)
- ✿ Fill a thermos with boiling water and throw it up in the air in a bow fast to see how it reacts. If it's cold enough, you will see a string of snow. If it's not cold enough, you will have heavy warm water drops falling.

#### CURRICULUM LINKS

- ✿ Health & Wellbeing: Awe & wonder of natural phenomena.

#### EVALUATION OF ACTIVITY

- ✿ The children always love this experiment, showing awe and wonder at science created before their eyes.
- ✿ They wanted to try cold and lukewarm water. Nothing happens in the air, just an ice road forms under your feet.

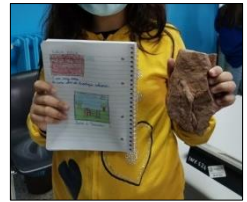
## ROCK FORMATION ITALY

### RESOURCES

- ✿ Coastal Environment
- ✿ Paper
- ✿ Pen, coloured pencils

### LEARNING OBJECTIVES

- ✿ To develop knowledge of the formation of rock over time.



### METHOD

- ✿ Local area used to explore and experience the natural formation of rock.
- ✿ Complete observational drawings using different techniques to illustrate layers of rock.

### CURRICULUM LINKS

- ✿ Expressive Arts: Use line, shape, and pattern to illustrate natural materials & geographical features.

### EVALUATION OF ACTIVITY

- ✿ Children benefited from the outdoor environment and ability to observe and experience the rock formations firsthand.
- ✿ Children were engaged and independently researched further details upon the return to classroom.

## QR CODE TRAIL

### Italy

#### RESOURCES

- ✿ QR code maker
- ✿ Information/research on local area
- ✿ Paper

QR Code Trail

#### LEARNING OBJECTIVES

- ✿ To I can creatively respond to the needs and wants of the user, based on the context and on the information collected.

#### METHOD

- ✿ Gather information about the locality using various digital devices and interviewing local members of the community.
- ✿ Engage with further research.
- ✿ Create an information QR code using the various sources.
- ✿ Display in locality to be used by residents and visitors.

#### CURRICULUM LINKS

- ✿ Humanities - develop an understanding of the history behind local landmarks

#### EVALUATION OF ACTIVITY

- ✿ Children learnt about the locality and ensured that the information survives into the future and is accessible to all.

# CAMOUFLAGE TO SURVIVE

## FINLAND

### RESOURCES

- ✿ Forest colour jacket
- ✿ Fluorescent/bright jacket



### LEARNING OBJECTIVES

- ✿ To develop understanding of animal adaptation to environment.



### METHOD

- ✿ Explore how animals adapt to their environment and what happens when seasons change. Important for students to learn in Finland because winter is a difficult time for animals - very cold, food is mainly under snow and ice.
- ✿ Hide and seek: Game makes two ideas very concrete: how animal adapts to the season and how climate change makes survival more difficult.
- ✿ Finnish forest hare (Lepus timidus) - It is brown during the summer (easy to hide from predators - camouflaged) and white in the winter (Camouflaged in snow).
- ✿ First round of hide and seek: one student will be hare and they will have hunting jacket with terrain colours on them and hide in the forest. When they are found, discuss together that finding was quite difficult due to hare being camouflaged.
- ✿ \*\* Because climate is getting warmer, especially in Southern Finland, there can be winters without snow. Hare's fur still changes to white and now it can be easily seen in nature.
- ✿ Second round of hide and seek: one student will be hare and they will have some a fluorescent jacket on and hide in the forest. When they are found, discuss together that finding was quite easy. That makes the hare an easy catch for predator.

### CURRICULUM LINKS

- ✿ Climate Change: Environmental change affecting animals.

### EVALUATION OF ACTIVITY

- ✿ The game made the impact of climate change clear and strengthened the concept of protective colour – camouflage.

## LIFE ON ICE

### FINLAND

#### RESOURCES

- ✿ Winter Environment
- ✿ Sledge



#### LEARNING OBJECTIVES

- ✿ To observe the characteristics of ice (cold, no friction...).
- ✿ To develop understanding of impact (positive and negative) the features of ice have on peoples' life in Finland during winter.



#### METHOD

- ✿ Discussed prior knowledge of water, winter and ice and their impact on daily lives in Finland during the winter.
- ✿ Ideas given about how these phenomena could be studied outdoors.
- ✿ They decided that a good way to try friction on ice and snow is to go sledding.
- ✿ During the sledding we discussed our findings and experiences together. Children understood that you can enjoy the loss of friction in all winter sports, but that on the road and in traffic it causes problems and dangerous situations.
- ✿ A few days later we had a new discussion about the topic when we went skating.

#### CURRICULUM LINKS

- ✿ Key Skills: cooperation. Health & Wellbeing: Physical exercise

#### EVALUATION OF ACTIVITY

- ✿ The firsthand experience enabled the children to explore science in their daily lives.
- ✿ "My dad almost hit a truck with his car when the road was icy. It happened on the first day that the temperature dropped below zero degrees."



# Expressive Arts

# DRAMA: SENSORY WALK

## WALES (GOWERTON)

### RESOURCES

- ❁ 'We're Going on a Bear Hunt' book by Michael Rosen.
- ❁ Plan a route outdoors to incorporate elements of the story.
- ❁ Props and costume appropriate to the task e.g., the children made their own binoculars.

### LEARNING OBJECTIVES

- ❁ To explore and experiment with a variety of creative techniques, materials, processes, resources, tools, and technologies.
- ❁ To begin to explore ideas, feelings, and moods in a variety of creative



### METHOD

- ❁ Before going outdoors read 'We're Going on a Bear Hunt' several times. Practise the repetitive parts of the story and create some of your own (Pie Corbett) actions to help everyone remember them so they can all act and join in.
- ❁ Talk about how to use faces and voices to show feelings. Practise showing emotions using faces.
- ❁ Plan a route around your local environment incorporating story elements: long grass, water, mud, snow, forest, cave.
- ❁ Storytelling: go outside and recite the story. The children can look through their binoculars to find the different story elements, exploring, touching, feeling, and smelling them.
- ❁ Evaluate your storytelling. What did you enjoy? What worked well? Did you join in? Did you speak clearly? Did you like working outside to act out the story? How could we improve our story-telling and drama?

### CURRICULUM LINKS

- ❁ Language, Literacy and Communication: to speak clearly, varying expression and gestures to communicate ideas and to retell stories creatively.
- ❁ Health and Wellbeing: explore the environment, make observations, and communicate my ideas.
- ❁ Science: Exploring materials and describing their properties.

### EVALUATION OF ACTIVITY

- ❁ Concentration, involvement, and engagement levels were very high, all pupils recited the story and as the morning progressed it was clear that many pupils grew in confidence, speaking louder, confidently performing actions.
- ❁ Pupil responses were very positive during our feedback session. All pupils enjoyed and had fun. All pupils felt they knew the story very well. All pupils felt that they had joined in and acted out the story.
- ❁ The children loved exploring their environment and going to parts of the outside area they have not yet been e.g., the KS2 playground!
- ❁ Child-led discussions about the environment using scientific vocabulary as they spoke to each other e.g., the grass is soft/smooth.
- ❁ Following this activity Staff noticed a much higher level of play on our 'stage' in class developing oracy skills and confidence. The children used it all week to perform the story using the actions to an audience of their friends. They also made and told the story many times in the Construction areas inside and outside.

# PHOTOGRAPHY: PLAYING WITH PERSPECTIVE

## WALES (GOWERTON)

### RESOURCES

- ✿ iPad/iPod or camera to take photographs.
- ✿ Appropriate place to work in local environment.
- ✿ Resources or landmarks found in locality e.g., buildings, stones, etc.

### LEARNING OBJECTIVES

- ✿ Film and Digital Media: to explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools, and technologies.
- ✿ To begin to apply techniques in creative work with guidance and direction.
- ✿ To begin to demonstrate resilience and flexibility in approaching creative challenges.



### METHOD

- ✿ Before starting the activity pupils (and adults!) were introduced to the idea of perspective and looked at different examples.
- ✿ Practice using iPads or iPods to take photographs of people or objects up close or far away.
- ✿ In the local environment/whilst walking explore opportunities to use perspective.
- ✿ Take photographs using 'trial and error' to play with perspective!

### CURRICULUM LINKS

- ✿ Health and Wellbeing: to develop collaboration and communication skills and teamwork.

### EVALUATION OF ACTIVITY

- ✿ Pupils loved this activity and were very inventive, trying out their own ideas.
- ✿ Teachers noticed excellent collaboration and teamwork as well as a good opportunity to develop pupils' perseverance and resilience by trying multiple times to get the best perspective.

# HISTORICAL DRAMA: THE CELTS

## WALES (GOWERTON)

### RESOURCES

- ✿ Appropriate outdoor location for a 'battle'.
- ✿ iPads with iMovie App
- ✿ Props and costume appropriate to the task.

### LEARNING OBJECTIVES

- ✿ To choose and use a range of simple drama techniques to help develop a character or an idea.
- ✿ To plan and rehearse a drama scene within a group, making changes to initial ideas after discussion and collaboration.
- ✿ Discuss, plan and create a simple film within a group and prepare and display their film ready for an audience.



### METHOD

- ✿ Outdoor 'treasure hunt' to find images and information about Celts to discuss followed by a variety of activities such as research and curiosity challenges to help the children learn about the battles that took place between the Celts and the Romans.
- ✿ The children then adopted roles (Celts or Romans), used materials to make props and costumes and devised their own action-drama scenes.
- ✿ They mapped out their 'battle' thinking about the space they would utilise outside. They wanted to chant so together we created a simple rhyme that they could use in the Big Battle. We discussed movement, action shots, expression, acting and reacting.
- ✿ The children used the structure of the 'I-Movie trailer' to organise the various stills and videos that they produced.

### CURRICULUM LINKS

- ✿ Humanities – 'Who were the Celts?'
- ✿ Expressive Arts – Film and Digital Media. Use of iMovie app for editing.

### EVALUATION OF ACTIVITY

- ✿ The levels of involvement and engagement were high, the children were all happy to give it a go and were delighted to see their trailers at the end of the sessions.
- ✿ New technical vocabulary was introduced that was linked to Drama and Performance. Their response to the stimulus was fantastic and they were recalling and learning facts about the Celts and the Romans as the activity was going on.
- ✿ The teacher noted the impact was very noticeable in terms of their enjoyment and giving them an opportunity to participate in a joint performance. "I was amazed by their enthusiasm and commitment to their roles as Celts and Romans. Also, using their acquired knowledge helped them to fulfil this dramatization."
- ✿ The children said: "I loved dressing up and making our own shields to use, it was so much fun!" and "I really enjoyed seeing it all come to life in the movie trailer."

## CREATE A HOME FOR A CHARACTER

### IRELAND

#### RESOURCES

- ✿ Natural materials in the local natural environment such as pebbles, clay, moss, grass, petals, berries, leaves, twigs etc.
- ✿ Research and ideas from internet or books.

#### LEARNING OBJECTIVES

- ✿ To explore and experiment with the properties and characteristics of materials in making structures.
- ✿ To develop an awareness of line, shape, form, texture, space, colour, tone and pattern.
- ✿ To develop language skills: vocabulary development, creating narrative texts, retelling imaginative stories.



#### METHOD

- ✿ This is a follow-on activity from a previous session where the pupils created characters to encourage and develop story telling skills.
- ✿ Discussion based on types of homes in the local community, animal homes etc.
- ✿ Collect natural materials from the local environment and use them to create a home for a character.
- ✿ Encourage the use of descriptive vocabulary when talking about the process and materials used.
- ✿ Encourage the use of mathematical language when discussing e.g. shapes, spatial awareness and concepts such as *on, in, under, between, beside, behind, above, below*.
- ✿ Explore and experiment with the properties and characteristics of materials in making structures.
- ✿ Look at, talk about, and evaluate own work and the work of other children.
- ✿ Use descriptive language and adjectives to describe the homes.

#### CURRICULUM LINKS

- ✿ Geography: Human Environments. Living in the local community. Our homes.
- ✿ Science: Living Things. Plants and animals. Animal homes.
- ✿ Science: Materials. Properties and characteristics of materials.
- ✿ Maths: Shape and space. 2D shapes, spatial awareness.
- ✿ Drama: interpreting characters and creating space as explored through drama.

#### EVALUATION OF ACTIVITY

- ✿ All pupils loved this activity. They felt they needed more time to create their homes.
- ✿ Most pupils were only beginning to see creative possibilities/opportunities when the lesson was coming to an end.
- ✿ Staff noted high engagement during the activity. The class teacher recommended this approach to storytelling as opposed to more traditional methods.



# CREATING CHARACTERS

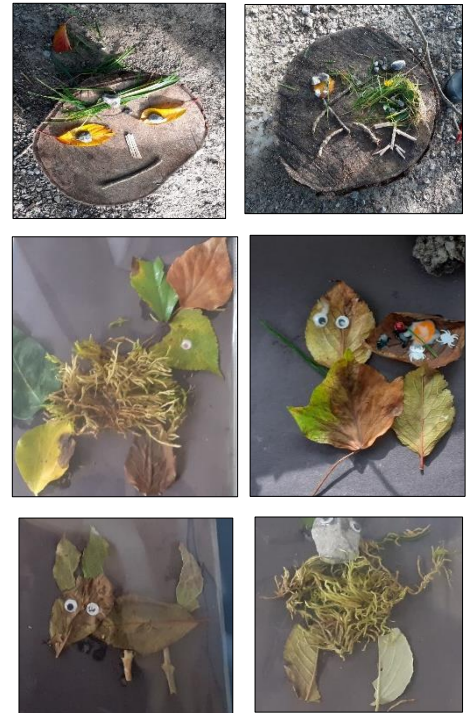
## IRELAND

### RESOURCES

- ✿ Natural materials in the local natural environment such as pebbles, clay, moss, grass, petals, berries, leaves etc.
- ✿ Research and ideas from internet or books.

### LEARNING OBJECTIVES

- ✿ To explore and experiment with the properties and characteristics of materials in making structures.
- ✿ To make imaginative structures – create a character
- ✿ To use descriptive language/adjectives to describe the imaginative character.
- ✿ To look at, talk about and evaluate their own work and the work of other children.



### METHOD

- ✿ Inspiration: use photos of leaf characters taken from the web as a stimulus for our talk and discussion.
- ✿ Create an imaginative character for short story writing using natural materials found outdoors in the school field/forest.
- ✿ Encourage the use of descriptive vocabulary when talking about characters.
- ✿ Can pupils name their character?
- ✿ Discuss and evaluate the characters.
- ✿ Follow-up this activity by writing character descriptions and short stories about the characters.

### CURRICULUM LINKS

- ✿ Maths: Shape and space, Spatial awareness.
- ✿ Drama: interpreting characters as explored through drama.
- ✿ ICT: use of images from the internet, taking and editing photos.
- ✿ Science: Properties and characteristics of materials.

### EVALUATION OF ACTIVITY

- ✿ Pupils thoroughly enjoyed the activity and did not want the session to come to an end! They suggested an extension of the activity: to construct a home for their character.
- ✿ Staff noted high engagement during the activity. Many pupils showed improved levels of engagement and concentration during the activity.
- ✿ Staff also noted the ongoing conversations between pupils about their characters during the activity. The conversations were naturally rich in descriptive vocabulary.



## PRINTING IN NATURE

### WALES (CRWYS)

#### RESOURCES

- ✿ Natural objects
- ✿ Paint
- ✿ Paper

#### LEARNING OBJECTIVES

- ✿ To experiment with printing techniques.
- ✿ To use natural resources for printing.



#### METHOD

- ✿ To explore work by Victorian artist 'William Morris' who used the environment and natural resources to inspire his designs and create wallpaper.
- ✿ Complete observational drawings to observe nature and try different printing techniques in class.
- ✿ Children gather natural materials to use. They are free to explore and experiment with their ideas.
- ✿ Experiment with different printing techniques, discussing which ways are the most/least effective and why.

#### CURRICULUM LINKS

- ✿ Humanities – exploring historical figure William Morris and Victorian art and design.

#### EVALUATION OF ACTIVITY

- ✿ Children worked well using natural resources and discussed techniques, suggesting ways that could be more effective to try.
- ✿ Children were all engaged in trying out their own ideas and listening to suggestions from other children in the class.
- ✿ Children showed a good understanding of using materials and natural resources, and had a good understanding of printing techniques we had previously tried in class.
- ✿ Some found the task tricky and said next time they would remember not to use so much paint so the image is clearer.

# 'WILLIAM MORRIS' DESIGNS

## WALES (CRWYS)

### RESOURCES

- ✿ Natural objects
- ✿ Flora and fauna identification charts.
- ✿ Examples of 'William Morris' wallpaper and designs.

### LEARNING OBJECTIVES

- ✿ To study work from an artist from another time (Victorians).
- ✿ To select and experiment with materials.
- ✿ To create my own designs and work collaboratively to develop creative ideas.



### METHOD

- ✿ To explore work by Victorian artist 'William Morris' who used the environment and natural resources and patterns to inspire his designs and create wallpaper.
- ✿ Previous work involved studying local flora and fauna using identification charts and Victorian artist 'William Morris'.
- ✿ Children gather natural materials to use. They work collaboratively in small groups to create patterns and designs.
- ✿ Children share their designs with each other and evaluate their own and others work. What are they pleased with? What would they change?

### CURRICULUM LINKS

- ✿ Humanities – exploring historical figure William Morris and Victorian art and design.

### EVALUATION OF ACTIVITY

- ✿ Children were able to recall flora and fauna from previous lessons, understanding what was safe and appropriate to use for their design and creation.
- ✿ Children used the natural materials well to create their designs, applying their knowledge the work of William Morris but also thinking about symmetry and previous work on Mandalas.
- ✿ Children worked well collaboratively, sharing ideas, and taking on board ideas of others.
- ✿ Children showed excellent levels of resilience and flexibility when creating their designs, and also when providing feedback on their own and others designs.
- ✿ This impact of the wind led to discussions about material choice and how to solve this.

## OBSERVATIONAL DRAWING

### SWEDEN

#### RESOURCES

- ✿ Nature in the local environment.
- ✿ Pencils.
- ✿ Paper.

#### LEARNING OBJECTIVES

- ✿ To learn about local flora and fauna using correct names.
- ✿ To develop curiosity, creativity, and desire to play and learn.
- ✿ To develop an ability to build, create and construct with the help of different techniques, materials, and tools.



#### METHOD

- ✿ Take a walk to your forest or woodland with the children to talk about what happens in the forest during each season.
- ✿ Discuss signs of each changing season.
- ✿ Children choose an inspired place to feel the creativity through their pencil.

#### CURRICULUM LINKS

- ✿ Science and Technology: Sustainability. To develop an understanding of how different choices people make in everyday life can contribute to sustainable development.

#### EVALUATION OF ACTIVITY

- ✿ A fun activity together with the children; many laughs!

# PAINTING WALL MURALS

## ITALY

### RESOURCES

- ✿ Examples of painted murals.
- ✿ Access to research materials such as the internet.
- ✿ Variety of paint and opportunities to paint on different media e.g., canvas, paper, foil, walls.

Wall Murals

### LEARNING OBJECTIVES

- ✿ To experience different painting techniques.
- ✿ To be aware of colours, shapes, shadows, and nuances.
- ✿ To observe the harmony of shapes and colours.
- ✿ To learn to reproduce natural images to create works of art.
- ✿ To learn how to make mural paintings.

### METHOD

- ✿ Preliminary phase in which a teacher showed several examples of murals on videos and during a walk around the town.
- ✿ The children experimented with several painting techniques (painting on canvas, on paper) and created several colour tones by mixing.
- ✿ Pupils collaborated in painting a mural on the external school wall, representing an underwater landscape.

### CURRICULUM LINKS

- ✿ Language, Literacy and Communication: developing vocabulary.
- ✿ Science: to observe, analyse and describe phenomena belonging to nature and aspects of daily life.
- ✿ Geography: to recognize the main interactions between the human community and nature.

### EVALUATION OF ACTIVITY

- ✿ The pupils carried out the activity with interest and enjoyed playing and experimenting with colours and paintbrushes very much.
- ✿ Pupils said they would like to paint the whole school!

# SENSORY EXPLORATION OF PLANTS

## ITALY

### RESOURCES

- ✿ Herbs found in the local area.
- ✿ Access to research materials such as the internet.
- ✿ Resources to create posters.



### LEARNING OBJECTIVES

- ✿ To explore Mediterranean plants through the five senses.
- ✿ To be aware of the importance of Mediterranean plants in cuisine.
- ✿ To observe the harmony of the shapes and colours.
- ✿ To learn to use elements of nature to create works of art.
- ✿ To explore and experiment, in the laboratory and outdoors.

### METHOD

- ✿ Educational visit to a local farm. Find and investigate different kinds of Mediterranean herbs using senses of sight, touch, and smell.
- ✿ Consider the herbs' shape and colour.
- ✿ Learn how to mix the herbs and make odorous bouquets.
- ✿ Children then research their favourite herb to discover facts and information.
- ✿ Create a poster to inform others about your favourite herb including information and images.

### CURRICULUM LINKS

- ✿ Language, Literacy and Communication: developing vocabulary.
- ✿ Science: learning about the local environment, flora, and fauna.
- ✿ Geography: local environment.

### EVALUATION OF ACTIVITY

- ✿ The pupils followed the activity with interest and enjoyed the excursion to the educational farm very much.

## ART AND POETRY

### FINLAND

#### RESOURCES

- ✿ Poems (about animals).
- ✿ Appropriate place to work in local environment.
- ✿ Resources found in locality e.g., pinecones, stones, sticks etc.

#### LEARNING OBJECTIVES

- ✿ To learn how to use objects found in nature to create art.
- ✿ To develop imagination and learn how to use it as a source to express poetry in a visual way.



#### METHOD

- ✿ In the local environment divide the pupils into small groups.
- ✿ Each group is given a poem from a book about imaginative animals.
- ✿ Pupils read the poem together then find a place in the environment to make/build the animal in their poem.
- ✿ Children can use any resources they find in the local environment e.g., pinecones, stones etc.
- ✿ When all groups have completed work, children visit each other's artwork and listen to the poem represented.

#### CURRICULUM LINKS

- ✿ Health and Wellbeing: to develop collaboration and communication skills and teamwork.

#### EVALUATION OF ACTIVITY

- ✿ Pupils commented "It was fun to work in the woods!" and "Making artwork is easier in a group!"
- ✿ Teacher's noticed high levels of pupil enthusiasm and concentration.
- ✿ Teacher commented "Children really seemed to like reading the poems and working together."



# SUSTAINABLE 'STREET STYLE' ART

## FINLAND

### RESOURCES

- ✿ Poems (about animals).
- ✿ Appropriate place to work in local environment.
- ✿ Resources found in locality e.g., pinecones, stones, sticks etc.

### LEARNING OBJECTIVES

- ✿ To learn materials and techniques to do street art.
- ✿ To develop imagination and learn how to use it as a source to express poetry in a visual way.



### METHOD

- ✿ Before starting the activity, the children explored different ways of producing art outside.
- ✿ The group decided what kind of art they were going to do. In this instance the children decided to write school's name in a graffiti style.
- ✿ Saran wrap (invisible plastic film used for covering the food) was put between two trees.
- ✿ With teacher help the outlines of the word was placed on the film (ensuring every letter fitted in).
- ✿ Pupils painted and decorated the letters.
- ✿ The artwork was left for a few days for everyone to see and enjoy before being taken down. No rubbish was left in nature or buildings damaged.

### CURRICULUM LINKS

- ✿ Humanities: Geography. To consider our local environment and how to protect it (e.g., without damaging buildings by painting.)
- ✿ Health and Wellbeing: to develop collaboration and communication skills and teamwork.

### EVALUATION OF ACTIVITY

- ✿ Pupils commented "It is great to work outside! The work is really good!"
- ✿ Teacher commented "This was very intense project that we don't have any pictures about working. The idea how to do street art outdoors was really nice."
- ✿ Teacher commented "Children loved this, and the work was awesome!"

# Humanities

## PEWTER SMELTING

### WALES (GOWERTON)

#### RESOURCES

- ✿ Natural objects
- ✿ Pewter & pewter equipment
- ✿ Coals/logs fire safety equipment



#### LEARNING OBJECTIVES

- ✿ To understand and explain how human actions affect the physical processes that shape places, spaces, environments, and forms over time.



#### METHOD

- ✿ Introduction - Discover photos of Elba steelworks – active hunt around the yard
- ✿ Discuss photos of the Elba Steelworks and their links to the history of the Primary school site and impact on environment & physical landscape. Links between making steel and pewter smelting. Melting points, smelting vocabulary, extraction of ore, alloy of iron and carbon etc
- ✿ True/false game – Facts about pewter and the origins of the original materials, smelting & industrial heritage of Gowerton.
- ✿ Main activity -Look at pewter, use senses to describe, use clay to create mould for pewter
- ✿ Reinforce rules and routines around fire and pewter smelting. RISK BENEFIT ANALYSIS & CHECK INSURANCE COVER
- ✿ Create memento of time at Gowerton
- ✿ Plenary: Web- Share favourite memories of Primary school and favourite pewter/ Elba steelworks fact.

#### CURRICULUM LINKS

- ✿ Expressive Arts: I can apply specialised technical skills in my creative work.

#### EVALUATION OF ACTIVITY

- ✿ Pupil - I love this, the smell reminds me of Forest School in the woods, having hot chocolate. Fires always make me remember you!
- ✿ Teacher – Look at how engaged they all are, wow, he has so much general knowledge, they don't usually contribute ideas in class!

## GLOBAL GOALS WALES (GOWERTON)

### RESOURCES

- ✿ Global Goals Cards
- ✿ Paper, pens, string



### LEARNING OBJECTIVES

- ✿ To understand the consequences of actions and the actions of others, and how these affect the locality and Wales, as well as the wider world

### METHOD

- ✿ Introduction: What do the words Global Goals mean to you? Think, pair & share
- ✿ Active Outdoor Games to introduce Global Goals and stimulate discussion  
Run and touch something that you can't do without, touch something that you would miss if it wasn't there anymore. What did you touch? Why did you choose that? What would be the impact if it was true? Who else in the community or wider world would be negatively impacted?
- ✿ Focus Activity: Outdoor Match  
Use a series of photos that highlight needs around the world. Give a photo to each pupil. Can you find someone that has a similar need to yours? Run and find the Global Goal that matches your need. Activate prior knowledge of inequalities in Gowerton, Wales and the wider world.
- ✿ Plenary: Who is responsible for the Global Goals & why? Write messages, find pupils with similar opinions and make a human graph. Display messages around the yard.

### CURRICULUM LINKS

- ✿ LLC: interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.

### EVALUATION OF ACTIVITY

- ✿ 'This is a great way to start our learning, it really gets you thinking.'

# CAN WE HELP HEDGEROWS?

## IRELAND

### RESOURCES

- ✿ Hedgerows/boundaries
- ✿ String, pegs
- ✿ Paper, pens

### LEARNING OBJECTIVES

- ✿ To experiment with printing techniques.
- ✿ To use natural resources for printing.



### METHOD

- ✿ Study the Flora and Fauna of a Hedgerow: complete a survey, scavenger hunt, sketches, a sound map, leaf rubbings.
- ✿ Discuss what a Hedgerow is and how important it is.
- ✿ Make a food web with string, pens, and flashcards to show all the flora and fauna that is found.
- ✿ Design a boundary around an imaginary new school.
- ✿ Debate the pros and cons of the different types of boundaries. Pupils take on roles of the different 'stakeholders' in the boundary project.
- ✿ Recognise and discuss the importance of native hedgerows /Examine plans for an imaginary new school/Discuss what could be implemented to help biodiversity/Ask questions about the natural and human environments and their interrelationships/Develop awareness of the possible challenges faced when trying to promote nature-friendly solutions (i.e. not all stakeholders will agree!)/Begin to appreciate that local communities have responsibility for environmental care and that their voice is not only important but can make a tangible difference
- ✿ Extension: create imaginary characters for a short story.

### CURRICULUM LINKS

- ✿ S.P.H.E: Myself and the wider world, Developing citizenship.

### EVALUATION OF ACTIVITY

- ✿ All pupils thoroughly enjoyed the activity and did not want the session to come to an end!

## MESOLITHIC FISH TRAP

### IRELAND

#### RESOURCES

- ✿ Artefact information
- ✿ Pen, pencils
- ✿ Paper



#### LEARNING OBJECTIVES

- ✿ To recognise the connections between life at the time the fish traps were made and life now.



#### METHOD

- ✿ Display image of Mesolithic fish trap. What do you think this is? What do you think it was used for? How old do you think this is?
- ✿ Creative writing: If you were the fish trap, lying under the ground for thousands of years, write about how you felt, what you heard, what was happening above you ...
- ✿ Write your own version of how the fish trap ended up being abandoned in the lake – it could be true, because we'll never know!
- ✿ Write an ode to the fish traps (a poem all about the fish traps).
- ✿ Design your own fish trap! You don't have to use Stone Age materials. You can use anything at all!
- ✿ Drama – hot seating: Let's pretend! Four pupils become the fish traps and sit in the 'hot seat'. The other pupils question them about their experiences, feelings, etc. Examples: So, you were under the ground for 7,000 years. I'm guessing you couldn't actually see anything, but what about noises or voices or sounds from above? What was it like lying there in the bog for so long? How did you pass the time?

#### CURRICULUM LINKS

- ✿ Humanities – exploring historical figure William Morris and Victorian art and design.

#### EVALUATION OF ACTIVITY

- ✿ Children were engaged with the activities after exploring the area that the fish trap was found – importance of firsthand experience!



## FIND THE DINOSAUR!

### WALES (CRWYS)

#### RESOURCES

- ✿ Toy dinosaurs
- ✿ Number cards 1-20 x 2
- ✿ Map of area

#### LEARNING OBJECTIVES

- ✿ To identify and describe features in the local environment.
- ✿ To use a simple map to locate places in the local environment.

#### METHOD

- ✿ Based on our topic “All about Dinosaurs”
- ✿ Main Activity – Use simple drawn maps (by teacher) to find the dinosaurs (each with a different number on their back) hidden at different locations around the woods.
- ✿ Give each pair a map and a number between 1 and 20.
- ✿ Children to find the locations drawn on the maps e.g., arch, apple trees, pond, log circle and find a dinosaur with the same number as them.
- ✿ Once all dinosaurs have been found, children to order themselves from 1-20.

#### CURRICULUM LINKS

- ✿ Maths: To count and sequence number to 20

#### EVALUATION OF ACTIVITY

- ✿ As a busy class, the children benefitted from moving around and being able to follow a map.



## HUMAN TIMELINE

### WALES (CRWYS)

#### RESOURCES

- ✿ History Timecards



#### LEARNING OBJECTIVES

- ✿ To order Historical Time periods and events in chronological order using a Human timeline.

#### METHOD

- ✿ Whole class outdoor activity as an introduction to new class History topic – The Victorians.
- ✿ Main activity: We created a human timeline to represent the different points in History.
- ✿ In a randomly selected order, a card was selected with the time period and dates written on (e.g Tudors, Celts, Vikings, Victorians). Children had to work with a partner/small group to discuss where it should be placed. Children used their numeracy skills to order 4-digit numbers.
- ✿ After placing the cards, we estimated how long they ruled for (rounding to the nearest 100).
- ✿ Children took their place on the timeline, with 1 child representing 100 years. The different coloured bibs sectioned off the different time periods on the timeline to create a visual representation of British History.

#### CURRICULUM LINKS

- ✿ Maths: To use numeracy skills to order and estimate numbers

#### EVALUATION OF ACTIVITY

- ✿ To retain concentration levels, this was a short, fast paced activity to keep the timeline and class discussion moving along.
- ✿ Children worked well and enjoyed the activity.

## WE ARE ALL DIFFERENT!

### SWEDEN

We are all different!

#### RESOURCES

- ✿ Sock templates
- ✿ Coloured pencils

#### LEARNING OBJECTIVES

- ✿ To form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.

#### METHOD

- ✿ Discuss that we don't look the same, there are children with different looks, behaviours, and languages.
- ✿ The teachers and Glitter Kenneth (from our literacy book) teach the children the Rocka Socka song. It's a song about our differences.
- ✿ Children colour one sock each and try to match their own sock with another child's sock.

#### CURRICULUM LINKS

- ✿ Health & Wellbeing: to recognise that decisions can impact on me and others, both now and in the future.

#### EVALUATION OF ACTIVITY

- ✿ An inclusive activity!
- ✿ A learning game to find a similar sock. It was hard and some didn't find a matching sock, but it was ok because there were other socks that didn't match. The children discussed how to solve the problem. They agreed that you can match with a sock that is different.

## CHILDRENS' RIGHTS!

### SWEDEN

#### RESOURCES

- ✿ Coloured card, Children's Rights cards
- ✿ Pipe cleaners, coloured beads

#### LEARNING OBJECTIVES

- ✿ To develop their identity and feel secure, and an awareness of the right to their physical and personal integrity.



#### METHOD

- ✿ We started the activity by showing a film for the children.
- ✿ A character from a book had hidden coloured cards outside.
- ✿ Active activity: Each child to find a card and match it to the corresponding Children's Right.
- ✿ Make a bracelet in the colour of the children's right and talk about that Right with an adult.

#### CURRICULUM LINKS

- ✿ Health & Wellbeing: to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.

#### EVALUATION OF ACTIVITY

- ✿ This session gave the children knowledge about their rights and the strength to speak up if something bad happens to them.

## COMPASS

### ITALY

#### RESOURCES

- ✿ Outdoor environment
- ✿ Simple maps
- ✿ Compass



#### LEARNING OBJECTIVES

- ✿ To understand and experiment, at school and outdoors, how the compass works.

#### METHOD

- ✿ The work session had a preliminary phase at school, with the observation of various geographical maps.
- ✿ Orientation activities: simple maps and movement games with the aid of the compass application on the mobile phone.
- ✿ Trip to Capo Rama nature reserve: Orienteering group game with the use of a personal compass and a map.

#### CURRICULUM LINKS

- ✿ Environmental education, Key skills: to observe, analyse and describe phenomena belonging to nature and aspects of daily life.

#### EVALUATION OF ACTIVITY

- ✿ The pupils followed the activity with interest and enjoyed the excursion to Capo Rama very much.
- ✿ The outdoor activity, conducted in a group, had a positive impact on their self-esteem, increasing their sense of personal safety and improved their motor performance.

## PALAEONTOLOGY

### ITALY

#### RESOURCES

- ✿ Natural objects
- ✿ Premade fossils & soil
- ✿ Excavation tools

Palaeontology

#### LEARNING OBJECTIVES

- ✿ To extract information from sources and compare data collected from different sources.

#### METHOD

- ✿ The work session had a preliminary phase at school, with the observation of videos about the origin of our planet and on the succession of geological eras.
- ✿ Excursion to the Cave of the Puntali and the Cave of Carburangeli was carried out. Observation of the fauna living inside. In particular, they observed a large colony of bats and some pigeons. They also found some fossil bones.
- ✿ Activity container of soil and artifacts buried, work as palaeontologists.

#### CURRICULUM LINKS

- ✿ Key Skills: to recognize the main interactions between the human community and nature.

#### EVALUATION OF ACTIVITY

- ✿ The laboratorial activity, conducted in groups, had a positive impact on their self-esteem, increasing their sense of personal safety and also improved their motor performance.



## WHY CHRISTMAS?

### FINLAND

#### RESOURCES

- ✿ Information cards: Christmas, traditions, around the world

Christmas

#### LEARNING OBJECTIVES

- ✿ To understand why Christmas is Celebrated in Finland & around the world.

#### METHOD

- ✿ We discussed Christmas: Why it is celebrated, how it is celebrated?
- ✿ We practiced three songs for the pageant with our church cantor.
- ✿ We went to the Church and performed the songs in the pageant.

#### CURRICULUM LINKS

- ✿ Expressive Arts: Learn to develop musical skills

#### EVALUATION OF ACTIVITY

- ✿ Activity inspired the children to learn more about the traditions and revisit places of worship “Can I come to the church some other time too?”

## CULTURAL HERITAGE

### FINLAND

#### RESOURCES

- ✿ Local landmarks
- ✿ iPad, laptop
- ✿ Information/sites to research

Cultural Heritage

#### LEARNING OBJECTIVES

- ✿ To develop understanding of cultural heritage in our own living environment

#### METHOD

- ✿ Students made small investigations and short representations about cultural heritage sites near their home.
- ✿ Each student picked up a place (mainly buildings), took pictures of it, read history of it from internet and/or books, made some interviews and wrote a report about the site with computer.

#### CURRICULUM LINKS

- ✿ LLC – participate in independent research.

#### EVALUATION OF ACTIVITY

- ✿ Students worked well because they could choose the places themselves and they found interesting information which they shared with each other eagerly.

# HEALTH & WELLBEING

## TEAMWORK GAMES

### WALES (GOWERTON)

#### RESOURCES

- ✿ Tarpaulin

#### LEARNING OBJECTIVES

- ✿ To communicate my needs and feelings in my relationships and notice the needs and feelings of others.



#### METHOD

- ✿ Discuss the questions: Why do we play games outdoors? What skills do we learn? Record in blue
- ✿ Tarpaulin game – 2 teams, a team either side of the tarpaulin. Nonverbally choose a team member to crouch in front of the centre of the tarpaulin. After count of 3, quickly lower the tarpaulin, the first team member at the centre to shout the other person's name wins them to join their team.
- ✿ Wizards, Giants, Elves – 2 teams, facing each other in a line. As a group decide on action for whole team. Wizard (wave a wand), Giant (Hands stretched to the sky), Elves (crouch into a ball). After the count of 3, team to make their action. Wizard's beat Giants, Giant's beat Elves, Elves beat Wizards (win one team member from the other team).
- ✿ Discuss the questions: How did you feel playing those games? Were you included? Did you feel your voice was heard? Do you think you displayed the key skills of teamwork – cooperation, fairness, encouraging & inclusive, listening to others?
- ✿ What would you change next time? What would be the outcome if you did alter your behaviours in a group? Record in red
- ✿ Display discussion reflections as a guide & a reminder of emotional intelligence.

#### CURRICULUM LINKS

- ✿ Key skills: communication, collaboration

#### EVALUATION OF ACTIVITY

- ✿ Some children made very insightful comments regarding their own behaviour and could see how changing would affect them and other pupils for the better.
- ✿ 'If I play fairly, it will mean we all have more fun' 'If I cooperate it will help me to help others' 'If I listen more, it will help others to feel more included'

## CALMING CRAFTING WALES (GOWERTON)

### RESOURCES

- ✿ Natural objects
- ✿ Wool (various colours)
- ✿ Scissors

### LEARNING OBJECTIVES

- ✿ To develop the ability to describe the way in which physical and emotional changes are connected in different contexts.

### METHOD

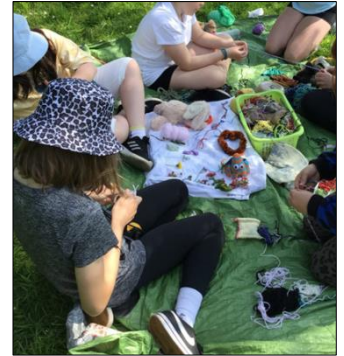
- ✿ Demonstrate a simple technique to create a bracelet outdoors.
- ✿ Children gather natural materials to use. They are free to explore and experiment with their ideas.
- ✿ Gather their feelings words as they are creating and afterwards.
- ✿ Create a bank of ideas – 2 string twist bracelet, Finger Bracelet, Norwegian bracelet.
- ✿ Create an area that children can go to independently to create bracelets (no necklaces due to risk assessment), hang their feelings words (calm, quiet, therapeutic, soothing) from the tree branches to add to as more children participate.

### CURRICULUM LINKS

- ✿ Key Skills: communication

### EVALUATION OF ACTIVITY

- ✿ Children chose this activity at every opportunity and asked to have access to it at break times and in their classes due to its therapeutic nature.



## WILDERNESS WORKOUTS

### IRELAND

#### RESOURCES

- ✿ Natural environment, tree trunk or branch

#### LEARNING OBJECTIVES

- ✿ To observe the world around us and develop sense of wellness and connection to the world.
- ✿ To develop understanding of the link between physical and mental wellbeing



#### METHOD

- ✿ Fox and Rabbits: Ask each 'rabbit' to silently choose another member of the group to become their 'fox' and one to be their 'warren' (a rabbit's home). This information is kept secret, only the 'rabbit' knows who their fox and warren are. Aim of the game: whole group to silently walk around whilst trying to always keep their 'warren' between them and their 'fox'. There will be constant movement and flux as each learner is focussed on their own position in relation to others. There are no winners or losers - the game ends when everyone has had enough!
- ✿ Squirrel Balance: Locate a suitable fallen tree trunk/large branch that is big enough for your learners to walk along.  
Discuss how canopy living animals such as squirrels are adapted to climb and move around for survival, e.g., they have claws for gripping and tails for balance. Ask how humans balance and which parts of their body are utilised? Invite your learners to try their balance skills by walking carefully from one end of the tree trunk/branch to the other without falling off.
- ✿ Animal Yoga: With the whole group in a circle, facing inwards, ask each learner, one at a time, to say the name of an animal that they can relate to. Ask the learner to make up their own pose that represents the animal they chose. Invite the rest of the group to try the pose with their eyes closed.  
While your learners hold their pose, ask them to imagine that they are the animal. For example, if they were a bird, they could imagine themselves flying over the treetops.

#### CURRICULUM LINKS

- ✿ Environmental awareness: conserving habitats.

#### EVALUATION OF ACTIVITY

- ✿ Fox & Rabbit game - walking is advised to avoid complications!



## CLOUDWATCHING IRELAND

### RESOURCES

- ✿ Natural environment



### LEARNING OBJECTIVES

- ✿ To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness



### METHOD

- ✿ Choose a day when you will be relaxed lying on the ground looking up at the sky- not too cold or wet.
- ✿ Find a comfortable spot.
- ✿ Look at the clouds in the sky.
- ✿ Can you see a face? Can you see a unicorn? Can you see a fairy-tale castle? Can you see a whale or a dolphin? What do the clouds make you think of?
- ✿ Can you make up stories to link the different things you can see amongst the clouds?

### CURRICULUM LINKS

- ✿ LLC – Discuss what they can see, encourage verbal literacy, descriptive skills and creative ideas.

### EVALUATION OF ACTIVITY

- ✿ This session led on to an art activity and a creative story writing session based on the characters the children 'saw' in the sky.
- ✿ Pupils were very relaxed after this activity and were more focused on their stories and artwork which followed on from this activity.
- ✿ High levels of engagement.

## CRICKET SKILLS WALES (CRWYS)

### RESOURCES

- ✿ Cricket Equipment

### LEARNING OBJECTIVES

- ✿ To throw and catch with increasing accuracy.
- ✿ To develop confidence in fielding during team games



### METHOD

- ✿ As part of the Health and Wellbeing area of learning Crwys pupils from across KS2 enjoyed coaching sessions delivered by a Cricket Wales Area Development officer.
- ✿ The session aimed to promote interest and enjoyment of the summer sport as well as introduce the children to skills specific to the game.
- ✿ Following a vigorous warm-up involving dynamic stretching and movement related to the sport's skills the children were introduced to a fielding skills session through a series of throwing and catching drills.
- ✿ Clear, precise instructions were given with pupils highlighted to demonstrate good skill acquisition.
- ✿ Pupils were busy throughout and elements of competition were gradually introduced to focus their performance.
- ✿ The second half of the session was given over to a small game activity where children could apply skills they had practiced in the session in a competitive environment. The game was clearly explained and managed.
- ✿ In summary, the children enjoyed a physical session in which they refined their skills and enjoyed a competitive game managed in a sporting and supportive environment.

### CURRICULUM LINKS

- ✿ Key Skills: Cooperation, communication, perseverance

### EVALUATION OF ACTIVITY

- ✿ The coach, Dan ensured all children managed to experience success and used praise and encouragement throughout.

## GOWER EXPLORERS

### WALES (CRWYS)

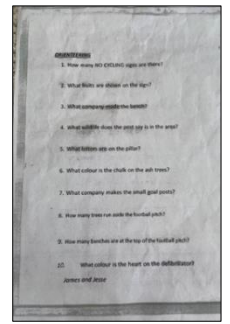
#### RESOURCES

- ✿ Outdoor environment
- ✿ Question cards



#### LEARNING OBJECTIVES

- ✿ To recognise and follow the rules and norms of different groups and situations in which I take part.



#### METHOD

- ✿ The class topic is called 'Gower Explorers' and focuses on learning about the local and surrounding area.
- ✿ Children had experience in class of looking at and developing map skills prior to this task. We had also completed a whole class walk around the village locating different facilities and features on a map and developed an understanding of how to work out where you were on the map.
- ✿ This new task was completed in our woodland area, where children had to work as part of a small group to orientate a map and locate the different control features around the woodland area.
- ✿ Children in the older class had previously completed orienteering activities and had created a list of questions for us to answer along the route.
- ✿ When children reached a control point, they had to answer a question about a permanent feature they could see, to show they were in the correct place.

#### CURRICULUM LINKS

- ✿ Key Skills: To communicate as part of a team. Humanities: To orientate map to locate the different control points around the woodland area.

#### EVALUATION OF ACTIVITY

- ✿ Children enjoyed the collaborative nature of the activity, answering the questions of the older year group.
- ✿ Future work could involve older children providing peer support during the map skills element.

## FOREST TRANQUILITY

### SWEDEN



#### RESOURCES

- ✿ Natural environment

#### LEARNING OBJECTIVES

- ✿ To understand how and why my thoughts, feelings and actions change in response to different experiences.

#### METHOD

- ✿ Participate in a walk into the forest. Take time to stop and talk about points of interest and enquiry from the children along the way.
- ✿ Once in the woods, lay down and look up to the branches of the trees, trace the lines with a finger, following each one to the end, observe the clouds moving across the sky, close your eyes and engage your sense of hearing, focus on the sounds of the forest.
- ✿ Take time for reflections, discussion and to continue the calm and quiet.

#### CURRICULUM LINKS

- ✿ Key skills: communication

#### EVALUATION OF ACTIVITY

- ✿ We talked about how important it is for Staff to have time for reflection and that pupils also need time to get out in nature and just be. We don't always need a purpose when we go out in nature.

## KINDNESS ALL AROUND

### SWEDEN

#### RESOURCES

- ✿ Natural environment

Kindness

#### LEARNING OBJECTIVES

- ✿ To show care and respect for others.

#### METHOD

- ✿ To introduce to the pupils that care, and respect is important for the environment and for human beings too. Sing the forest song!
- ✿ Ask the children to run to their favourite tree in the forest and give one reason why – it's tall, smooth, cosy, good to hug.
- ✿ If you could tell your tree something, what would you say? 'I'll look after you, I'll always remember you, I like that you are different to the other trees etc.
- ✿ Who or what else do you care for? Family, friends, pets. Create a picture using natural materials.
- ✿ Discuss that all trees are important and so are human beings. We must care and respect all of life and living things so that we can flourish and live in a positive world.

#### CURRICULUM LINKS

- ✿ Key skills: Communication

#### EVALUATION OF ACTIVITY

- ✿ Children enjoyed the active learning and sharing their favourite areas and trees in the forest. The discussion continued during the session and on the way back to school, talking about who they cared for – family, friends, pets...

## RACE AGAINST HUNGER ITALY

Race against hunger

### RESOURCES

- ✿ Information: Food shortages around the world
- ✿ Physical Activities

### LEARNING OBJECTIVES

- ✿ To be aware of the importance of eating healthily.
- ✿ To reflect upon personal lifestyles.

### METHOD

- ✿ The work session had a preliminary phase at school with introductions to food shortages and food crises around the world and the impact on the populations.
- ✿ Children decided to raise awareness through 'Gymnastics and Sport Activities' in the "The race against hunger" at the town stadium.

### CURRICULUM LINKS

- ✿ Global Citizenship: To be aware of the great problems that afflict some populations in the world (war, hunger, disease)

### EVALUATION OF ACTIVITY

- ✿ The preliminary phase at school with introductions to food shortages and food crises around the world and the impact on the populations brought new awareness to pupils.
- ✿ The decision to participate in "The race against hunger" increased self-esteem and wellbeing.

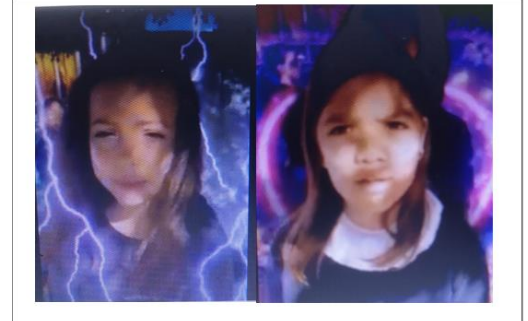


## CELEBRATE OUR DIFFERENCES

### ITALY

#### RESOURCES

- ✿ Researched information & True/False Cards
- ✿ Digital technology to record video.



#### LEARNING OBJECTIVES

- ✿ To develop knowledge of difference between fact and opinion
- ✿ To create information video

#### METHOD

- ✿ Activate Prior Knowledge of similarities and differences in humans around the world.
- ✿ Play active games to reinforce information learnt and dispel misconceptions – True/false game.
- ✿ Decide upon areas in outdoor environment to film facts linked to chosen topic.
- ✿ Share information videos with class, giving constructive criticism surrounding fact & opinion.
- ✿ Make changes where necessary.

#### CURRICULUM LINKS

- ✿ Wellbeing: develop understanding of similarities & differences of humans

#### EVALUATION OF ACTIVITY

- ✿ Activity had a positive impact on self-esteem and increased their sense of solidarity due to the inclusive nature of the activity for all pupils.

## ANIMALS & WELLBEING

### FINLAND

#### RESOURCES

- ✿ Pets or visit from petting zoo.
- ✿ Paper, pens

#### LEARNING OBJECTIVES

- ✿ To notice and communicate my feelings.

#### METHOD

- ✿ Whole city theme: Wellbeing in schools. We worked with it in several ways and one focus point was pets: how they increase our mental wellbeing.
- ✿ Students wrote stories and took pictures of their own pets and if they didn't have one, they wrote about their dream pet.
- ✿ Students created posters and displayed them at the school's entrance throughout the year.
- ✿ Visit from the petting zoo.
- ✿ Southern Finland petting zoo Hemböle: Visits kindergarten and schools with their animals. They have a wagon where the animals are taken to the school. Staff build small fences around the school yard and put the animals inside them and students (one class at the time) can visit them: feed them, learn about taking care of them and just cuddle them.
- ✿ Our school's parent's association paid the visit for our school at the end of the school year as a gift at the end of the project and school year.

#### CURRICULUM LINKS

- ✿ LLC: Communication, Science & Technology: Living things.

#### EVALUATION OF ACTIVITY

- ✿ During the year nothing else was more read than the posters! An effective way to bring real life experience to the pupil's learning.
- ✿ Children who didn't have their own pet had a chance to cuddle & care for animals.
- ✿ Students listened instructions very carefully and followed them eagerly. They were highly motivated yet calm.



## OUTDOORS IS THE KEY!

### FINLAND

#### RESOURCES

- ✿ Variety of natural outdoor environments



#### LEARNING OBJECTIVES

- ✿ To learn how nature and spending time outdoors can be sources of wellbeing.



#### METHOD

- ✿ Take children outdoors in springtime.
- ✿ Walk in different kinds of environments: country roads, forest paths, fields, and hills...and stopped in the woods. On the way, look for first signs of spring.
- ✿ In the woods give instructions for the wellbeing-part of the outdoor day: Start a game in a group or play something together. Think of different ways to move in nature and use your surroundings in the things that you do.
- ✿ Notice how it feels good to be outdoors with friends and to leave your mobile phone at school!

#### CURRICULUM LINKS

- ✿ Key Skills: communication.

#### EVALUATION OF ACTIVITY

- ✿ Comments from students: Fun to be outside! It wasn't boring! We had fun! Can we do this again?
- ✿ Comments from teachers: Children were so calm! They loved to play! They really enjoyed being outdoors and feel the spring coming!

