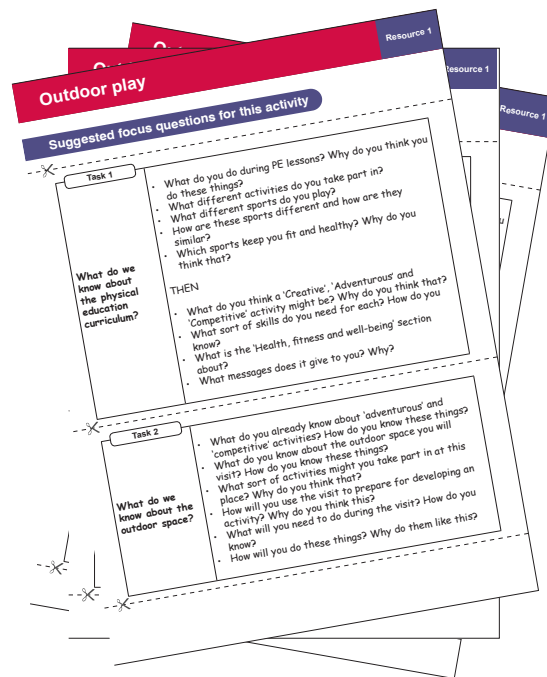
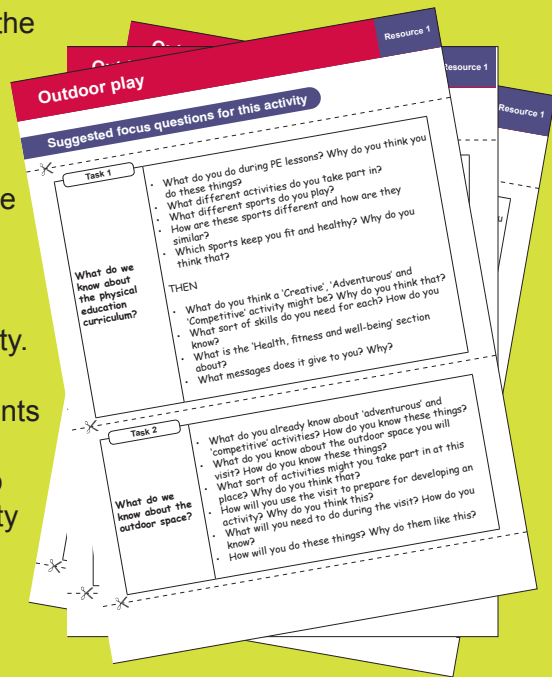


Outdoor play



Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

Learners think about and discuss what they know about the Physical education (PE) school curriculum and study the 'Physical education in the National Curriculum for Wales' document. They consider what they know about a local outdoor space and consider how it might be utilised for an 'adventurous' or 'competitive' activity. Learners visit the chosen green space and make and record observations and measurements, take notes and photographs. They generate ideas for a novel 'adventurous' or 'competitive' activity and use their findings to plan and create an activity. Learners try out the activity they have created, monitor progress as they follow their plan and to make amendments as they see necessary. They use their experiences, notes and amended plans to review and refine the 'adventurous' or 'competitive' activity they created and create a final version of the activity.



Opportunities to develop

LNF

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Reading across the curriculum: Locating, selecting and using information, Responding to what has been read.

Writing across the curriculum: Organising ideas and information, Writing accurately.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using measuring skills: Length, weight/mass, capacity, Time, Angle and position.

Curriculum

KS2 Physical Education

Skills - HFWBA 1-8; CrA1-8; AA1-8; CoA1-8

Resources

Resources included with this activity

- 1 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Resources that need to be made available

- 1 KS2 Physical education National curriculum Programme of Study, pages 12-15
- 2 Measuring instruments, e.g. tape measures, pedometers, stop watches etc.

Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use. In addition, this activity will require learners to come into contact with dead plant materials. Therefore ensure that they wash their hands thoroughly on their return to the classroom.

How to run the activity

Preparation

Decide which outdoor space near the school is most suitable to visit and provide learners with opportunities to create and develop meaningful physical activities. Explain to learners that they will visit the outdoor space, consider how it might be used for physical education activities, make observations and measurements and take photographs, etc. Back in school, they will use their findings and photographs to create an activity that will be trialled and refined on a second visit to the outdoor space.

Doing the activity

Task 1: What do we know about the physical education curriculum?

Ask learners to think about and discuss what they know about the Physical education (PE) school curriculum. Encourage them to consider the different activities they participate in during PE lessons and how these might be grouped within the curriculum.

- What do you do during PE lessons? Why do you think you do these things?
- What different activities do you take part in?
- What different sports do you play?
- How are these sports different and how are they similar?
- Which sports keep you fit and healthy? Why do you think that?

Provide the learners with pages 12-15 of the 'Physical education in the National Curriculum for Wales' document. These pages outline the Key Stage 2 Programme of Study for Physical education. Ask learners to read these pages and to consider what 'Creative', 'Adventurous' and 'Competitive' activities might be about and involve. Encourage them to consider the importance of the first skills section that outlines 'Health, fitness and well-being activities'.

- What do you think a 'Creative', 'Adventurous' and 'Competitive' activity might be? Why do you think that?
- What sort of skills do you need for each? How do you know?
- What is the 'Health, fitness and well-being' section about?
- What messages does it give to you? Why?

Task 2: What do we know about the outdoor space?

Explain to the learners that they are going to visit a local outdoor space and use it to create and develop either an 'adventurous' or 'competitive' activity for others. Inform them of the outdoor space that they will visit and use for this purpose. Ask learners to think about and discuss what they know about this outdoor space and how it might be utilised for an 'adventurous' or 'competitive' activity.

- What do you already know about 'adventurous' and 'competitive' activities? How do you know these things?
- What do you know about the outdoor space you will visit? How do you know these things?
- What sort of activities might you take part in at this place? Why do you think that?
- How will you use the visit to prepare for developing an activity? Why do you think this?
- What will you need to do during the visit? How do you know?
- How will you do these things? Why do they like this?

Task 3: Visiting the outdoor space

Plan and organise an opportunity for learners to visit the chosen outdoor space. Ask them to consider 'adventurous' and 'competitive' activities that might be carried out in this place and how they might utilise the space to develop and create suitable activities. Encourage learners to make and record observations and measurements and to take photographs.

- What opportunities does this space offer for 'adventurous' and 'competitive' activities? Why do you think that?
- What sort of activities might you take part in at this place? Why do you think that?
- How will you use this visit to prepare for developing an activity? Why do you think this?
- What do you need to do during the visit? How do you know?
- How will you do these things? Why do they like this?
- What will you measure? Why? How?
- How will you use these measurements? Why?
- What photographs will you take? Why?
- What observations have you recorded? Why?

Task 4: Generating and developing ideas for an activity

Ask learners to decide whether they will create an 'adventurous' or a 'competitive' activity. Encourage groups of the learners to generate and develop ideas for novel activities and not just to use the more traditional ones. They might use a placemat activity to ensure all the views of the group are heard and considered.

- Will you create an 'adventurous' or a 'competitive' activity? Why?
- What steps will you take to create the activity? Why?
- How might a placemat activity help the group? Why do you think that?
- How could you use the Programme of study to help you? Why do it in this way?
- What type of tasks will you include? Why?
- What do you already know about these types of tasks? How do you know these things?
- What else do you need to find out? How will you do this? Why in this way?
- What ideas do you have for creating new events?
- What ideas do others in your group have? What do you think of these ideas? Why?

Task 5: Planning and creating an activity

Ask the learners to use their ideas and findings to plan and create an activity. Encourage them to record the steps of their plan, for example, using a graphic organiser to storyboard.

- What type of activity will you create? Why?
- What will you have to do to complete this task successfully?
- What steps will you take? Why?
- What is the first thing you will do? Why will you do this first?
- What will you measure? Why will you need to measure this?
- How accurate do your measurements have to be? Why?
- How can you make sure you all contribute to the planning discussion?
- How will you make sure you are all involved in the task?

Task 6: Trying out the planned activity

Plan and organise an opportunity for learners to re-visit the outdoor space. Ask them to take their plan with them and use it to try out the activity they have created. Learners might be encouraged to monitor progress as they follow their plan and to make amendments as they see necessary.

- How will you use the plan? Why use it like this?
- How are you going to try out your activity? Why do it in this way?
- What information will you collect? How? What will this tell you?
- How will you use this information?
- How will you decide whether to make changes to your activity? Why do it in this way?
- How successful was your plan? Why do you think so?
- What problems were there with your plan? How did you deal with these problems?
- Did you change your plan? How? Why did you make these changes?

Task 7: Refining the planned activity

Ask the learners to use their experiences, notes and amended plans to review and refine the 'adventurous' or 'competitive' activity they created. Encourage them to collaborate and work as a team to agree reviews and to implement them and create a final version of their 'adventurous' or 'competitive' activity.

- What was good about your activity? Why do you think these things were good?
- What was not so good? Why?
- How could you change these things? Why change them in this way?
- How will you decide what changes to make to the activity? Why decide this way? How else could you have decided?
- How will you make sure the whole group agrees the changes? Why do it like that?

Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Grammar; Punctuation; Spelling; Handwriting

Numeracy	
Strand	Element
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review
Using number skills	Use number facts and relationships
	Fractions, decimals, percentages and ratio
	Calculate using mental and written methods
	Estimate and check
	Manage money
Using measuring skills	Length, weight/mass, capacity
	Time
	Temperature
	Area and volume; Angle and position
Using data skills	Collect and record data; Present and analyse data; Interpret results