

Suggested learning opportunities for Beastie Battle card game

- > STEM
- > Literacy & English
- > Expressive Arts
- > Health & Wellbeing, Social Studies and RME



**Measurement**

I can estimate how long or heavy an object is or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a**

Choose a random object from your classroom or house, e.g. a pencil. Design a beastie that is the same length and weight as this object (use your tape measure to check the length and weigh the object or estimate its weight). Create a new Beastie Battle card for your creature. You can name the creature, choose how long it lives, design how it looks and decide what its special skill is.

**Numeracy and Mathematics**

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and use my knowledge to explain the link between a digit, its place and its value. **MNU -02a**

I can compare, describe and how number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. **MTH 1-15a**

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b**

- Play the Beastie Battle game in pairs or in a small group (see instruction card in the pack).
- Make your own Beastie Battle card selecting values with varying numbers of digits and comparing these.
- Make up rules for a new game to play using the Beastie Battle cards.
- Play *Guess Who* with a partner, using two sets of cards. Each of you can choose an animal and the other person should ask questions like “do they weigh more than 5kg?” and “is their special skill lower than 10?” to help narrow down which animal it is. Whoever guesses correctly first is the winner!

**Numeracy and Mathematics**

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. **MNU 1-11a**

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b**

- Use white chalk to mark in the playground your estimated length of 3 of the Beastie Battle creatures. Use coloured chalk and your tape measure to mark alongside your estimates the actual length of these creatures - and label them (e.g. midge/sheep/fox)
- In small groups, have everyone choose a Beastie Battle card and line up in order of length from longest to shortest. Ask your classmates questions to identify the correct order of the sequence. Try doing the same with a different category and without speaking for an extra challenge!

**Drama**

I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

Working in small groups, ask the children to each choose an animal from the Beastie Battle cards. Each child should be given time to think about the sounds and movements their chosen character might make. Each child, in turn, should act out sounds and movements to suggest their animal's special skill. The rest of the group have to guess which animal it is.

**Writing**

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a**

- Choose a random object from your classroom or house, e.g., a pencil. Design a coastal creature that is the same length and weight as this object (use your tape measure to check the length and weigh the object or estimate its weight). Create a new Coastal Commotion card for your creature. You can name the creature, choose how long it lives, design how it looks and decide what its special skill is.

**Listening and Talking**

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

- Pick an animal who you think should have a higher special skill score. Have a debate and try to persuade your classmates around to your way of thinking. You could give your opinions, answer questions and share your ideas to win your classmates over.
- As a class talk about all of the creatures that you have actually seen in real life, and put those cards to one side. What animals are left and where would you find them? Talk about an imaginary trip that would enable you to find all the animals on the leftover cards.

**People, Place and Environment**

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**

- Some of the animals are local to Scotland. As part of a project on the Year of Coasts and Waters, research Scottish sealife and create a class display.
- Compare the different habitats of the animals on the cards. Do you know why each animal needs to live in their own environment? Discuss in groups what kind of environment each animal needs to thrive.
- Research the different habitats of the animals. Can you tell from their features why they live in the environment they do?

