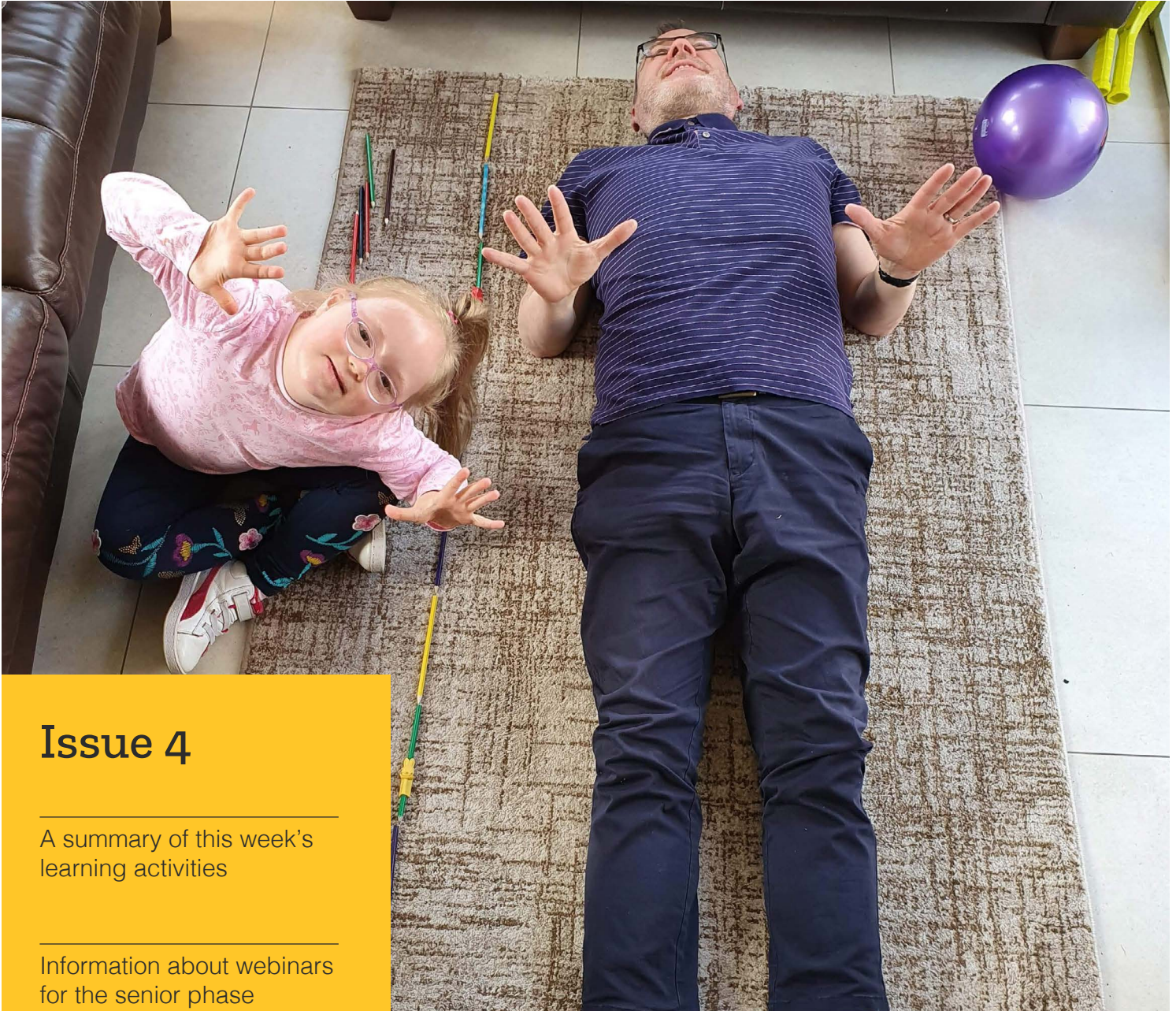


# Scotland Learns

Practitioner Newsletter

3 June 2020



## Issue 4

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A summary of this week's learning activities

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Information about webinars for the senior phase

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Hints and tips for supporting learners with Attention Deficit Hyperactivity Disorder

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Links to resources to support autistic learners returning to school

**Each week**, we will publish suggestions for learning at home activities which should be linked to class learning where appropriate. See below for details of this week's learning activities and more hints, tips, links and ideas.

Sign up →

## Learning activities



### Literacy and English



This week's literacy and English ideas will support you to design activities that help children and young people to identify and develop their skills in reading. For example reading aloud, finding information and making predictions.

- At early level, children are encouraged to use their knowledge of sounds and to listen carefully. Children can develop their own opinions on a variety of texts, building on and extending their understanding of a story and storytelling.
- Activities that encourage children at first level to engage with a range of texts and share with others what they like and dislike. They are asked to find information in a text to learn new things.
- Children are encouraged to read aloud, with expression and fluency. These activities, at second level, build on learning and support children to read an increasing number of new and unfamiliar texts. This will help to broaden their understanding of texts and authors.
- At third and fourth level, young people can research a project based on a chosen book. They will learn to apply strategies and use resources independently to help them read a wide variety of texts.

[Literacy and English activities](#)



### Numeracy and mathematics



This week's numeracy and mathematics activities focus on ideas to support you to develop children and young people's understanding of mathematical concepts. These can be adapted for the home environment. It is important to think about the range of learners in your class and their individual circumstances when planning play-based activities.

- Children at early level can begin to understand numbers by counting to ten and beyond in a fun way. They are encouraged to use household objects to count beyond ten and make a simple bar chart.
- Identifying right angles on household objects will help children at first level to apply their knowledge in everyday situations. Collecting and organising objects will help them produce a Carroll diagram. They can build on this knowledge to plan a walk outdoors.
- At second level, children can explore estimation and rounding. They can move on to activities that explore Pascal's Triangle and to understand number patterns.
- In these activities, young people at third and fourth level can explore the links between composite numbers and prime factors to develop mathematical concepts. They can also try out some activities to help them with multiplication, division, fractions and prime numbers.

[Numeracy and Mathematics activities](#)

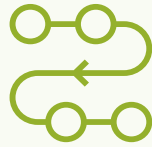






## Learning activities

### Health and wellbeing



Looking after our health and wellbeing as best we can is really important for us all in these uncertain times. We have ideas and activities appropriate for children and young people at different ages that you might like to highlight to families.

- At early level, children are encouraged to think about and discuss the choices they make and to try something new. This will help to build on their skills and knowledge.
- Activities for children at first level help support them to explore different jobs within their community. They can focus on the skills required to adapt to different roles and consider their own learning and strengths.
- In these activities, children at second level identify people in their everyday lives who can help or guide them as they develop their skills, qualities and attitudes. They can produce a short personal profile based on their learning.
- For young people at third and fourth level, they can consider their strengths and how life experiences impact on their decisions. They will learn about jobs which might interest them and a variety of career pathways.

[Health and wellbeing activities](#)



### Interdisciplinary learning activities



Each week, we suggest activities that cover different curriculum areas for children and young people that makes use of their home environment to apply their learning and skills in real-life situations. This week the focus is on nature, water and real life issues facing the world.

- Going on a mini beast hunt can help children at early level learn about the natural world. They can find out about the lifecycle of a butterfly through 'The Very Hungry Caterpillar' book or video. Exploring colour, texture and patterns found in nature can help them create drawings and pictures.
- Collecting, storing and moving water gives children at first level the opportunity to explore how water behaves in different contexts. By using objects in the home, they can describe forces such as pushing, pulling, stretching, squashing and twisting.
- Applying literacy and science skills, children at second level can explore the story of coffee and investigate real life issues such as Fairtrade. Using research skills they can investigate local wildlife and think about the difference between living and non-living things.
- Young people at third and fourth levels can research the issue of fracking and develop an argument for or against. They can capture the beauty of the natural world through drawing or painting, or by making a 3D object.

[Interdisciplinary learning activities](#)



## Foghlam Meadhan Gàidhlig

### Support for learning through the medium of Gaelic

This week's learning activities to support parents and carers in Gaelic Medium Education focus on the use of Gaelic text and images as a stimulus for talking and writing. There are also activities for numeracy, and health and wellbeing.

Fèisean nan Gàidheal have added a new secondary activity to their offer of support for young people's use of Gaelic during this time of learning at home. Find [more details](#) and [more advice for parents](#). Follow [#cleachdiaigantaigh](#) [#ScotlandLearns](#) to share practice.



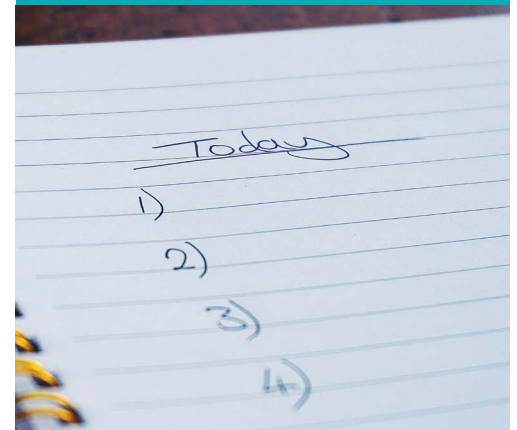
### Supporting a learner with attention and hyperactivity difficulties

Do you work with a child diagnosed with Attention Deficit Hyperactivity Disorder? If so, their levels of inattention, hyperactivity and impulsivity will be higher than their peers. They may be easily distracted, disorganised and might forget to complete things.

Learners will need personalised supports to help them cope with the potential barriers to their learning. Here are a few suggestions for setting work for learning at home:

- Ensure learners are given clear, concise instructions. Step by step instructions can be helpful.
- Check that the child/young person understands their task.
- Suggest reducing background noise to help learners concentrate.
- Provide checklists of the things they will need for specific tasks.
- Check the resources they need are available.
- Anticipate potential problems and have planned, agreed responses.
- Where possible, seek advice from an occupational therapist.

### Hints and Tips



[Find out more about ADHD](#)

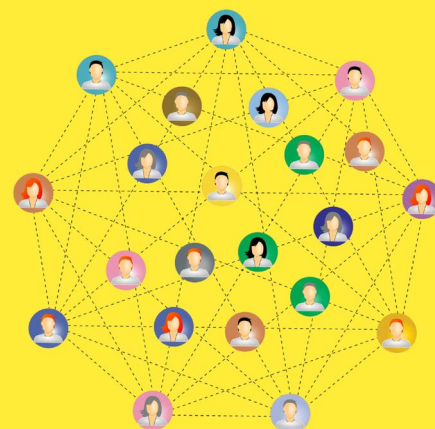
## Learning and teaching online

Education Scotland recently published [Learning and teaching online - Advice for practitioners](#). This document provides advice for practitioners during the Covid-19 pandemic. This advice includes, for example, designing learning activities which allow learners and families to engage at a time most appropriate for them and their family/home circumstances. For example, where families share one device in a house where there is more than one child who requires access to learning, or where parents and carers have to use the device for work purposes. It sets out a number of areas to consider as part of planning for remote learning and teaching. For example, what parts of the curriculum are suited to online delivery? How you can check for understanding of content?

As well as providing links to resources, the advice outlines how these resources are best used to enhance learning and teaching. The resource also considers when the use of live video can help to meet learning or wellbeing needs. It stresses the importance of taking on board advice from GTCS and teaching associations when live video is used. The resource also signposts you to some interesting links on online digital learning, links to online support from Education Scotland and additional professional learning support links.



## Hints and Tips



## Technologies – resources, links and professional learning community

A range of useful resources have recently been added to the [Daydream Believers](#) website to support problem-solving, critical thinking and creativity. If you are looking for more helpful links like this, explore our [wakelets](#) for technologies. We have collated lots of useful links across the curriculum areas of Craft, Design and Technology (CDT), Computing Science and Home Economics.

The National Technologies Professional Learning Community contains support, guidance and resources for practitioners can be [accessed on Glow](#).



# What's new this week

## Senior Phase Webinars

Our Education Scotland Senior Phase Webinars are a series of virtual events focused on different curricular areas. These virtual events will run throughout June to allow practitioners working in different curriculum areas to come together in a facilitated space to share their thoughts and get support.

See opposite for dates and times for expressive arts, science, social subjects and English. Join these webinars to share and discuss approaches in your curriculum area.

To sign up, use the link provided and you will be issued with a Team Code that you should then use to join the team. Please make sure you join the webinar 15 minutes prior to the event start time.

Next week's newsletter will feature additional webinars for more curriculum areas.

### Expressive Arts

Friday 5 June  
10.00-11.00am



### Sciences

Tuesday 9 June  
3.30 – 4.30pm



### Social Studies

Wednesday 10 June  
2.00 – 3.00pm



### English

Thursday 11 June  
2.00 – 3.00pm



## #ESHeadspace

Following the sold out #ESBigBlether events for headteachers, we have organised several #ESHeadspace drop-in sessions on MS Teams.

Headspace Drop-in Open House provides a national platform and safe space where headteachers can connect online to discuss issues they are working through and, where relevant, share resources and highlight interesting practice.

Upcoming events all at 3.00-4.30pm

4 June 2020, Headspace Drop-in Themed Session – Transitions

11 June 2020, Headspace Drop-in Themed Session - Remote Learning

16 June 2020, Headspace Drop-in Open House

23 June 2020, Headspace Drop-in Themed Session - Leadership in Challenging Times

24 June 2020, Headspace Drop-in Open House

[Sign up /](#)  
[or get more](#)  
[information](#)



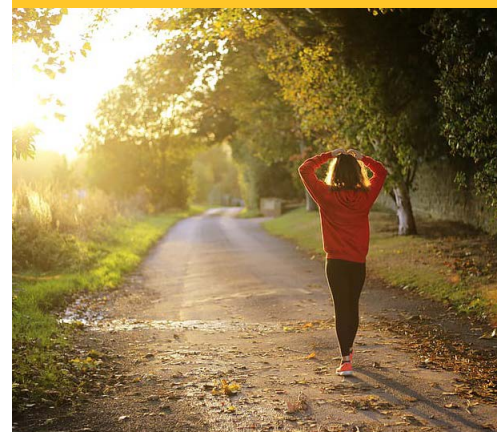
## Useful links

### Supporting autistic learners returning to school

Autistic learners and their families may need individualised planning for the transitions ahead. The approach taken needs to take account of the current context and be relevant for school stage and developmental level. The National Autism Implementation Team (NAIT) have created a [range of resources](#), intended to help school staff and partners apply good practice. These are designed to complement and support existing local 'Getting it right' planning procedures.

NAIT partner with Education Scotland to develop the [Autism Toolbox](#) which also provides a range of information and resources to support autistic learners in a number of areas, including transitions.

[ASN transitions information on the National Improvement Hub](#)



### AimHi

AimHi is a global online school for pupils to learn, interact and be inspired by charismatic role models. They offer live, free interactive lessons for children, young people and adults. [Find out more about upcoming sessions, including one with Dr. Jane Goodall for children aged 8+ on Wednesday 10 June 3.30pm](#)

Image: "2018.05.18. Európai gondolkodók-Jane Goodall" by Adrián Zoltán is licensed under CC BY-SA 2.0.

### Developing the Young Workforce




Do you know any budding social entrepreneurs? Young people may wish to enter the [Social Enterprise Academy's Virtual Dragons' Den competition!](#) Young people are challenged to think about how they might affect positive change in their communities and submit their ideas for a chance to win £100 seed funding and support from a social entrepreneur. Deadline for entries is 12 June 2020 when pitches will be presented to a panel of (very supportive) dragons.

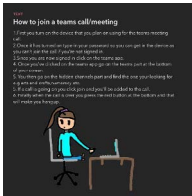
### Scottish Government re-opening schools guide

The Scottish Government has published [guidance for local authorities and schools in their planning for a safe, phased opening in August 2020.](#)







**Successful Learners**



**Working independently using our NLC Comprehension Strategies to successfully complete a Visualisation task about the main character of our novel about The Titanic.**

In Taught Writing, using Technology to create instructions to share with peers on how to join and access Teams. Transferring learning into a real life context.




**Confident Individuals**







Two of our learners achieving success in a Digital Challenge set in our Online Learning Team – share an original artistic pose with an object beginning with their initial.








Actively striving for a healthy lifestyle linking to our Mossend Olympics IDL.



**Responsible Citizens**

Using Emotion Works as a stimulus, children have been taught the skills and strategies to make informed choices and decisions about how they are feeling, their triggers and what they can do and use to help themselves.

**Effective Contributors**

We use Microsoft Teams, OneNote and Forms for learning in a different context sharing ideas and taking on board the opinions of others. This showcases all of the different ways we have learned to communicate.

We have used Flipgrid to convey our ideas and conclusions when investigating who stole Mrs Paterson's Easter Egg in Whodunnit.

## Recognising 'lockdown learning'

This week we are spotlighting learning at home from Mossend Primary School and Nursery Class, North Lanarkshire Council. The school have been working with their families to share learning during lockdown and began capturing this by using the **four contexts template**. This approach is one way of recognising and celebrating the successes of children and young people and has been welcomed by the Mossend community.

The populated contexts will provide a valuable record of learning during lockdown as well as acting as a prompt to enable children, young people and their families to talk about their experiences and to recognise their achievements while learning at home.

The **four capacities** are at the heart of the school's curriculum. They help children and young people articulate the skills and attributes they are developing as well as identifying next steps. Mossend Primary School and Nursery Class have also been exploring using the four capacities template with their families.

## Sharing Practice



Four context and four capacities templates can be found on the [National Improvement Hub](#).

**Why not get this newsletter emailed directly to you each week?**  
Or pass it on to anyone you think might be interested?

Sign up →