

# A Curriculum for Excellence

## Primary – Literacy



A Curriculum for Excellence recognises that learning is embedded in experience. Outdoor learning is active, hands-on and can provide a real & relevant context for learning.

### Listening & talking



Inveraray Primary School

Each child sits in their special place for 3 or 4mins listening carefully to the sounds they can hear and think about whether they remind them of shapes or colours or symbols. Use this to create a sound map of their place. Imagine they are sitting in the middle of a piece of paper – if they hear a bird flying overhead, draw the symbol they have made for a flying bird across the top of the page. Compare sound maps with each other.

*As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened or watched and create new texts LIT 1-05a*

### Reading



Muckhart Primary School

Use a class novel and photocopy & laminate particular paragraphs which describe a character in detail. Ask groups to use these to create their own characters using natural materials & resources. Share & evaluate the final creations through a gallery walk. Ask groups to swap their characters and use post-it notes to write adjectives & descriptive phrases, which they can use to write new character descriptions.

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes LIT 2 -14a*



Banchory Primary School

Live up story time by taking the class outside. Tell stories within a dedicated storytelling area or just a place which is quiet and has enough room for everyone. Use natural materials to add sound effects or ask the children to act out parts of the story or sign relevant songs. Be inspired by the changing weather & seasons.

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors LIT 1-11a / 2-11a*

## Writing



Distribute a selection of letters of the alphabet to each group. Ask them to collect items/ take photographs/write & draw objects from the school grounds beginning with their letters. Label these in a collection tray with compartments for each letter. Bring groups together and put the trays in alphabetical order. Share what has been found and discuss which is manmade or natural. Use this as the basis for an 'outdoor alphabet' display in the classroom.

*I can select ideas & relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others LIT 1-26a*



Muckhart Primary School  
Mark out 1 metre 'picture frames' with pegs and string. Discuss different types of fairytale settings such as a castle or forest, and decide which to use. Plan where these will go and use materials & natural resources to create a 3D fairytale. Go on a gallery walk and gather adjectives & descriptive phrases for each setting. Take photographs and back inside create a description bank and use as the starting point for creative writing.

*I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life ENG 2-31a*



Ask groups to choose a tree to study and use their senses to experience the tree as a whole. Position each member of the group so they have a different perspective on the tree. For example ask one child to stand close to the tree and look up - how tall is it - can they stretch their arms around it - what does the trunk look, feel and smell like? Ask each member of the group to write a sentence or two to describe their perspective of the tree. Put these together to create a group 'poe-tree'.

*I can describe and share my experiences and how they made me feel ENG 1-30a*