

Taking Learning Outdoors

Learning experience and season	
Literacy - Autumn	
CfE Level FIRST	
Experiences and Outcomes and associated benchmarks	
E&Os I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a	Benchmarks Creates a variety of texts for different purposes. When writing to convey information, describe events or processes, share opinions or persuade readers in different ways: · Selects, organises and conveys information in different ways. · Uses vocabulary and language for specific purposes.
Overview of learning experience	
Creating potions and pies – following instructions and then creating a piece of instructional writing	
Outline of learning	
LI/SC I can create a recipe for a mud pie by writing clear instructions	Resources per group/child Ingredients 3 x cups of dirt 1 x cup of water Assorted toppings such as grass, petals or pebbles. Equipment 1 x cup 1x sieve 1 x mixing bowl 1 x stick or spoon 1 x flat tray or board

	 Potions and Pies Instructional text and imperative verbs for writing recipes for mud pies and magic potions Writing How to Bake a Mud Pie Ingredients 1 x cup of dirt 1 x cup of water - Any household items such as grass, petals or pebbles Equipment 1 x cup 1 x bowl 1 x mixing bowl 1 x stick or spoon 1 x flat tray or board Method 1. Scoop the dirt into the mixing bowl to make sure it is smooth and free from sand, grit or stones. 2. Carefully add the cup of water to the dirt and stir the mixture. 3. Use the wet water mixture combine to make sticky black dough. Roll this into a ball. 4. Press the dough ball out onto a tray or board into a flattened circle. 5. Decorate the pie with your choice of toppings such as grass, petals or pebbles. 6. Leave the pie to bake hard - preferably in the sunlight and serve in dish with a cup of homemade garden cocktail. Activity Ideas 1. Pupils attempt to follow the recipe in the recipe-making text and observation with a worksheet. 2. Pupils discuss their own recipes for pies, potions or cocktails using notes on this sheet. 3. Pupils write their own set of instructions. 4. Older pupils work in groups with younger pupils to follow the instructions to create their own recipes. For more resources visit www.uk.org.uk/free-resources © The writing text and recipe is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License For more resources visit www.uk.org.uk/free-resources
Description of learning experience and assessment opportunities Learners could initially follow the recipe on the Learning through Landscapes card. Opportunity to look at the imperative verb usage. Learners could then devise their own recipe for a new pie, taking notes as they go. They could create a set of instructions that can then be followed by another learner. The second learner could carry out the task and provide feedback on how clear the instructions are – opportunity for agreeing peer assessment criteria.	
Consideration of risk Visit the area beforehand and assess any risks, removing any hazards. Important to remind learners about safety outside – sharp twigs, heavy objects to avoid. Identify any areas that are out of bounds. Verbally discuss this in the outside space. Importance of handwashing before and after going outside	
Taking it further – what else could you do? Complete a home learning activity where learners follow an actual recipe and create a sweet or savoury treat. Complete a listening exercise with the learners where they have to write down instructions based on a task they see you demonstrate	