

# Scotland Learns

## Overview of learning activities

28 October 2020



### October to December 2020

Education Scotland is continuing to develop a resource bank of learning activities. This is intended to support practitioners to deliver a model of blended learning should it be required.

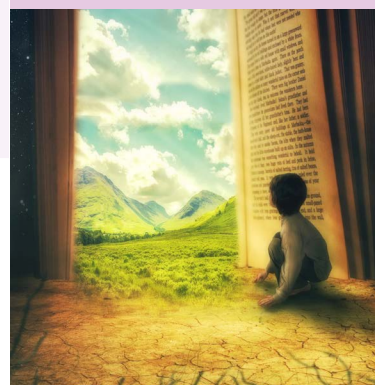
This overview of activities focuses on literacy and English, numeracy and mathematics, health and wellbeing for broad general education and activities to support cross-curricular learning. You may find this helpful when planning children's and young people's learning for academic year 2020-21.

## Learning activities

	Early level	First level	Second level	Third/fourth level
1.	Find new or interesting information from the world around us	Select relevant information and use it to create a new text	Understand and analyse main ideas and supporting details from information texts, and use these to create new texts	Work collaboratively to source reliable information, and create a written text for peers
2.	Explore through play different reasons for writing	Explore different ways of describing events or processes across a range of curricular areas	Develop an understanding of how to use writing across different contexts to convey information	Explore and reflect how functional writing skills are used and developed in other subject areas
3.	Engage with a range of types of texts and begin to share opinions, thoughts and feelings	Identify the most appropriate type of text for a given purpose	Develop 'before reading', 'during reading' and 'after reading' literacy skills	Undertake activities which require close reading of text, and develop knowledge of grammar and language
4.	Discuss, ask questions and make predictions when listening to or watching a story	Develop understanding of some of the features of different types of texts and use these to create own texts	Develop skills to provide inferential clues to create interesting characters, settings and plots	Focus on parts of speech, punctuation and skills for writing in a variety of styles, such as jargon, and academic writing
5.	Share stories by Scottish authors: shared experience of a story together	Share well-known stories that have been recreated in Scots language – make comparisons and identify new language	Engage with and compare a variety of Scottish children's authors from past and present	Work collaboratively to develop an understanding of Scottish literature and its place in the world
6.	Explore and compare different stories in Scots and share responses in different ways	Explore a well-known text and recreate it using some aspects of Scots language	Explore the derivation and etymology of popular Scot's words and phrases	Develop informed views through exploring reasons for a decline in Scots language and its recent resurgence
7.	Explore and play with the patterns and sounds of language through songs and rhymes	Explore examples of poetry, and experiment with word and language structures when creating texts	Develop an understanding of poetry and the use of figurative language	Explore differences in impact from poetry, prose and drama to develop an understanding of language and word choice, and how these are used in poetry



## Literacy and English

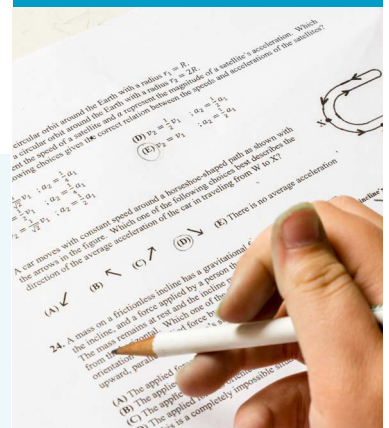
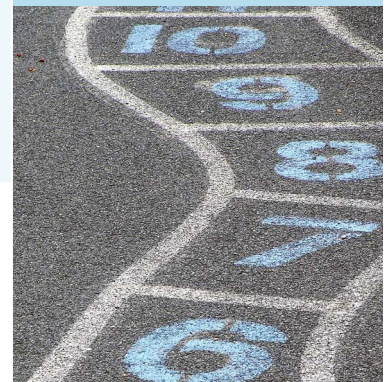


# Learning activities

	Early level	First level	Second level	Third/fourth level
1.	Use practical materials and mental strategies to add and subtract within 10	Solve addition, subtraction, multiplication and division problems using mental strategies and written skills	Explore the need for rules for the order of operations in number calculations	Investigate how introducing brackets to an expression can change the emphasis and use the correct order of operations when carrying out calculations
2.	Solve simple missing number problems	Use knowledge of number facts to find the value of a picture or symbol used to replace a number in a number statement	Use knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter	Construct and use appropriate methods to solve a range of simple equations
3.	Gather information by collecting objects or asking questions, then organise and display findings in different ways	Ask and answer questions to extract key information from a variety of data sets	Interpret and draw conclusions from the information displayed, taking reliability factors into account	Determine if information is robust, vague or misleading by considering reliability factors
4.	Use signs and charts for information and to make plans, choices and decisions	Use technology and other methods to display data simply, clearly and accurately	Display data in a clear way using a suitable scale and choosing the most appropriate form of graph, chart or table	Organise and display data appropriately in a variety of forms
5.	Compare and describe lengths, heights, mass and capacity using everyday vocabulary	Make simple conversions between units of measure when reading a variety of scales on measuring devices	Convert between related units of the metric system to carry out calculations when solving problems	Convert between standard units to three decimal places and apply this when solving calculations of length, capacity, volume and area
6.	Estimate and measure the length, height, mass, capacity of familiar objects using appropriate non-standard units	Estimate the length, height, mass and capacity of everyday objects then accurately measure these using the most appropriate instrument	Use the comparative size of familiar objects to make reasonable estimations of length, mass, area and capacity	Choose appropriate units for length, area and volume when solving practical problems
7.	Sort, describe and be creative with different objects and shapes	Use the appropriate vocabulary to identify, name and describe the features of simple 3D objects and 2D shapes	Use the appropriate vocabulary to describe 3D objects and 2D shapes, and demonstrate the relationship between 3D objects and their nets	Solve problems related to the radius, diameter, circumference and area of a circle



## Numeracy and mathematics



# Learning activities

	Early level	First level	Second level	Third/fourth level
1.	Explore food and water	Explore safety practices in relation to storage of food	Explore sources and transportation of food	Explore food and health
2.	Explore positive relationships	Explore what we mean by positive relationships	Explore different relationships that we have and what makes these successful	Plan for choices and changes
3.	Activity around 'learner participation 3 – 18' resource	Activity around 'learner participation 3 – 18' resource	Activity around 'learner participation 3 – 18' resource	Raise awareness of rights, respect and responsibilities
4.	Explore what we mean by similarities and differences	Appreciate similarities and differences in the local community	Appreciate similarities and differences in society	Explore the importance of valuing others
5.	Help children to recognise that they sometimes have 'jittery' tummies	Help children to explain why they sometimes have 'jittery' tummies. Who can help?	Recognise that some stress can be positive and identify when stress/anxiety becomes a concern	Investigate different worries anxieties and stresses – how do young people cope?
6.	Explore the choices children make in their daily lives. How do they feel when they make their own choices, e.g. at snack time?	Explore the choices children make in their daily lives. How do they feel when things change – both positive and negative?	Explore the choices children make in their daily lives? As they get older discuss more complex choices/transitions and their implications. How do children feel when things change – both positive and negative?	Understand the change process and the impact it can have on young people's lives - both positive and negative
7.	What do children do when something doesn't go well for them?	Explore a few coping strategies that children can practise at different times e.g. thinking positive thoughts	Explore a range of coping strategies that children can practise at different times. e.g. walking away, thinking positive thoughts	Identify coping strategies and evaluate their effectiveness in a range of personal situations

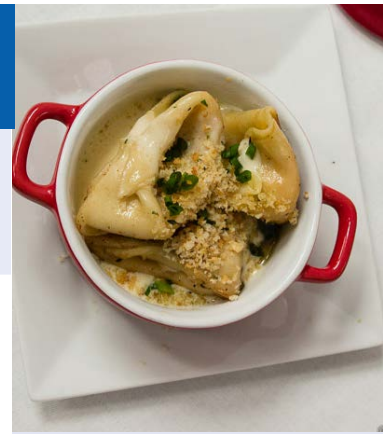


## Health and wellbeing

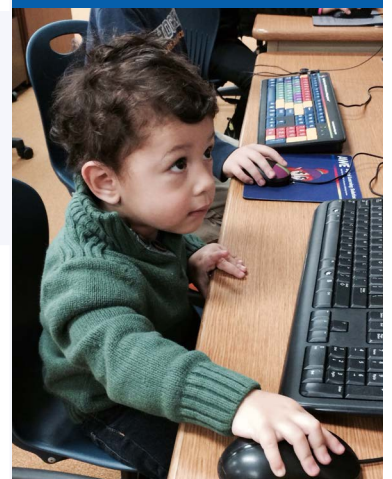


# Learning activities

	Focus	Early level	First level
1.	Enterprise	<ul style="list-style-type: none"> <li>• Explore local shops and services</li> <li>• Think about shops and how they provide a range of goods / services</li> <li>• Display items in a shop</li> </ul>	<ul style="list-style-type: none"> <li>• Explore local organisations</li> <li>• Learn about different needs in local communities</li> <li>• Examine the importance of local organisations in meeting needs</li> </ul>
2.	Enterprise	<ul style="list-style-type: none"> <li>• Set up your own local shop</li> <li>• Decide what to sell</li> <li>• What do shopkeepers sell abroad?</li> </ul>	<ul style="list-style-type: none"> <li>• Work out money needed to buy items</li> <li>• Explore jobs involved in a shop</li> <li>• Explore the importance of each job</li> </ul>
3.	Creativity	<ul style="list-style-type: none"> <li>• Explore food that comes from Scotland</li> <li>• Create a meal with Scottish ingredients</li> <li>• Design a menu for a new Scottish café (role play)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss how we keep fit now</li> <li>• Watch the Scotland on Screen clip 'Scotland for Fitness'. Discuss what is the same and different about today's fitness ideas?</li> <li>• Create a resource that promotes fitness in 2020</li> </ul>
4.	Creativity	<ul style="list-style-type: none"> <li>• Find out about St. Andrew and the symbols of Scotland</li> <li>• Listen to Scottish music</li> <li>• Create a dance and perform it</li> </ul>	<ul style="list-style-type: none"> <li>• Recount the story of St. Andrew</li> <li>• 'Braw Scottish words and their meanings!' Explore why Scots and Gaelic are so important to national identity?</li> <li>• Listen to and perform a song in Scots language e.g. 'Staun up, sit doon'</li> </ul>
5.	Learning for Sustainability	<ul style="list-style-type: none"> <li>• Observe living things and how they link to each other</li> <li>• Think about the 'wonder of nature' in different environments.</li> <li>• Raise awareness of caring for the environment – reduce, reuse and recycle</li> </ul>	<ul style="list-style-type: none"> <li>• Research living and non-living things</li> <li>• Explore further how to care for the environment</li> <li>• Research the impact of weather on living things</li> </ul>
6.	Learning for Sustainability	<ul style="list-style-type: none"> <li>• Using and describing toys</li> <li>• Explore how common appliances work</li> <li>• Explore technology and how it helps us</li> </ul>	<ul style="list-style-type: none"> <li>• Research different types of energy</li> <li>• Find out about the importance of energy to life.</li> <li>• Explore the conservation of materials – impact of my actions</li> </ul>
7.	Global Citizenship	<ul style="list-style-type: none"> <li>• Explore things from the past</li> <li>• Explore personal links to the past</li> <li>• Explore special events in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Research 'my family'</li> <li>• Research significant people in my local community &amp; their influence</li> <li>• Research significant individuals from the past and their influence</li> </ul>



## Cross-curricular activities



# Learning activities

	Focus	Second level	Third/Fourth level
1.	Enterprise	<ul style="list-style-type: none"> <li>• Explore needs in a global world</li> <li>• Explore ethical trade</li> <li>• Discuss some of the benefits of trade</li> </ul>	<ul style="list-style-type: none"> <li>• Explore globalisation</li> <li>• Identify the impact of trade on work</li> <li>• Identify what Scotland does well in trade</li> </ul>
2.	Enterprise	<ul style="list-style-type: none"> <li>• Identify essential goods and services</li> <li>• Identify different ways of paying</li> <li>• Consider the benefits / risks of each method of paying</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Managing finance</li> <li>• Explore savings and borrowing</li> </ul>
3.	Creativity	<ul style="list-style-type: none"> <li>• Research Scottish calendar designs and identify common themes and design features</li> <li>• Design/create a calendar that depicts Scotland</li> <li>• Create an advertising campaign for a calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and research Scottish cultural icons</li> <li>• Create an advert to promote Scotland abroad to attract visitors</li> <li>• Create an itinerary for a group of visitors to Scotland</li> </ul>
4.	Creativity	<ul style="list-style-type: none"> <li>• Research 3 creative Scots from across different genres (e.g. artists, musicians, inventors)</li> <li>• Study 1 creative Scot in greater depth and identify their skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Scots on film</li> <li>• Develop creative ideas from a Scottish stimulus</li> <li>• Investigate Scottish film and television – past and present</li> </ul>
5.	Learning for Sustainability	<ul style="list-style-type: none"> <li>• Research the survival and extinction of living things</li> <li>• Reflect on the impact of lifestyles on the environment</li> <li>• Explore conservation – what actions can I take?</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise profits</li> <li>• Prioritise the planet</li> <li>• Prioritise people</li> </ul>
6.	Learning for Sustainability	<ul style="list-style-type: none"> <li>• Explore energy conservation</li> <li>• Identify energy sources and how to reduce waste</li> <li>• Learn about non-renewable energy now and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Profit through waste</li> <li>• Nourish our planet</li> <li>• Improve people's lives</li> </ul>
7.	Global Citizenship	<ul style="list-style-type: none"> <li>• Reflect upon a past event that shaped me</li> <li>• Reflect upon a past historical theme that shaped society</li> <li>• Reflect upon important people from the past who have influenced us</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Scotland's place in international trade and culture</li> <li>• Explore influences on Scottish produce</li> <li>• Find out about cultural norms and influences</li> </ul>



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