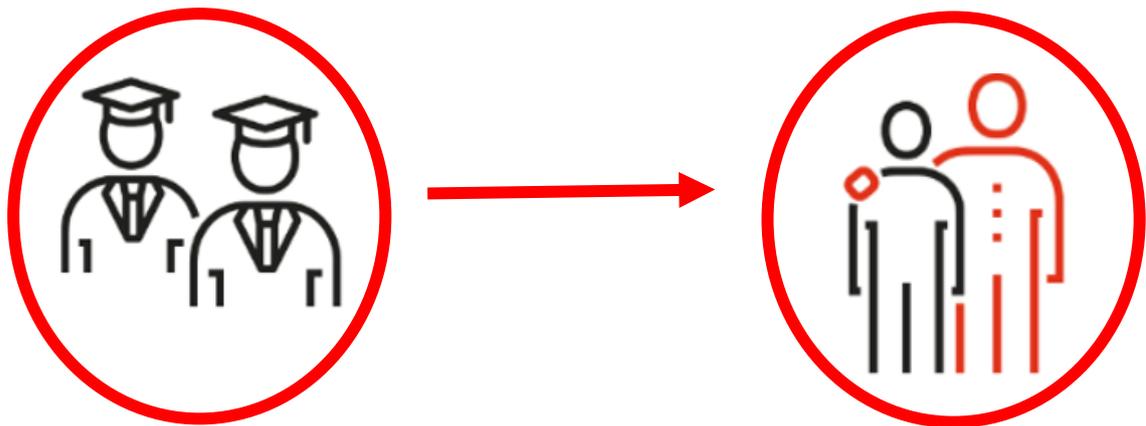


The Waid Academy

Home Learning Plan



“Bringing School, Community
and Home Together”



Dear All

Each time I write to you, the situation we are all facing has changed. Our young people are going to find the limitations on social contact and outside activity very difficult. As adults we will also feel the strain. Now more than ever, we have to look out for one another and reassure each other.

I will send out further information for senior pupils once we have updates from the SQA. In this extended period of absence from school, it will be important that young people continue their learning at home.

One of the purposes of home learning is to give our young people a focus and purpose and hopefully encourage them to establish a routine.

Keeping fit and healthy is a priority and exercising daily should be encouraged and supported. There are many online exercise and fitness classes and programmes which are worth exploring.

Keeping mentally fit is also as important and we will send out more information about dealing with stress and anxiety in the near future.

One of the most important things your child can do to support their continued learning is to read every day. Reading widely supports vocabulary acquisitions, extends the scope of young people's experiences and thinking and supports their development as sophisticated writers. So... read, read, and read.

As the use of online learning increases across Scotland there may be some glitches. (you have probably already experienced these) Ask your child to let their teacher know if something does not appear to be working.

Each faculty in Waid has developed their approach to home learning and the following guidance should help you to have an overview of the work which is being set by staff.

Please remember that updates will be sent through the following channels:

GroupCall

Twitter: [@WaidAcademy](https://twitter.com/WaidAcademy)

The School App (available from App Store or Android Store)

The School Website: <https://blogs.glowscotland.org.uk/fi/waidacademy/>

Many thanks

Mrs E Smart (Rector)

The Waid Academy

How to access and use Glow for home learning?

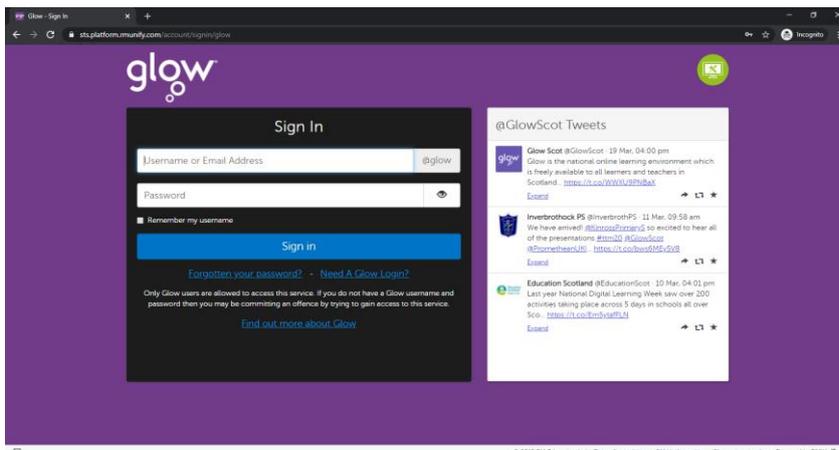
How to log in?

Logging in Options

1. Search for “Glow Scotland” on any internet browser
2. Use <https://glow.rmunify.com/> in the address bar

Once you have the home page you can log in using your glow username and password.

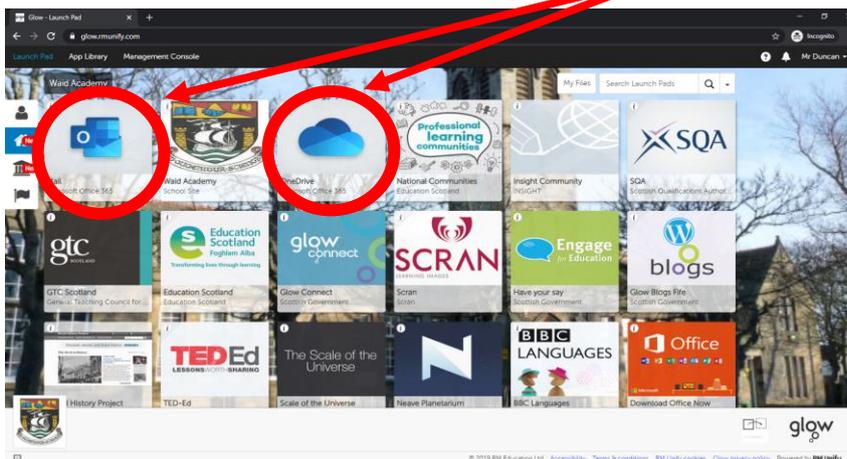
Glow Log In Page



Once you have logged in you will be taken to a Launch Pad page.

The Launch Pad contains tiles.

It is important that you click on either of these two tiles first.



By clicking on either of these two tiles first you are authenticating your access to all subsequent sites within Glow and you will not need to log in each time.

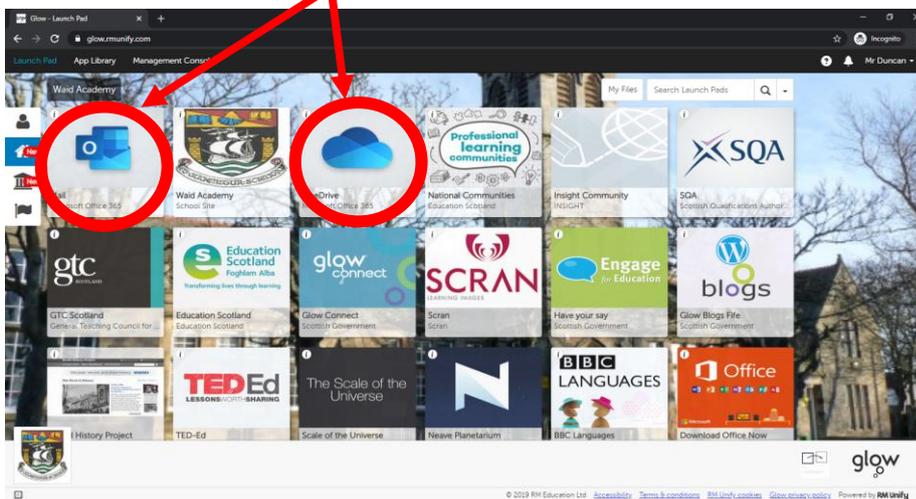
Tiles on the Launch Pad are links to websites or software that you can use free of charge through Glow.

It is through the Launch Pad that your child will be able to access Teams.

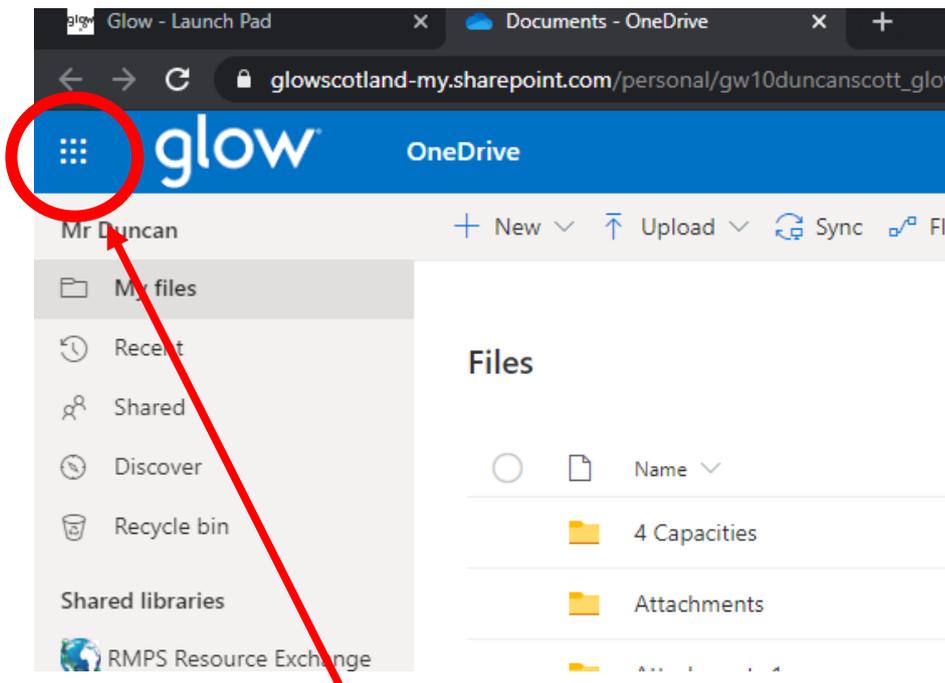
Microsoft Teams is a tool where sites have been created for each class. Here work will be posted and assignments can be set.

How to access Microsoft Teams?

Click on either of these tiles:



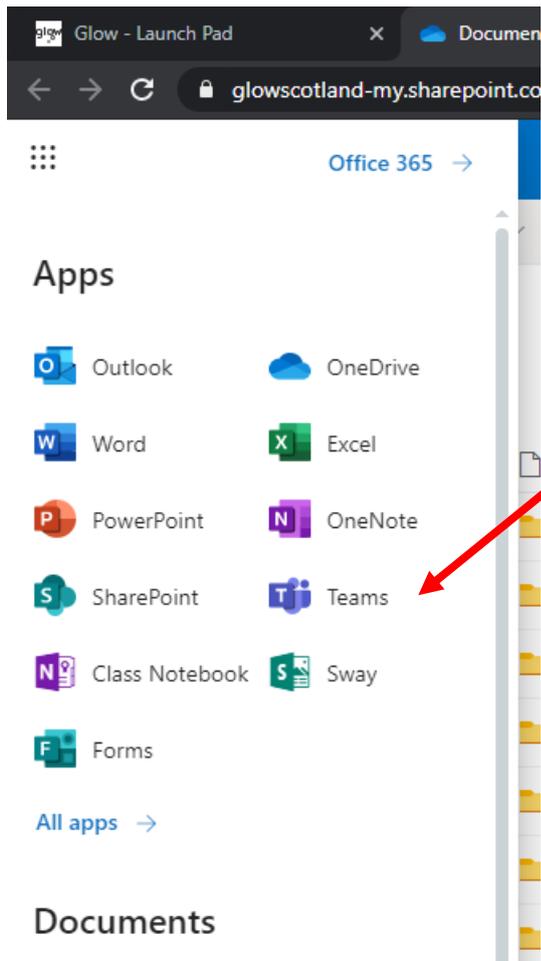
The page for One Drive for example will look like this:



Click on the waffle icon in the top left hand corner.

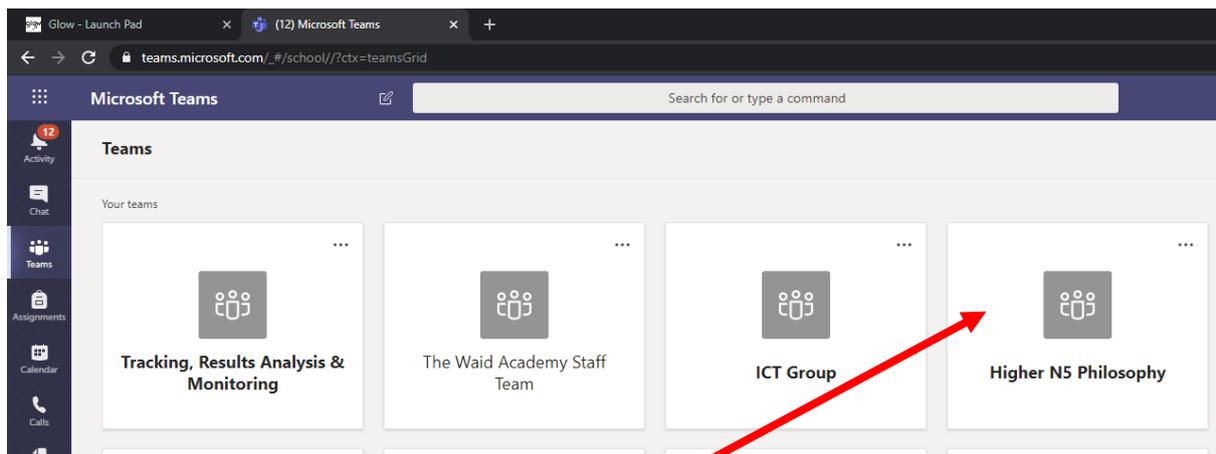
This will give you access to the full suite of resources in Office 365 like Word and Excel. This will also give you access to Microsoft Teams.

The following list should appear:



To access any programme in Office 365 click on the relevant icon. So for Teams – click on the Teams icon.

This will take you to the Microsoft Teams home page where there will be a list of Teams that you are a member of.



To click on a class Team just scroll through the list and find the class icon. Then click on it. So for Higher and N5 Philosophy – click on the icon.

Within each Team you will find the following:



The General Tab is to allow for conversations to take place much like a Facebook post. Remember this is a school resource so be careful what you post. Here you can ask questions about tasks and learning.

The Files Tab is where files will be stored that you can access to help your home learning.

The Class Notebook Tab is where some teachers may have set up a One Note file for all your learning.

The Assignments Tab is where you can find assignments that have been set and upload them. If a teacher does decided to set you an assignment through Glow then it will be emailed to your Glow email.

Where else can I access Microsoft Teams?

You can also access Microsoft Teams through your phone:



Access Teams in Glow is slow?

Then download Teams from Office.com and then log in using your full glow username: <glowusername>@glow.sch.uk and this will take you the Glow log in page. Add in your password and then you will have access to Teams on your desktop.

Maths S1-S5

All classes will access their learning through Teams. #

- Classes have been created on Microsoft Teams to allow pupils to communicate with their teachers.
- Pupils have already been added and they can access Microsoft Teams through GLOW.
- Their GLOW username and password is the same as the username and password they use to log onto the school computers.
- Teachers may post extension or additional consolidation material to each class on Microsoft Teams.
- Once pupils have covered their work for the week they should let their teacher know or take a picture of their work and upload it to Microsoft Teams for their teacher to see.

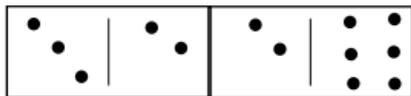
Additional Maths Suggested Home Learning Activities (S1 –S3)

Please keep the numeracy skills up to date by playing board games and card games.

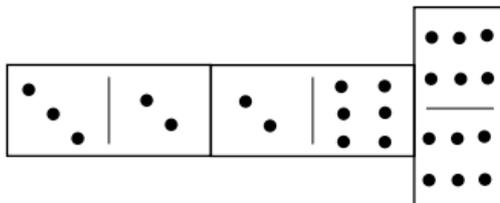
There are many card games that can be played on your own, but it is also great to learn strategies by playing games together. Please learn a new card game so that when we get back to school you can teach us in the class to play too.

Dominos

- Basic game, first to play all their cards win.
- 3s & 5s. Each person takes their turn. They add the 2 ends together and if they are a multiple of 3 or 5 they score points. First player to score 21 points is the winner. (strategy and times tables)
Eg.



$3 + 6 = 9$ $9 \div 3 = 3$ player earns 3 points.



$3 + 12 = 15$ $15 \div 3 = 5$ & $15 \div 5 = 3$

Player earns 8 points

Card games

Cribbage is very good game for number bonds and strategy.

49. Each person is given 3 cards and the remaining deck placed in the middle face down. Starting with the person after the dealer, each play adds a card to the middle facing up in a neat pile and states the running total. They must then pick a card from the face down deck, any player who forgets now has to continue with 2 cards. The player that makes the total 50 or more loses a life. The winner is the last player with a life.

There are 5 special cards you can play.

- King can be played whenever and makes to total 49.
- Jack can be played whenever and adds 0 to the total
- 10 can be played whenever and subtracts 10 from the total
- 7 can be played whenever and adds 0 to the total and changes the direction of play.
- Ace add 1 or 11, player decides.
- Note the Queen adds 10.

English

All classes have a Teams page where resources have been uploaded by the teacher in line with coursework. Questions should be directed to the teacher in the 'Chat' Section, work to be submitted via email or photo. If there are issues please don't hesitate to contact me claire.wrigley-wa@fife.gov.uk

In addition to this:

- S1 should continue with Accelerated Reading and completing quizzes on line.
- David Walliams is releasing a free audiobook at 11am which might be good for S1s.

Bbc.co.uk/sounds – for certificate classes next year – full novels available, with good readings and split into chapters

www.audible.co.uk – audiobooks available

- S3 classes will be working on AVU
- After the Easter break S4s will be given Higher materials to start working on

Additional English Suggested Home Learning Activities (S1 – S3)

Personal Reading

Reading can be an incredibly rewarding hobby. Spending a few hours lost in a book is one of the most enjoyable ways to relax. It will also help you to hone essential skills for life in and after school.

Joint Reading Project

Choose a book to read with an adult. Prepare a joint review of the book, outlining what you and your partner liked/disliked about the book. This can be presented in written form (aim for 400 words) or as a short talk (Between 2 and 3 minutes) which you could record.

Extension: Design a poster for the library which will encourage others to read your book.

Book Review

For this task you will need to read a novel and produce a review of some kind. This review could take a number of different forms:

- A news articles containing headlines, captions, pictures, etc.
- A personal response – write your views and opinions about the book; what did you like and find effective? What did you think could have been done better? Give reasons. Would you recommend this book? Why/Why not?
- A talk – this should last 2-3 minutes.

Creative Writing

Write a short story entitled “Parallel Universe”. Imagine you find yourself in another world. What’s it like? It may be very like our world, or it might be totally different. Why are you there? Write a story about this experience.

Write a short story entitled “The Classroom Visitor”. Imagine an unusual person visits your class. It could be someone exciting; a celebrity even! Or, it might be someone less pleasant – the nit nurse or the dentist! It’s up to you. Write a story about what happens on the day of the visit.

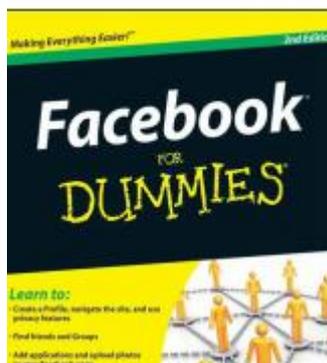
Imagine you have entered “Britain’s Got Talent”. What would you do? How would you feel stepping onto the stage? Write a story about the experience. Your story should be at least 500 words and can be handwritten or typed up.

Extension: Why not turn your story into a book? Give it some illustrations and a front cover.

Watching/Listening Task

Listen to a podcast or watch a news story about a topic which interests you. As you listen/watch, you should make a note of the important points. You should then summarise the story/item in your own words.

Writing to Inform



This book was written by someone who is an expert on Facebook. It provides information and advice for people who don’t know much about Facebook, but are interested in learning more. Some chapter heading include:

- Getting familiar with Facebook
- Representing your identity online
- Keeping connected and staying in touch
- Using Facebook in business

Choose a topic which you are an expert on. It might be a sport, a pet, a computer game, a school subject, a famous person or anything else for that matter! Your task is to produce a short “Dummies Guide” booklet to give information and advice on your topic. The booklet should have a front cover, a table of contents and five pages of information and advice. It can be longer if you wish. Extension: Prepare a short presentation for a small group, giving information and advice about your chosen topic. The talk should be between two and three minutes long and can be accompanied by visual aids or a PowerPoint if you wish

Paragraph from a Favourite Book

Copy out a paragraph from your favourite book in very neat handwriting. You should then illustrate the paragraph in an appropriate way. At the bottom of the page explain why you have chosen this particular book and paragraph.

Personal Writing

Some experiences in life are unforgettable. Write about a time in your life which was memorable; maybe a time when you were excited, happy or proud. You may also choose to write about a less pleasant experience; perhaps a time when you were frightened, sad, angry or lonely. Plan carefully – think carefully about how to structure your writing and make the opening memorable. Include details of thoughts and feeling throughout. Check over – Remember to proof read your work. You should aim to write at least 600 words. Extension: Celebrities and writers often write whole books about their own experiences. These books are called autobiographies. Read an autobiography and write a short summary of what you have learned about the person. You should aim to write around 300 words

Write a Letter

We all have strong opinions about things which affect our lives. Write a letter to someone outlining your thoughts on an issue which affects you. For example, you may wish to write to the council about the facilities on offer for young people in your local area, or you could write a letter to the school explaining your idea for a recycling scheme or a new extra-curricular activity. Remember the rules for layout. Alternatively, you could send a letter to a relative who is currently on their own. They will appreciate you sending something, and maybe even include a picture or recent photo. You should aim for at least 500 words.

Persuasive Leaflet

Create and design a leaflet persuading people to do something; support a charity, join a club etc. Think carefully about the content of your leaflet: layout, font, persuasive language, illustrations etc.

Newspaper Report

Imagine a celebrity has come to Waid! Write a newspaper article about the event. Why have they come? What did they do when they were here? How did the town react? Remember to include

- A headline
- A short opening paragraph which outlines the story.
- Some quotations from people involved.
- 500 words minimum.

Extension: Write a real report about something which has happened locally, or even in school.

Computing (S1-S2 do not study computing)

- S3 Computing: Will be following a programming course using the books provided last week and completed using <http://repl.it> . This will involve problem solving and basic skills working towards next year's Nat 4 & 5 courses.
- S3 Games Design: Will be continuing the evidence gathering for the game development unit, this will be done through explanatory notes and online forms for students to give their answers.
- Senior Nat 5: Will be following a programming course provided through Teams and completed using <http://repl.it> . This will problem solving understanding of computational thinking
- Senior Higher & Advanced Higher: Will be following an advanced programming course provided through Teams and completed using <http://repl.it> .
- This will involve problem solving understanding of computational thinking

PE

S1-3 – PE Core Learning Learners can access theoretical resources on Microsoft Teams by selecting 'Waid PE S1-3 tasks'. Tasks are based on Significant Aspects of learning that although PE specific, are transferrable across all learning.

Learners can also access activity specific, practical and theory tasks.

The code to access the team is: 5qvw5xe

In addition the Waid PE Facebook page will post regular updates from ex pupil David Hodge, a PT instructor at St Andrews University who is kindly supporting us to keep our learners active.

There will also be a variety of other challenges available to 'Keep Waid Active' S3 Elective Pupils – PE and Dance

All pupils can access a 20 week plan on Microsoft teams by selecting 'S3 Elective PE'. This page provides resources and guides learners through completion of the S3 course before supporting them to start the national pathway including building up to the remote completion of the National 4 theoretical course assessment. All pupil should already been added to the page and staff will interact daily with the page.

Mrs Anderson has a similar plan in place for the Dance class who are aware of their ongoing plan.

All National Pupils have completed and submitted their course work and as such have completed the National course! Well done!

Higher Pupils – Current All pupils have completed their performance assessments and staff have collated evidence of their attainment. We await further instruction from the SQA regarding submission of this.

Higher Pupils – New Miss Craig and Mr Gibbons are ready and waiting for the new intake! Once class lists have been finalised we will make contact and set up arrangements to begin new course work through Microsoft teams

Useful websites: www.bcbitesize.co.uk

Drama

Learners can access work for Drama through teams.

Mrs Garrie has created a team for each class and will post work regularly as assignments.

Once an assignment has been completed please turn it in through teams.

Learners can also use teams to ask any questions or for help where needed.

For S1 and S3 the work will link to current class work and then will be a project based task. (S2 do not study Drama)

For S4 and Higher I will be uploading links and tasks which can be completed to continue their learning with regular updates.

<https://www.nationaltheatre.org.uk/> is a great resource it has a lot of back stage videos and interesting information.

DRAMA 10 ACTIVITIES YOU CAN DO AT HOME

- ## 1. Tongue Twisters

HOW FAST CAN YOU SAY THESE TRICKY TONGUE TWISTERS?



"Betty Botter bought some butter" *"If a dog chews shoes, whose shoes does he choose?"* *"Unique, New York"*
"She sells seashells by the seashore"
- ## 2. Write and Perform a Monologue

Write your own monologue- It could be funny or it could be serious. You could do it as a character or write your own thoughts and feelings down in a speech. Try some different styles and topics out. Focus on your vocal skills as you perform your monologues to your audience.


- ## BONUS!

Put your design skills to the test and...
MAKE A SOCK PUPPET!


- ## 3. Lip Sync Battle

Put together a playlist of your favourite songs and mime along! You can film your lip syncs and challenge your friends. Don't forget to use overexaggerated facial expressions and movements!
- ## 4. Accent Challenge

Choose one of the tongue twisters from task 1 and perform it in different accents. Get your friends and family to guess what accent you are doing. French? Posh? Northern? Australian?


- ## 5. Charades

Put your mime skills to the test in a game of charades! You will need to use clear gestures and movements to recreate key moments of your favourite books, films or plays for your family to guess!


- ## 6. FaceTime Duologues

Get together with a friend or family member who you have not seen for a while. Write a short script and rehearse it. Grab some costumes and you could even make a backdrop for your scene. FaceTime each other to perform your duologue. Make sure you both get into character by using clear facial expressions and gestures.


- ## 7. Research Playwrights

Find out about the lives and work of some of the greatest playwrights. William Shakespeare, Arthur Miller, Lucy Prebble, Caryl Churchill, Sophocles...plus many more!


- ## 8. Drama Games

Gather the family round for some classic Drama games! Whether it is SPLATI or Wink Murder, Mafia or Park Bench... there's loads of fun to be had with your favourite Drama Games!
- ## 9. Family Performances

Direct your family in your own performance. It could be your own interpretation of a play you know or you could pen your own. Find some costumes around the house and create a make-shift performance space in your house.


- ## 10. Watch a play (online)

WhatsOnStage.com have compiled a fantastic list of all the performances you can watch including The Wind In The Willows and Eugenius! Check out the list: <https://bit.ly/3b59uTw>



HORSE BOX
THEATRE COMPANY
CREATED BY JOE PLUMB

Music

All pupils to make a play list of 'feel good' songs or pieces for their household. Each child has to then put one piece/song and a link on their Team page and as a class we can enjoy a variety of music.

All music pupils, where possible should spend at least 10 mins per day practicing their instruments.

If you get lesson in school your tutor should be in contact with you this week.

Music - S1 and S2 – Classes will be assigned a power point project. There will be a choice element to this.

Learners will research over 2 weeks and write up and presentation over the 2 weeks after the school holidays. The project will be submitted through teams for marking.

Music – S3 class not continuing into S4 - Classes will be assigned a power point project. There will be a choice element to this. Learners will research over 2 weeks and write up and presentation over the 2 weeks after the school holidays. The project will be submitted through teams for marking.

Music -S3 continuing into S4 – Learners to access [mymusiconline](#) and listen to the concepts consolidating their learning on National 3 and National 4 concepts. We will start the National 5 listening next week.

Mrs Mackay is looking into the best soft ware that we can use for composition that is free to use at home.

In the near future we will have processed new class lists for session 20/21 and will begin to post work for new courses.

Science

S1 Science learners will continue to learn about sound, light and the EM spectrum. Learning will take place in the form of tasks and projects that will allow learners to develop their knowledge.

Work will be posted directly to the S1 Teams page.

Simple home experiments may be included to allow learners to still experience the practical aspect of the subject, however, the materials required for this will be basic ones e.g. elastic bands and string.

There is no expectation that all experiments will be completed as this will be dependent on access to materials.

These tasks are for a period of time and not a day by day set of exercises.

Learners should spend no more than their normal science time (for the week) on these.

All learners should return their work via Glow to their teacher.

This can be in the form of attachments, photos etc

S2 Science learners will continue to learn about rocks and the extraction of useful substances from the Earth.

Learning will take place in the form of tasks and projects that will allow learners to develop their knowledge.

This work will be posted directly to the S2 Teams page. These tasks are for a period of time and not a day by day set of exercises.

Learners should spend no more than their normal science time (for the week) on these.

All learners should return their work via Glow to their teacher.

This can be in the form of attachments, photos etc

S3 Chemistry learners will start their new topic on Acids and Alkalis.

A series of PowerPoints will be uploaded onto Teams to guide them through this topic.

They will feature video tutorials and tasks to complete.

Learners are expected to return their work via email to their teacher at the identified checkpoints.

This learning will move onto the AVU task for National 4 in the coming weeks.

Helpful websites include:

BBC Bitesize - <https://www.bbc.co.uk/bitesize/levels/z6gw2hv> Evans2chemweb - <https://www.evans2chemweb.co.uk/> Username – waid password – chemistry S3

Biology learners will work through the Key areas from KA 2.2 onwards using Ppts for each containing questions to check for understanding.

This learning will move onto the AVU task for National 4 in the coming weeks.

S3 Physics learners in Mr McGregor's class will start/continue with their National 4 Added Value Unit.

On completion of this they will continue to work through the third and last National 4 unit Electricity and Energy using resources on Teams in the N5/N4/N3 folder.

Learners have the unit notes but these are on Teams along with question and answer booklets.

Questions to be completed will be posted alongside Video links to help them through the unit materials.

Learners are expected to return their work via email to their teacher at the identified checkpoints.

S3 Physics learners in Mr Lillico's class will continue to work through their current unit via their Teams page.

This will lead to the completion of their AVU.

S3 Environmental Science learners will continue to work through their current unit via their Teams Page. A series of PowerPoints will be up-loaded onto Teams to guide them through this topic.

Individual arrangements are being made with seniors to complete aspects of SQA work where required. In the near future we will have processed new class lists for session 20/21 and will begin to post work for new courses.

Additional Science Suggested Home Learning Activities (S1 – S3)

Gardening and the garden

Make a map of your garden or a shared outdoor space nearby

Design and draw a birdfeeder for the garden- which birds might you attract?

Make some art for the garden. Explain what it shows.

Make something that can be musical due to the wind blowing it in the garden.

Weed a part of a flower bed for a month, take photos. Recycle something into a container to grow seeds from.

Technology

Learners can find details of the online learning plan for the Technology Faculty (Business & ICT, CFT & DET) on individual 'Teams' pages accessible via Glow. Each class has a designated teams page, if learners access the 'Files' section on these Teams they will see a word document which will provide details of what learners need to do.

As materials are uploaded, the instructions will be updated.

Any general questions learners have can be asked via the 'conversations' section. Learners with specific questions can e-mail their teachers directly via the relevant Glow e-mail address

Additional Technology Suggested Home Learning Activities (S1 – S3)

Graphic Design Challenges

1) Design a hoody, t shirt and baseball cap for a Sports team

Think about: colour schemes matching team colours, logos on the products, a slogan on the products, designs on the front/back and sleeves.

2) Design a flyer and ticket for an Event

Think about: a logo, a graphic on the theme, the venue details, add a map to locate it, where, what when information.

Extension: Create a Ticket on the same theme and style

Architecture Challenges

3) Design a floorplan

Think about: sketch out your house floorplan, add each room one at a time, make sure the rooms are scaled eg a bathroom will be smaller than a lounge.

Extension: watch Friends and pause the TV to create a floorplan for a room from Friends.

Home Economics:

It is also vital that all young people help out around the home. Baking and cooking following recipes and weighing out ingredients is great for improving the numeracy skills needed to read scales accurately – and make sure you do the washing up too! Given the lack of access to some shops, it may turn in to a Ready-Steady-Cook challenge in the house.

Take pictures of what you have made and please tweet them and tag the school in them.

Business

Short tasks:

- Draw the layout of a supermarket - why do you think the items placed in the store where they are? eg why is the bakery at the back of the store?



- What makes an effective display/poster/billboard? Write a few sentences to justify your answer.
- Design a poster launching a new product? Why is so much money spent on advertising?



- From news report, track the number of Coronavirus cases in Scotland, UK and produce a graph (on paper) showing the trend.

- What effect has Coronavirus had on different businesses?
 - Why are airlines having to ground planes?
 - Why are bus companies cutting back on services?
 - Why are some of the TV soaps (eg EastEnders) needing to suspend filming - what might the long term consequence of this be?



- Discuss - is social isolation of over 70s for a number of weeks the right decision (think of the pros and the cons)
- Explain - why are people panic buying? Why might the shelves empty if the shops have enough of a product being delivered daily? Think about illness and jobs...



French

French – BGE:

S1 – continuing with the coursework on 'Where you live'. Powerpoints and uploaded resources are in Files in each class's Teams page.

S2 – Continuing with the coursework on The Perfect Tense. Powerpoints and uploaded resources are in Files in each class's Teams page.

S3 – Two classes, both expected to complete the work on Glow:

3H – Continuing with the coursework on Leisure, which includes the Perfect Tense and also Past paper practice. This is on the class's Teams page.

3I – Continuing with coursework on Friends and Family, resources have been uploaded to the chat in the class's Teams page.

Senior Phase

S4 – Finishing off coursework on Town and Country and Pollution. Pupils have been encouraged to do past papers from the SQA website, especially if they are continuing with Higher

S5 – Finishing off coursework on Healthy Living and Where you live, including environment

Completed work should be submitted via email or photo sent.

Social Subjects

The Social Subjects faculty have all resources available on the GLOW subject share points with individual TEAMS set up for each class where conversations can take place between individual teachers and the class. Learners will be directed by a link on the TEAM page to the appropriate resources on the subject share point.

However, in RE it is slightly different where there is an individual TEAM for every year group and individual coursework is set for each registration class. All the course work is already there and the learners will be emailed and have work set on a regular basis.

Useful websites

<https://www.bbc.co.uk/bitesize>

<https://www.historicenvironment.scot/archives-and-research/archives-and-collections/scan/>

Additional Social Subjects Suggested Home Learning Activities (S1 – S3)

History

Use the internet to research the local area and write a report about an aspect of local history

- The Secret Bunker
- RAF Jackdaw in Crail
- The Isle of May
- Newark Castle in St Monans
- The Pittenweem Witches
- The Fishing Industry
- The Waid Academy
- Your local Primary School
- Or any other ideas

Remember to site your sources and where they are from.

Modern Studies

Follow news reports of the Coronavirus Outbreak

What actions has parliament taken in Scotland and the UK? How does this compare to parliaments around the world?

Who are the WHO and the UN?

Geography

1. We hope you have an Atlas in your house. Take time to explore a continent and learn the key countries and how they relate to each other. If all you have access to is a road atlas, explore the local area, and learn which towns and cities surround you. Talk to your family about your favourite places, and plan a 'road trip' in the UK for the summer with some activities and places you can visit.
2. If you have an Ordnance Survey map in your house, take a look at the key and learn some of the important map symbols close to your house. Practice the 4 and 6 figure grid references which are so important in identifying where you are. If it's possible, do a walk in the area close to where you live - if not, plan one which you will do when you can.
3. Practice creating what is called a field sketch. This could be the view out of a window of your house. Add on any physical or human geography features that you can see; the materials that things are made of; types of vegetation and infrastructure e.g. aerials, wires and transport routes.
4. Dig out an old photo album or browse through the photos on your mobile phone. Choose one picture which shows a landscape (with people or otherwise). Create a new version of it using any art technique of your choice e.g. collage, pencil crayons or Pro-markers, pencil sketch. Get the rest of the family involved.
5. Write the letters A-Z on a piece of paper, and try to come up with an example of each of the following - one for each letter if you can: countries, cities, rivers, mountains.
6. Take a look at the foods you have in your house and record the item and the country which they are from. Produce a map showing how your food items connect you with the rest of the world. If you have items which are suitable for a food bank, keep them separate and drop them off when you are next able to. Feel free to work out food miles as well.
7. Do the same activity above, but this time with the clothes in your drawers and wardrobe. Create a couple of graphs too, showing the brands you are supporting as well as the countries in which they are made. While you are completing this activity, sort out some clothes you no longer wear or have grown out of to donate to charity when you are next able to.
8. Watch a film which has a geographical theme and write a review of it – share your reviews with your friends if you like. Or try to watch the same film at the same time, then you can discuss on the phone afterwards.



Art

S1 - Please encourage your child to follow the instructions for Art & Design via Teams on GLOW. Teachers will be posting a range of practical and research activities intended to provide enjoyable learning experiences which relate directly to the curriculum.

S2 - Please encourage your child to follow the instructions for Art & Design via Teams on GLOW. Teachers will be posting a range of practical and research activities intended to provide enjoyable learning experiences which relate directly to the curriculum.

S3 – Please be aware that all S3 Art & Design learners have begun the N4/5 course and to follow the specific instructions issued by their teachers via Teams on GLOW. In many cases this will be practical drawing and/ or research intended to provide enjoyable learning experiences during this difficult time. There will also be some written tasks forwarded via Teams in preparation for S4.

S4 – Please encourage your child to complete any practical Expressive work if they have the means to do so, (portfolio /materials). Instructions will be provided by individual staff on Teams. The Evaluation sheets for both Expressive & Design have been posted on Teams (if not already completed). There will be no written paper this year but it would be useful to study the work of Mexican artist Frida Kahlo and Designer Philippe Starck if your child is taking the subject at Higher level. www.artyfactory.com www.starck.com

S5 - Please encourage your child to complete any practical Design work if they have the means to do so (portfolio/materials) and to liaise with their teacher via Teams on GLOW. In many cases the bulk of the portfolios has already been mounted up and stored. Any remaining Evaluation sheets can be completed via Teams as directed by individual teachers.

S6 – All Advanced Higher learners have already been briefed with specific directions for completing their practical folios. The Contextual Analysis (30 marks) should be completed in draft form online and submitted via Teams on GLOW. Please note that this process often involves more than one draft and will be read by other staff to ensure that objective, high quality feedback is given.

Additional Art Suggested Home Learning Activities (S1 –S3)

1. breakfast
2. Yourself
3. An item in your bedroom
4. Flowers
5. Insect
6. Your favourite animal
7. A vehicle
8. Piece of fruit
9. A bird
10. Your best friend
11. Cake
12. A surprise
13. The view
14. A doodle
15. Your favourite Character

16. Cutlery
17. A tool
18. A dragon
19. Spring
20. Skeleton
21. A shoe
22. A family portrait
23. A kettle
24. A hand
25. A scene from a movie
26. A Robot
27. A frog
28. Your favourite item
29. School bag



30. A congrats banner for finish the 30 day drawing challenge

Discovery Ed	https://www.discoveryeducation.com/coronavirus-response/
BrainPop	https://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-coronavirus/?utm_source=organic&utm_medium=social&utm_campaign=coronavirus&utm_content=free-access
Kahoot	https://kahoot.com/blog/2020/02/27/kahoot-free-access-schools-higher-education-coronavirus/
Pronto	https://pronto.io/coronavirus/
BookCreator App	https://bookcreator.com/2020/03/support-for-schools-affected-by-coronavirus/
Google for Edu	https://www.blog.google/outreach-initiatives/education/distancelearning-covid19
Tynker	https://mailchi.mp/tynker/in-support-of-schools-facing-health-related-closure
Buncee	https://blog.buncee.com/supporting-remote-student-learning/
Pear Deck	https://www.peardeck.com/staying-connected
Kami	https://blog.kamiapp.com/remote-learning-with-kami-during-school-shutdowns/
Parlay	https://parlayideas.com/school-closure-support/
Elementari	https://docs.google.com/forms/d/e/1FAIpQLSdJ1LAYwQdwvNKN_SpsypVA48XOaoCTQoGhuaP7e12fgwPnWA/viewform
EdPuzzle	https://support.edpuzzle.com/hc/en-us/articles/360039805612-Help-for-schools-affected-by-Covid-19
Wakelet	https://wakelet.com/wake/3af73ea4-a652-4e38-934d-765aefe0f35b
Twinkl	https://www.twinkl.com/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools?utm_source=twitter&utm_medium=social&utm_campaign=corona
Hapara	https://hapara.com/from-home/
Manga High	https://www.mangahigh.com/en-gb/blog/2020-03-06-free-access-schools-online-maths-coronavirus
ListenWire	http://blog.listenwise.com/2020/03/listenwise-support-for-schools-affected-by-the-coronavirus/
MobyMax	http://press.mobymax.com/mobymax-to-provide-all-k-8-schools-and-school-districts-closed-by-covid-19-with-free-internet-learning-software
GoGuardian	https://www.goguardian.com/blog/learning/goguardian-teacher-for-remote-learning/
Seterra Geography	https://online.seterra.com/en/p/corona-support
We Video	https://www.wevideo.com/education
Education Perfect	https://epforlearning.com/2020/education-perfects-technology-minimising-impact-on-100-coronavirus-affected-schools-in-china/
Slido Education	https://blog.sli.do/slido-for-education/
Breakout Edu	https://www.breakoutedu.com/funathome

Microsoft Education	https://educationblog.microsoft.com/en-us/2020/03/how-schools-can-ramp-up-remote-learning-programs-quickly-with-microsoft-teams/
NearPod	https://nearpod.com/coronavirus
Zoom	https://blog.zoom.us/wordpress/2020/02/26/zoom-commitment-user-support-business-continuity-during-coronavirus-outbreak/
ScreenCastify	https://twitter.com/Screencastify/status/1226934956930281472
Mystery Science	https://mysteryscience.com/?fbclid=IwAR0tiDhJA1fs0tvraKnXpDLa2JIJGXQhzPR4UnQRVfbOR1Ca3C5yQY5tNwQ
Age of Learning (ABCmouse, Adventure Academy, ReadingIQ)	https://www.ageoflearning.com/schools

Household jobs!

Do your bit to help out round the house e.g. making your bed and keeping your belongings tidy, making shopping lists, recycling, helping with the laundry, cooking, looking after pets...



Keep in touch!

Find ways to stay in touch with friends and family e.g. phone, Skype, WhatsApp...You could even go back to basics and write someone a letter!



News!

There is lots of news going on all the time. Try to check the news no more than twice a day. You might want to find a time you listen to news as a family or catch up on the main points by having a chat with the adult(s) in your home.



Worries!

If you are worried about anything you should speak to someone e.g. a parent, friend or trusted adult. There are no silly questions and talking with someone about the concern can help.



Space!

Make sure you have some quiet time and a bit of space where you can relax and be quiet...



School Communication!

Schools will be sending out information to help you and ways of keeping in touch with school staff. Use the information to support your learning and make contact with the schools when you need to.

Feelings!

When there is lots of change and concern at the moment, expect a range of feelings and emotions e.g. happy, sad, excited, concerned, surprised. These are all ok and to be expected. These feelings can also change like clouds in the sky—light/dark, big/little.

Managing Feelings!

Saying how you feel and giving the feeling a name can help you manage emotions—'name it to tame it'. You can write, draw or sing about your emotions!

School Work!

You will not be able to work in the same way you would in school for lots of different reasons. Accept this and use information from parents and teachers to help you find a way that works for you.



Work Space!

When you are doing school work, think about where in your house is the best spot. Try to keep this a 'work only' spot. When you are finished, tidy it up. This will help you keep it separate from your 'home time' activities.

Review!

When the day is finished have a look at what you have done and use this information to help you plan for the next day.

Play and Fun!

It is so important to have play and fun in our lives. Take some time to play a game or have a laugh and a joke. It helps everyone.

