Scotland Learns Home Learning Ideas – 25 November, 2020

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| These learning activities can be used to support learning at home. Activities focus on learning in [literacy and English](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6U-1/c.aspx), [numeracy and mathematics](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS83-1/c.aspx), [health and wellbeing](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS89-1/c.aspx), [cross-curricular learning](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6B-1/c.aspx) and [Gaelic Medium Education](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS8Q-1/c.aspx) across levels within the broad general education.    We will continue to publish learning activities throughout this term. You can find an overview of the learning activities from [October to December](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS5S-1/c.aspx) on Scotland Learns.  A summary of the learning activities for the next two weeks can be found below. |

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| |  | | --- | | [Early Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS53-1/c.aspx)   * Discuss, ask questions and make predictions when listening to or watching a story. * Share stories by Scottish authors. | | [First Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS7P-1/c.aspx)   * Develop an understanding of some of the features of different texts and use these to create own texts. * Share well-known stories that have been recreated in Scots language, make comparisons and identify new language. | | [Second Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6P-1/c.aspx)   * Develop skills to provide inferential clues to create interesting characters, settings and plots. * Engage with and compare a variety of Scottish children’s authors from past and present. | | [Third/fourth Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6H-1/c.aspx)   * Focus on parts of speech, punctuation and skills for writing in a variety of styles, such as jargon and academic writing. * Work collaboratively to develop an understanding of Scottish literature and its place in the world. | |

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| |  | | --- | | [Early Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS4L-1/c.aspx)   * Use signs and charts for information and to make plans, choices and decisions. * Compare and describe lengths, heights, mass and capacity using everyday vocabulary. | | [First Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS64-1/c.aspx)   * Use technology and other methods to display data simply, clearly and accurately. * Make simple conversions between units of measure when reading a variety of scales on measuring devices. | | [Second Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS5A-1/c.aspx)   * Display data in a clear way using a suitable scale and choosing the most appropriate form of graph, chart or table. * Convert between related units of the metric system to carry out calculations when solving problems. | | [Third/fourth Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS5L-1/c.aspx)   * Organise and display data appropriately in a variety of forms. * Convert between standard units to three decimal places and apply this when solving calculations of length, capacity, volume and area. | |

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| |  | | --- | | [Early Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6N-1/c.aspx)   * Explore what we mean by similarities and differences. * Help children realise that they sometimes have ‘jittery’ tummies. | | [First Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS7L-1/c.aspx)   * Appreciate similarities and differences in the local community. * Help children to explain why they sometimes have ‘jittery’ tummies. Who can help? | | [Second Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS8Z-1/c.aspx)   * Appreciate similarities and differences in society. * Recognise that some stress can be positive and identify when stress or anxiety becomes a concern. | | [Third/fourth Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS51-1/c.aspx)   * Explore the importance of valuing others. * Investigate different worries, anxieties and stresses, exploring how young people cope. | |

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| |  | | --- | | [Early Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6Z-1/c.aspx)   * Find out about St Andrew and the symbols of Scotland. Listen to Scottish music, create a dance and perform it. * Observe living things and how they link to each other. Think about the ‘wonder of nature’ in different environments. Raise awareness of caring for the environment – reduce, re-use and recycle. | | [First Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS62-1/c.aspx)   * Recount the story of St Andrew. Explore why Scots and Gaelic are so important to National identity. Listen to and perform a song in Scots language. * Research living and non-living things. Explore further how to care for the environment. Research the impact of weather on living things. | | [Second Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS60-1/c.aspx)   * Research three creative Scots from across different genres (for example: artists, musicians, inventors). Study one creative Scot in greater depth and identify their skills. Reflect on own creative skills and how these can be developed. * Research the survival and extinction of living things. Reflect on the impact of lifestyles on the environment. Explore conservation – what actions can I take? | | [Third/fourth Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49YESB-1/c.aspx)   * Research well-known Scots of the past and present. Investigate Scottish film and television and explore Scots on film. Develop creative ideas from a Scottish stimulus. * Prioritise profits. Prioritise the planet. Prioritise people. | |

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| |  | | --- | | [Early Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS7R-1/c.aspx)   * Identify and understand that people are different and recognise how special they are in learning Gaelic. | | [First Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS8B-1/c.aspx)   * Encourage children to talk about their own strengths, interests and skills and link these to career ambitions through the medium of Gaelic. | | [Second Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS6L-1/c.aspx)   * Encourage children to identify and appreciate their own and others’ strengths, interests and skills, and link these to career ambitions through the medium of Gaelic. | | [Third/fourth Level](https://edscot.org.uk/LQE-752SJ-1WVADF-49TS85-1/c.aspx)   * Support young people to consider a range of career pathways and options available to them in the future, including through the medium of Gaelic. | |