

# Learning at Home



# GIC Leaders of Early Learning



# Aims

- To highlight the rationale behind the use of Learning at Home
- To support practitioners in locating and navigating the learning opportunities provided on the Leaders of Early Learning blog



# Learning at Home Outlines



## Numeracy

## Literacy

Practitioner Page – DO NOT PRINT

Glasgow's Improvement Challenge - Leaders of Early Learning  
Glasgow Counts. Learning at Home – Numeracy Early Tracker 1



Fractions, Decimals and %	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my bananas'	Splits a whole into smaller parts and explains that equal parts are the same size	Understands that a whole can be shared equally or unequally
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**Task Aim:** This task gives children the opportunity to develop their understanding of the terms "half", "equal" and apply it to parts of a "whole".

**Task Descriptor :**

- When preparing a sandwich with their child parents will ask their child to cut the sandwich in half.
- Parents will compare the two parts of the sandwich. It is unlikely that the two parts will be equal so this creates an opportunity to discuss what this means.
- Parents will demonstrate to child the difference between the two by placing the two parts on top of each other to .
- Parents will then cut another sandwich in half equally and place the two halves on top of each other to show that they are the same size.
- Parents will emphasise the word "equal" and explain that this means 'the same'

**Differentiation :**

This could be differentiated by cutting a sandwich into quarters.

Resources:

- 2 sandwiches (toast, rolls, cakes etc. will also work)
- a knife that a child is able to use safely

Glasgow's Improvement Challenge - Leaders of Early Learning  
Glasgow Counts. Learning at Home – Numeracy Early Tracker 1

**Split a Sandwich**

Young children start to learn about fractions through everyday experiences. Start exploring this by splitting a whole into smaller parts and chatting about the sizes of the smaller parts. You don't have to worry about learning  $\frac{1}{2}$  means a half.

This experience will give your child the opportunity to develop their understanding of the terms "half", "equal" and apply it to parts of a "whole".

**What to do**

When preparing a sandwich with your child ask them "Can you cut your sandwich in half?"

Compare the two parts of the sandwich. It is unlikely that the two parts will be equal so this creates an opportunity to discuss what this means.

Can you think that your parts are the same size? Why?

Show your child the difference by placing the two parts together.

Get your child to split another sandwich in half equally and place the two halves together to show that they are the same size.

Remember to emphasise the word "equal" and explain that this means "the same".

Are these parts of the sandwich equal?

Having everyday conversations about maths really helps children make connections between learning and the world they live in.

Practitioner Page – DO NOT PRINT

Glasgow's Improvement Challenge - Leaders of Early Learning  
Literacy For All. Home Learning – Literacy Early Tracker 1



Reading - TFR B1

Tools for Reading	Can recognise own name and some other familiar words as appropriate	With support can accurately identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound	Begin to recognise the difference between a letter and a word
ENG-B-1a LIT-B-1a LIT-B-1b	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words	Begin to use context clues such as illustrations to support understanding of stories.	Begin to be aware of some basic punctuation when sharing a story	

**Task Aim:** To orally identify initial sounds of familiar objects.

**Task Descriptor:**

The adult and child make a pair of binoculars together and use these to play a game of 'I Spy' with some familiar objects found within their home e.g. fruit or toys. The binoculars are then used to focus on identifying the object by its initial (beginning) sound.

**Differentiation**

This can be quite a difficult game to begin with, so you may need to give some extra clues.

When the child gets good at the game, switch roles.

Start with objects that have familiar initial sounds e.g. the names of family members.

Extend the game to include more objects.

English may not be the child's first language, use the language they know best to develop their awareness of beginning sounds in words.

Resources:

- Take home page TFR B1
- Pen/pencil/crayons
- 2 cardboard tubes
- Glue
- Craft materials
- 4/5 familiar objects

Glasgow's Improvement Challenge - Leaders of Early Learning  
Literacy For All. Home Learning – Literacy Early Tracker 1

**Take Home Page**

**TFR B1**

**Aim:** To help your child identify the initial (beginning) sounds of familiar objects.

Before children learn to read and write, they must be able to hear and play with the sounds in spoken words. It's all about using your ears! Here's a game that helps your child hear and identify the beginning sounds in words.

**Brookdale 5-Spy**

1. Choose 4 or 5 things you place them on the table. Explain and name each item with your child.

2. Make a pair of binoculars from some cardboard tubes. Look through the binoculars at the items and say "I spy". "I spy with my little eye something beginning with /A/. What is it?"

Remember to use the letter sound and not the letter name when playing the game. Make begins with the sound /A/ not the letter A.

3. Hand the binoculars to your child. Encourage them to look through the binoculars and point to the item that begins with the sound you have said. How fast?

Can you think of another word that starts with the sound /A/?

Can you think of a head of food that begins with the sound /A/?

Put the paper short with the same sound. Can you think about what it is?

This can be quite a difficult game to begin with, so you may need to give some extra clues. When your child gets good at the game you can switch roles.

English may not be your first language so use the language you know best to develop your child's awareness of beginning sounds in words.

Numeracy and Literacy follow a similar outline



# Introduction

Why - Rationale

Where - will you find it?

How - might it be used?



# Why?

- Support learning at home – periods of self-isolation, contingency plans, consistent home learning opportunities
- Linked closely with CfE Experiences and Outcomes and GIC Trackers – Literacy for All and Glasgow Counts
- Minimise time spent ‘searching’ for appropriate materials linked to planning
- Recognise children’s progression and ensure learning at home supports this journey with appropriate experiences



*“Closing the poverty related attainment gap is the defining mission of this government and that commitment will remain as we gradually exit from lockdown”*

John Swinney, Depute First Minister May 2020



# Why?

Rationale


*“As a child’s first educator, parents and carers are key partners in supporting their child’s learning.” (Realising the Ambition, 2020)*

*“Family learning helps close the attainment gap through breaking inter-generational cycles of deprivation and low attainment. The effects of family learning are known to extend beyond the duration of the intervention and provide lasting impacts and improved outcomes.” (Family Learning Review, 2016)*




# Linked to CfE and GIC Trackers

## Rationale



curriculum for excellence:  
numeracy and mathematics  
experiences and outcomes


www.curriculumforexcellence.scot.nhs.uk




Number, money and measure	
Early	
<b>Estimation and rounding</b>	<i>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me!</i> MNU 0-01a
<b>Number and number processes</b> including addition, subtraction, multiplication, division and negative numbers	<i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.</i> MNU 0-02a  <i>I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.</i> MNU 0-03a




Early Level Tracker 1					
<b>Estimation &amp; Rounding</b>	Knows they can check estimates by counting within 0-10	Can apply subtracting skills to estimate the number of items in a set		Uses the language of estimation, including more than, less than, fewer than and the same	
<b>No. and Integers</b>	Say short forward and backward number word sequences within 0-10	Uses ordinal numbers in real life contexts e.g. I am first/second/third in the line		Recalls the number sequence forwards and backwards within 0-10	
<b>Numerals</b>	Recognise numerals e.g. points to the number from 0-10	Identify (name) numerals: e.g. can respond to question 'what is that number?' from 0-10	Explains zero is represented as 0	Orders numerals forwards and backwards within 0-10	Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between
<b>Subitising</b>	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6	Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/dice without counting up to 6	Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6		Counts anything e.g. objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)
<b>Counting</b>	When counting objects understands the order in which we say the numbers is always the same (stable order)	Touch counts one item when each number word is said (1-to-1 correspondence)	When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle)	When counting objects understands that the number of objects is not affected by position (order irrelevance)	Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation)
<b>Place Value</b>	Explains that zero means there is none of a particular quantity			Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2	
<b>Addition and Subtraction</b>	Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10	Compares 2 sets to decide which has the fewer/most within 0-10	Finds the total when 1, 2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation)	Finds the total when 2 sets are added together within 0-10 (aggregation)	Finds out how many are left when 1 or 2 are taken away within 0-10
<b>Multiplication and Division</b>	Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10		Begin to identify halves and doubles using concrete materials within 0-10		
<b>Fractions, Decimals and %</b>	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my bananas'		Splits a whole into smaller parts and explains that equal parts are the same size		Understands that a whole can be shared equally and unequally

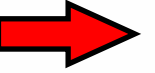


curriculum for excellence:  
literacy and English  
experiences and outcomes

www.curriculumforexcellence.scot.nhs.uk




Reading (continued)	
Early	
<b>Tools for reading</b> – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	<i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</i> ENG 0-12a / LIT 0-13a / ENG 0-12a / LIT 0-21a



Early Level Tracker 1						
<b>Engagement &amp; Choice</b> LIT 0-01a LIT 0-11a LIT 0-20a	Become increasingly aware that there are different types of texts e.g. stories, non-fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting poetry, rhymes, songs or chants
<b>Tools for Reading</b> ENG 0-12a LIT 0-13a LIT 0-21a	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role models	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly
<b>Understanding and Evaluating</b> LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-18a	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound	Begin to use context clues such as illustrations to support understanding of stories.	Begin to recognise the difference between a letter and a word	
<b>Finding &amp; Using Information</b> LIT 0-14a	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words	Begin to use context clues such as illustrations to support understanding of stories.	Begin to be aware of some basic punctuation when sharing a story	Discuss the basic differences between fiction and non-fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppet, and drawings	Ask and answer simple open ended questions about events and ideas in a text	
	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non-fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story	





# What potential barriers might there be to learning at home?



# Potential Barriers

Rationale

Potential barriers may include:

- Access to resources
- Parental engagement
- Differentiation

The learning opportunities provided have been designed and created to minimise these potential barriers and provide accessibility.



# Parent's leaflet

Children experience maths in all aspects of their lives at nursery and at home. At (INSERT NURSERY NAME) Nursery, we encourage children to develop their numeracy skills through daily routine and play.

Our Learning at Home cards will help you support your child's learning in numeracy at home. They are fun experiences you can try using everyday objects and things you do every day. They are easy to understand and will help you to support your child's early mathematical development.

Children are born with a natural mathematical ability and research shows that parents have a considerable effect on how this develops. Even if you feel you aren't good at maths, there are things you can do with your child now that will make a big difference to their ability:



## Confidence

Children need to feel confident about giving maths a go. Praising your child for their effort, not their ability, will increase their confidence and make them want to learn more.



## Be Positive

Children who succeed at maths are usually the ones who enjoy it most. Even if you had a bad experience of maths at school, it is important to not pass on a fear or dislike of maths to our children.

## Do maths together every day...

You will already be "doing" a lot of maths without realising it. Maths is everywhere - helping your child get dressed, baking together, going to the shops, reading stories, singing counting songs, building with blocks - practically every activity we do with our children involves maths.



Can you find me the number 4?

Having everyday conversations about maths really helps children make connections between learning and the world they live in.



# Leaders of Early Learning



WELCOME

GLASGOW COUNTS  
IN OUR PLAYROOMS ▶

LITERACY FOR ALL IN  
OUR PLAYROOMS ▶

GLASGOW OUTDOORS

LEARNING AT HOME

WEBINARS

PROMOTING  
ALTERNATIVE  
THINKING  
STRATEGIES ▶

REALISING THE  
AMBITION

## WELCOME

### Welcome to the Leaders of Early Learning Blog

On our blog you will find all the latest professional learning for [Glasgow Counts in our Playrooms](#) and [Literacy for All in our Playrooms](#). You will also find the professional learning we have devised to support [Learning for Sustainability](#) and Promoting Alternative Thinking Strategies ([PATHS](#)). This is also a place to access current Early Learning and Childcare, including [Realising the Ambition: Being Me](#).

[Click here for a summary of Education Scotland – key information, policy resources and exemplification relating to early learning and](#)



# Locating the resource...

## 1 Twitter - @GlasgowLEL



## 2 Google – search ‘Leaders of Early Learning blog’



## 3 Copy and paste -

<https://blogs.glowscotland.org.uk/gc/gccladersofearlylearning/>

## 4 Scan -



# Leaders of Early Learning



**WELCOME**

- GLASGOW COUNTS IN OUR PLAYROOMS
- LITERACY FOR ALL IN OUR PLAYROOMS
- GLASGOW OUTDOORS
- LEARNING AT HOME**
- WEBINARS
- PROMOTING ALTERNATIVE THINKING STRATEGIES
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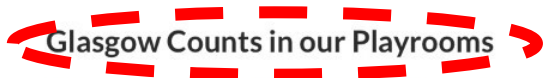
- OUR PLAYROOMS
- GLASGOW OUTDOORS
- LEARNING AT HOME**
- WEBINARS
- PROMOTING ALTERNATIVE THINKING STRATEGIES
- REALISING THE AMBITION
- LEARNING FOR SUSTAINABILITY
- NURTURE
- DR SUE GIFFORD
- DLCS FRAMEWORK
- CREATE EARLY LEVEL FRAMEWORK

Please click on the links below to access the Learning at Home resources.

### Training

[Glasgow Learning at Home – Launch Webinar](#)

### Resources



[Glasgow Counts in our Playrooms – Learning at Home](#) – updated 22/12/20



[Literacy for ALL – Learning at Home – Reading](#) – updated 21/12/20

[Literacy for ALL – Learning at Home – Writing](#) – updated 21/12/20

[Literacy for ALL – Learning at Home – Listening and Talking](#) – uploaded 21/12/20

We are located within Royston Primary School, please use the side entrance on Gadshill Street.

c/o Royston Primary School  
102 Royston Road  
Glasgow  
G21 2NU  
0141 287 9751

#### FOLLOW US ON TWITTER

Tweets by @GlasgowLEL

LEL Team Retweeted

**Kelvin Park EYC**  
@KelvinParkEYC

The Leaders of Early Learning @GlasgowLEL have some great resources for Numeracy and Literacy





# How?





# How?



The Learning at Home opportunities will cover a breadth of Literacy and Numeracy experiences and outcomes across early level tracker 1.

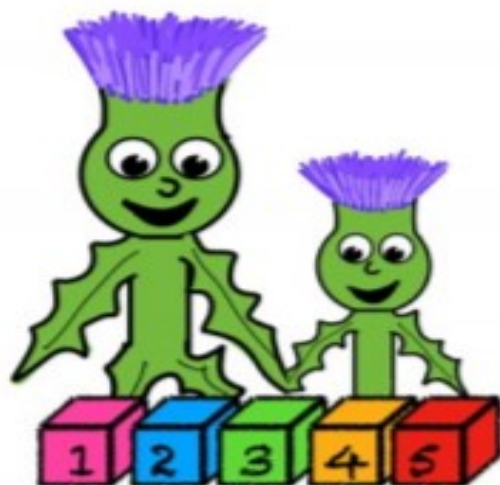
To launch there is:

- One experience for each of the bundled boxes within Reading, Writing and Listening and Talking Tracker 1 early level
- One experience for each box within Numeracy Tracker 1 page 1 early level

More home learning opportunities will be added to over the course of this academic year.



# Glasgow Counts: Learning at Home:



Early Level





## Glasgow Counts: Learning at Home Early Level

Number,  
Money &  
Measure



Number Overview  
Experiences and  
Interactions

Money & Measure  
Overview  
Experiences and  
Interactions  
Coming soon...

Shape,  
Position &  
Movement



Overview  
Experiences and  
Interactions  
Coming soon...

Glossary

Information  
Handling



Overview  
Experiences and  
Interactions  
Coming soon...





Early Level Tracker 1								
Awareness of Number – Counting, Quantities & Number Structure	Estimation & Rounding	Knows they can check estimates by counting within 0-10 <b>E1</b>		Can apply subitising skills to estimate the number of items in a set <b>E2</b>		Uses the language of estimation, including more than, less than, fewer than and the same <b>E3</b>		
	No. word seq.	Say short forward and backward number word sequences within 0-10 <b>No1</b>		Uses ordinal numbers in real life contexts e.g. 'I am first/second/third in the line' <b>No2</b>		Recalls the number sequence forwards and backwards within 0-10 <b>No3</b>		
	Numerals	Recognise numerals e.g. points to the number from 0-10 <b>N1</b>	Identify (name) numerals e.g. can respond to question 'what is that number?' from 0-10 <b>N2</b>	Explains zero is represented as 0 <b>N3</b>	Orders numerals forwards and backwards within 0-10 <b>N4</b>	Identifies number before, after and missing numbers in a sequence within 0-10; beginning to use the language before, after and in-between <b>N5</b>		
	Subitising	Identifies 'how many?' in regular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 <b>S1</b>		Identifies 'how many?' in irregular dot patterns e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 <b>S2</b>		Represents amounts in different arrangements e.g. dot arrangement/on fingers/five frames/10 frames/dice without counting up to 6 <b>S3</b>		
	Counting	When counting objects understands the order in which we say the numbers is always the same (stable order) <b>C1.1-3</b>	Touch counts one item when each number word is said (1-to-1 correspondence) <b>C2</b>		When counting objects understands that the number name of the last object counted is the name given to the total number of objects in a set (cardinal principle) <b>C3</b>	When counting objects understands that the number of objects is not affected by position (order irrelevance) <b>C4</b>	Counts objects in a set recognising that the appearance of the objects has no effect on the overall total within 0-10 (conservation) <b>C5</b>	Counts anything e.g. objects at a distance/in a book/sounds/claps within 0-10 (abstract principle) <b>C6</b>
	Place Value	Explains that zero means there is none of a particular quantity <b>PV1</b>			Partitions quantities to 10 into 2 or more parts and recognises that this does not affect the total e.g. 6 as 3 and 3/2 and 2 and 2 <b>PV2</b>			
Addition and Subtraction	Sorts & classifies objects using quantity as an attribute e.g. sets of 1, 2 within 0-10 <b>AS1</b>	Compares 2 sets to decide which has the fewest/most within 0-10 <b>AS2</b>	Finds the total when 1,2 or 3 is added to an existing amount e.g. a number line or height chart (augmentation) <b>AS3</b>	Finds the total when 2 sets are added together within 0-10 (aggregation) <b>AS4</b>	Finds out how many are left when 1 or 2 are taken away within 0-10 <b>AS5</b>	Compares to find the difference between 2 sets as a quantity within 0-10 <b>AS6</b>	Beginning to count on and back in ones to add and subtract with objects or number line within 0-10 <b>AS7</b>	
Multiplication and Division	Shares out a group of items into 2 equal sets within 0-10. Groups objects into matching or natural sets of 2 e.g. shoes within 0-10 <b>M&amp;D1</b>			Begin to identify halves and doubles using concrete materials within 0-10 <b>M&amp;D2</b>				
Fractions, Decimals and %	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana' <b>FD%1.1-3</b>		Splits a whole into smaller parts and explains that equal parts are the 'same' <b>FD%2.1-2</b>		Understands that a whole can be shared equally and unequally <b>FD%3.1-2</b>			

Organisers

Click the links to take you to the experiences for that box



Practitioner Page highlighted

Practitioner Page – DO NOT PRINT



Main focus of experience is highlighted in yellow

Organiser

Numeracy: FDP3.1

Fractions, Decimals and %	Identifies wholes and halves in a social context and uses appropriate language e.g. 'I have eaten half of my banana'	Splits a whole into smaller parts and explains that equal parts are the same size	Understands that a whole can be shared equally and unequally
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Task Aim highlighting any mathematical terms

**Task Aim:**  
This task gives children the opportunity to develop their understanding of the terms "half", "equal" and apply it to parts of a "whole".

**Task Descriptor :**  
When preparing a sandwich with their child the adult will ask them to cut the sandwich in half.

- The adult will compare the two parts of the sandwich. It is unlikely that the two parts will be equal so this creates an opportunity to discuss what this means.
- The adult will demonstrate to child the difference between the two by placing the two parts on top of each other.
- The adult will then cut another sandwich in half equally and place the two halves on top of each other to show that they are the same size.
- The adult will emphasise the word "equal" and explain that this means 'the same'

**Resources:**

- Take home page FDP3.1
- 2 sandwiches (toast, rolls, cakes etc. will also work)
- a knife that a child is able to use safely

Task Descriptor explains the main elements of the experience highlighting any language or key concepts for the adult to emphasise

**Differentiation :**  
This could be differentiated by cutting a sandwich into quarters.

All experiences use everyday objects



Suggestions of how to provide support or challenge are highlighted

Screen shot of Take Home page for ease of organisation





Information explaining why this concept/skill is important in early mathematical development is presented in an easy to understand way

Task Aim highlighting any mathematical terms

### Split a Sandwich

**Aim:** To develop their understanding of the terms "half", "equal" and apply it to parts of a "whole".

Young children start to learn about fractions through everyday experiences. Start exploring this by splitting a whole into smaller parts and chatting about the sizes of the smaller parts. You don't have to worry about learning  $\frac{1}{2}$  means a half.

#### What to do:

When preparing a sandwich with your child ask them "Can you cut your sandwich in half?"



Compare the two parts of the sandwich. It is unlikely that the two parts will be equal, so this creates an opportunity to discuss what this means.

Do you think that your parts are the same size? Why?

Equals means the same size

Show your child the difference by placing the two parts together.

Cut another sandwich in half equally and place the two halves together to show that they are the same size.



Remember to emphasise the word "equal" and explain that this means 'the same'.

#### You will need:

- 2 sandwiches (toast, rolls, cakes etc. will also work)
- a knife that a child is able to use safely

Are these parts of the sandwich equal?

Resources clearly labelled

Instructions for parents are clear and concise

Having everyday conversations about maths really helps children make connections between learning and the world they live in.

Suggested questions are highlighted to encourage investigation and discussion

Photographs illustrate the experience

# Literacy for ALL Learning at Home



Early Level





## Literacy for All Early Level Tracker 1

Click on a box below to take you to the associated tracker page.

**Reading**

Click on the box above  
to access these  
resources

**Writing**

Click [HERE](#) to access  
these resources

**Listening and  
Talking**

Click [HERE](#) to access  
these resources





Navigate to home slide

# Early Level Tracker 1

Organiser

Click the link to take you to the experiences for that bundle within the organiser

Reading

<p><b>Enjoyment &amp; Choice</b></p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p>Become increasingly aware that there are different types of texts e.g. stories, non fiction A</p>	<p>With support, start to select texts that can be explored for enjoyment A</p>	<p>With support, discuss a story through illustrations and share likes and dislikes B</p>	<p>Begin to develop vocabulary through listening to and exploring different text forms C</p>	<p>Be supported to select appropriate texts within collaborative and play contexts A</p>	<p>Enjoy exploring and reciting nursery rhymes, songs or chants D</p>	<p>Generate a short string of rhyming words (can be nonsense rhymes) D</p>
	<p>Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name D</p>	<p>Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model E</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes E</p>	<p>Begin to keep a steady beat along with familiar songs and rhymes F</p>	<p>Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words F</p>	<p>Begin to develop confidence with book handling skills e.g. holding book correctly G</p>	<p>Begin to become aware that print conveys meaning G</p>
<p><b>Tools for Reading</b></p> <p>ENG 0-12a LIT 0-13a LIT 0-21a</p>	<p>Can recognise own name and some other familiar words as appropriate A</p>	<p>With support can orally identify most familiar initial sounds starting with own name and friends' names B</p>	<p>With support begin to generate some words with same initial sound B</p>		<p>Begin to recognise the difference between a letter and a word C</p>		
	<p>Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words B</p>	<p>Begin to use context clues such as illustrations to support understanding of stories. C</p>		<p>Begin to be aware of some basic punctuation when sharing a story C</p>			
<p><b>Understanding Analysing and Evaluating</b></p> <p>LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a</p>	<p>Explore and discuss features such as title, author, blurb, illustrator and pictures A</p>		<p>Discuss the basic differences between fiction and non fiction and begin to develop understanding B</p>		<p>With support, use what is known already about subject and text type to help understanding B</p>		<p>Ask and answer simple open ended questions about events and ideas in a text C</p>
	<p>Use knowledge of familiar patterns and answer questions to help predict what will happen next B</p>	<p>Shares thoughts and feeling about stories and other texts during and after reading C</p>		<p>Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts C</p>	<p>Retell familiar stories in different way e.g. role play, puppets and drawings C</p>		
<p><b>Finding &amp; Using Information</b></p> <p>LIT 0-14a</p>	<p>Identify some familiar print from environment A</p>	<p>Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose B</p>	<p>With support, find information in a text to learn new things B</p>		<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts C</p>	<p>Retell some key events from a familiar story D</p>	





Reading - TfR B1

Tools for Reading

Can recognise own name and some other familiar words as appropriate

With support can aurally identify most familiar initial sounds starting with own name and friends' names

With support begin to generate some words with same initial sound

Begin to recognise the difference between a letter and a word

ENG 0-12a  
LIT 0-13a  
LIT 0-21a

Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words

Begin to use context clues such as illustrations to support understanding of stories.

Begin to be aware of some basic punctuation when sharing a story

**Task Aim:** To aurally identify initial sounds of familiar objects.

**Task Descriptor:**

The adult and child make a pair of binoculars together and use these to play a game of 'I Spy' with some familiar objects found within their home e.g. fruit or toys. The binoculars are then used to focus on identifying the object by its initial (beginning) sound.

**Resources:**

- Take home page TfR B1
- Pen/pencil/crayons
- 2 cardboard tubes
- Glue
- Craft materials
- 4/5 familiar objects

**Differentiation**

This can be quite a difficult game to begin with, so you may need to give some extra clues.

When the child gets good at the game, switch roles.

Start with objects that have familiar initial sounds e.g. the names of family members.

Extend the game to include more objects.



English may not be the child's first language, use the language they know best to develop their awareness of beginning sounds in words.

Glasgow's Improvement Challenge - Leaders of Early Learning  
Literacy For All. Home Learning- Literacy Early Tracker 1

**Binoculars I Spy**

*Aim: To help your child identify the initial (beginning) sounds of familiar objects.*

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- Choose 4 or 5 items and place them on the table. Explore and name each item with your child.
 
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Remember to use the letter sound and not the letter name when playing the game.  
snake begins with the sound /s/ not the letter S  
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Can you think of another word that starts with the sound /s/?

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**Reading - TfR B1**

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[ENG 0-12a](#)  
[LIT 0-13a](#)  
[LIT 0-31a](#)

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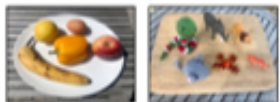

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**Click arrow to access another home learning experience for this bundle**



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**Click on Image to access Take Home page**

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R B1

## Binoculars I Spy

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Choose 4 or 5 items and place them on the table. Explore and name each item with your child.



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**"I spy with my little eye something beginning with /s/. What is it?"**



Remember to use the letter sound and not the letter name when playing the game.

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TfR B1

## Binoculars I Spy

Click arrow to return  
to practitioner page

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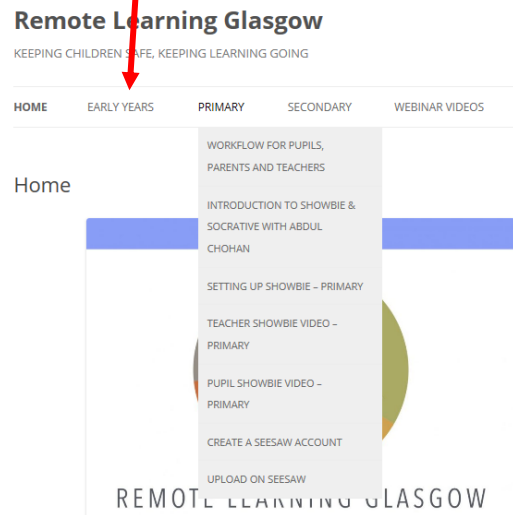
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# Sharing with children and families



Google the remote learning Glow Blog



# Saving pages on a PC or Laptop



Open the resource you wish to use by clicking on the green text.

OUR PLAYROOMS  
GLASGOW OUTDOORS  
**LEARNING AT HOME**  
WEBINARS  
PROMOTING ALTERNATIVE THINKING STRATEGIES  
REALISING THE AMBITION  
LEARNING FOR SUSTAINABILITY  
NURTURE  
DR SUE GIFFORD  
DLCS FRAMEWORK  
CREATE EARLY LEVEL FRAMEWORK

Please click on the links below to access the Learning at Home resources.

**Training**  
[Glasgow Learning at Home - Launch Webinar](#)

**Resources**

**Glasgow Counts in our Playrooms**  
[Glasgow Counts in our Playrooms - Learning at Home](#) - updated 22/12/20

**Literacy for ALL in our Playrooms**  
[Literacy for ALL - Learning at Home - Reading](#) - updated 21/12/20  
[Literacy for ALL - Learning at Home - Writing](#) - 21/12/20  
[Literacy for ALL - Learning at Home - Listening](#) - uploaded 21/12/20

Google Maps Platform rejected your request. This IP, site or mobile application is not authorized to use this API key. Request received from IP address 192.124.203.11, with referer: https://blogs.glowscotland.org.uk/

We are located within Royston Primary School, please use the side entrance on Gadshill Street.



c/o Royston Primary School  
102 Royston Road  
Glasgow  
G21 2NU  
0141 287 9751

FOLLOW US ON TWITTER

Tap on the resource and then locate and click on the print icon in the top right-hand side of the resource.

1 / 47

Literacy for ALL  
Learning at Home



Navigation icons: back, forward, search, print, zoom in, zoom out.



1 Look for 'Destination' and click on the dropdown bar.

Print 24 sheets of paper

Destination Canon MG5700 series

Pages All

Copies 1

Colour Colour

More settings

3 Click on 'Pages' and select 'Customised'. 47 pages

Print 47 pages

Destination Save as PDF

Pages All

Pages per sheet Customised

2 Select 'Save as PDF'.

Print 24 sheets of paper

Destination Canon MG5700 series

Canon MG5700 series Printer

Canon MG5400 series Printer WS

Save as PDF

Save to Google Drive

See more...

More settings

4 Type in the corresponding page (slide) number of the desired experience and click save

The screenshot shows a reading activity page for 'Monkey Babies'. It includes a poem, a 'Read the poem with your child' section with discussion questions, and a 'Building Vocabulary' section with a word list. The page is designed for children to explore and learn from the poem.

Print 1 page

Destination Save as PDF

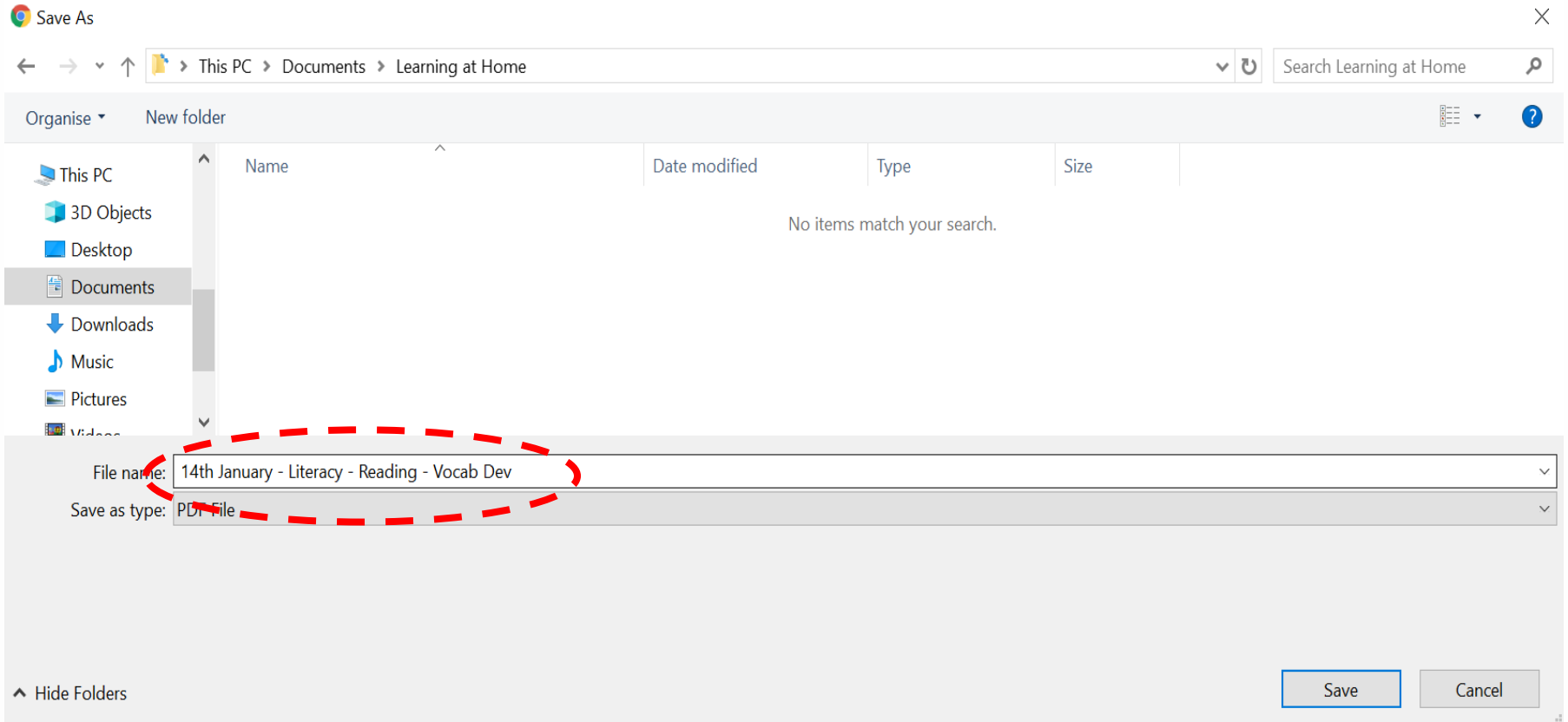
Pages Customised

13

Pages per sheet 1



Save the page to a folder in 'My Documents' using an identifiable name (5)  
e.g. the date you plan to share the experience with families  
**'14<sup>th</sup> January – Literacy - Reading -Vocab Dev'**



# Saving pages on an iPad



Find the experience you wish to share.  
Take a screenshot of the experience.  
This will save the experience into the 'photos' app.

## How to take a screenshot on iPad models that have a Home button

1. Press the top button and the Home button at the same time.



2. Quickly release both buttons.
3. After you take a screenshot, a thumbnail temporarily appears in the lower-left corner of your screen. Tap the thumbnail to open it or swipe left to dismiss it.

# Sharing on digital platforms e.g. Seesaw





11:24 Thu 24 Sep

BM Barbara McKay  
Teacher - 1 class

Activities

**Spooky Teeth**

1. Add response
2. Roll the dice
3. Draw a number
4. Write the number
5. Tap the number
6. Draw teeth on your pumpkin to match the number on your die
7. Tell about your number.
8. ✓

1 Response, 0 Waiting for Approval, 4 Not Responded

Assigned on: 28 Nov 2019

Assigned to: All Students in Rainbow

Template attached

**Represent Numbers 10-15**

1. Tap Add response. Tap your name.
2. Tap and take a photo of a group of things.
3. Tap to place it in the box with the number that tells how many. Repeat for each number.
4. Tap and read each number.
5. ✓

Journal Activities Inbox Skills

Assigned to Class

Scheduled

Archived

Need ideas for today?  
Browse Activity Library

Students Families

**+**  
Add

- Post Student Work
- Assign Activity
- Send Announcement

11:24 Thu 24 Sep

Activity Library Done

Community My Library

All Grades All Subjects

Search My Library...

My Recent Activities

View All (3)

Create New Activity

Barbara McKay  
Split a Sandwich

Paula Hutchinson (@pd...)  
Spooky Teeth (Numbers 2-12)

Paula Hutchinson (@pd...)  
Represent Numbers 10-15

Need Ideas?  
Browse the Community Library!

My Collections (0)

3 Activities not in a collection

Create a new collection to organize your activities

Create





Photo



Drawing



Video



Upload



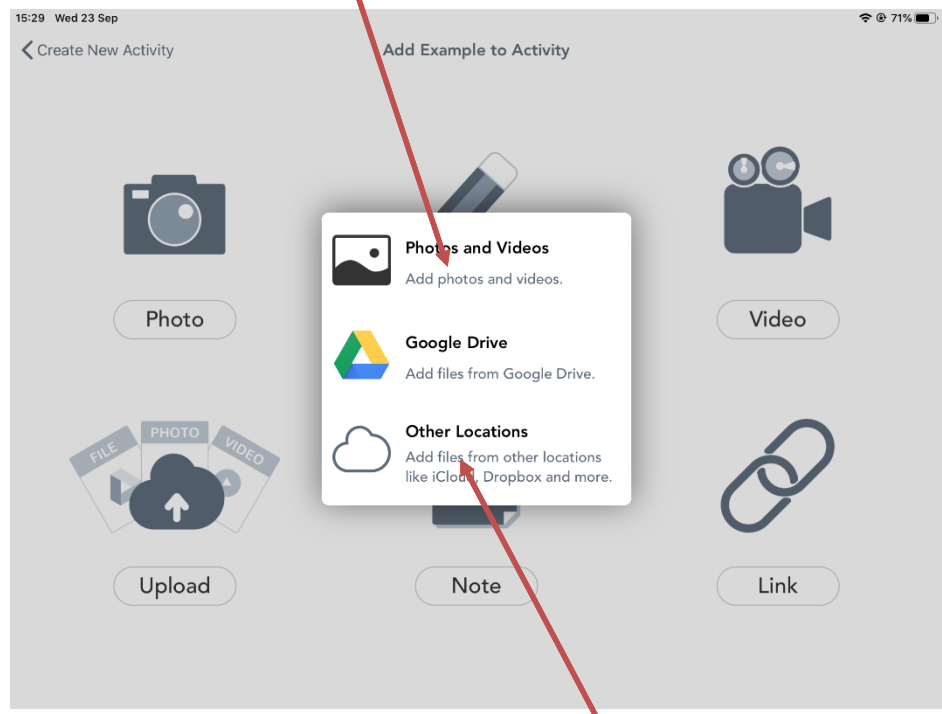
Note



Link

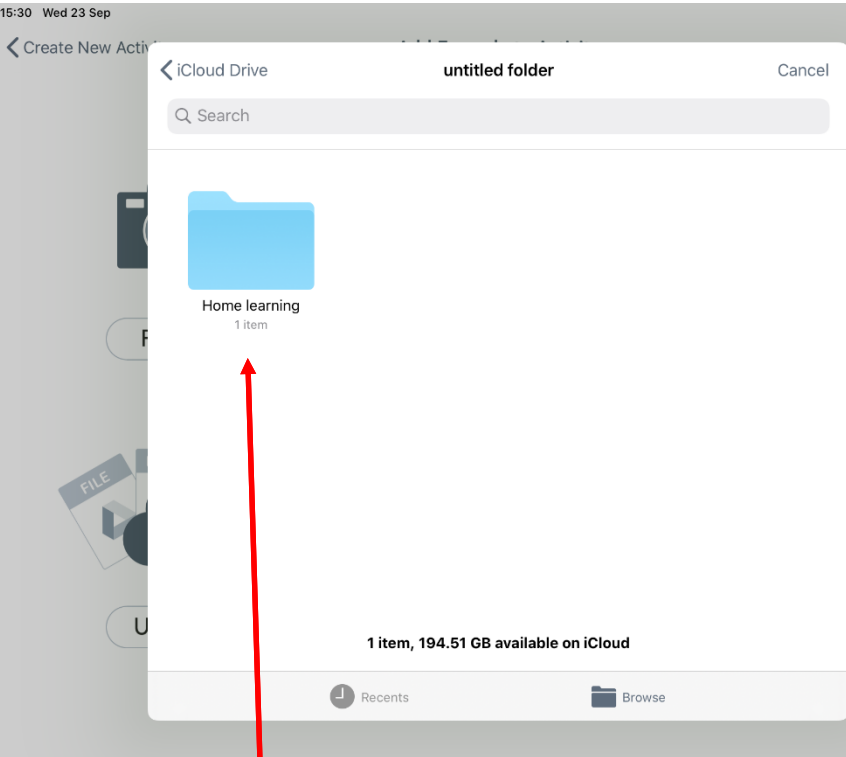
Select the 'Upload' icon

If you have taken a screenshot using an iPad in will be stored in 'Photos and Videos'



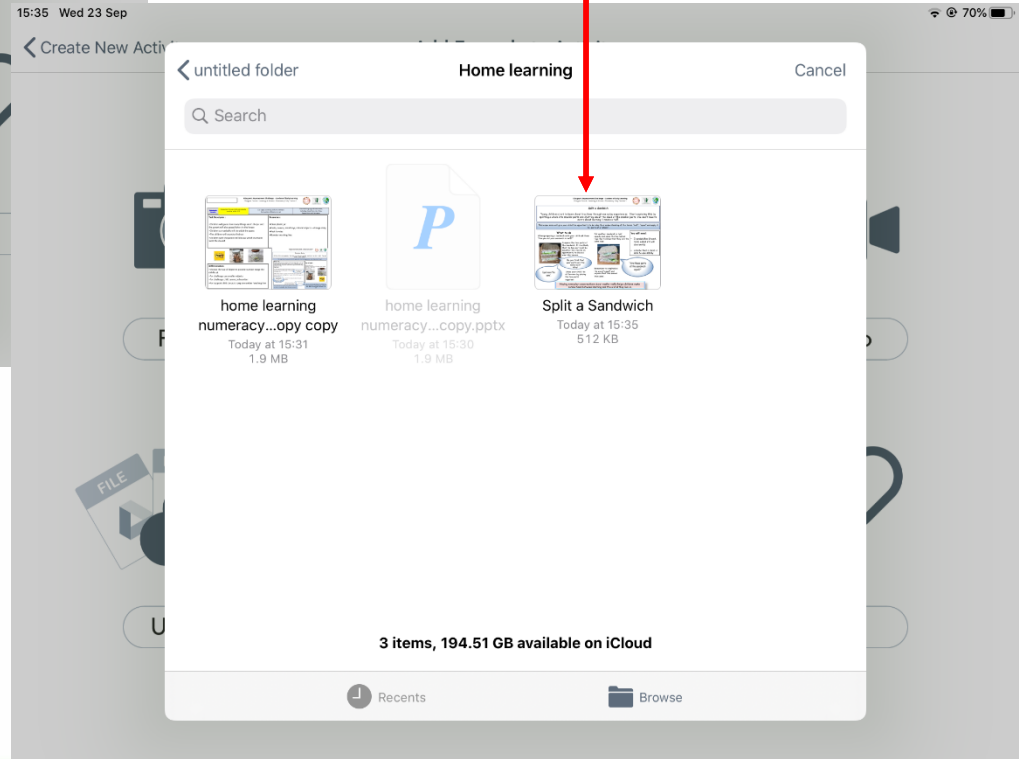
Select the location of where the page is stored. Ours is stored in iCloud.





Select the folder where the slide is stored

Select the activity from here





Activity Name (required)

Split a Sandwich

Activity name

Student Instructions

We have been learning about splitting a "whole" into "equal" and "unequal" parts. Why not try to Split a Sandwich with your child over lunch to explore this at home?

Instructions

Add Voice Instructions

Voice note

Item Attached



Student Template

Students will respond directly on top of this template. Photos, drawings and notes work best.

Add Template for Student Responses

More Options

15:38 Wed 23 Sep

Glasgow's Improvement Challenge - Leaders of Early Learning  
Glasgow Couns. Learning at Home - Numeracy Early Tracker 1

### Split a Sandwich

Young children start to learn about fractions through everyday experiences. Start exploring this by splitting a whole into smaller parts and chatting about the sizes of the smaller parts. You don't have to worry about learning  $\frac{1}{2}$  means a half.

This experience will give your child the opportunity to develop their understanding of the terms "half", "equal" and apply to parts of a "whole".

**What to do**  
When preparing a sandwich with your child ask them "Can you cut your sandwich in half?"

Compare the two parts of the sandwich. It is unlikely that the two parts will be equal so this creates an opportunity to discuss what this means.

Do you think that your parts are the same size? Why?

Show your child the difference by placing the two parts together.

Remember to emphasise the word "equal" and explain that this means 'the same'.

**You will need:**

- 2 sandwiches (toast, rolls, cakes etc will also work)
- a knife that a child is able to use safely

"Are these parts of the sandwich equal?"

Equal means "the same".

Having everyday conversations about maths really helps children make connections between learning and the world they live in.

Add Page



Community

My Library

Glasgow's Improvement Challenge - Leaders of Early Learning  
Glasgow Counts. Learning at Home - Numeracy Early Tracker 1

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**What to do**  
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Do you think that your parts are the same size? Why?

Equal means 'the same'.

Show your child the difference by placing the two parts together.

Cut another sandwich in half equally and place the two halves together to show that they are the same size.

Remember to emphasise the word "equal" and explain that this means 'the same'.

**You will need:**

- 2 sandwiches (toast, rolls, cakes etc will also work)
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"Are these parts of the sandwich equal?"

Having everyday conversations about maths really helps children make connections between learning and the world they live in.

**BM** Barbara McKay



Assign...

Student Instructions

Split a Sandwich

We have been learning about splitting a "whole" into "equal" and "unequal" parts. Why not try to Split a Sandwich with your child over lunch to explore this at home?

Kindergarten

Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire tablets.



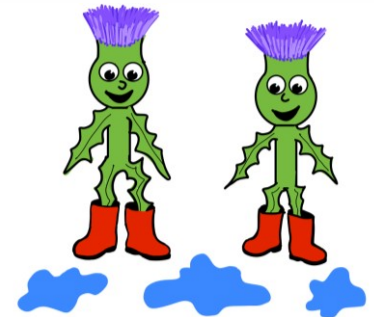
How to Use Seesaw Activities



# Glasgow Outdoors

## Glasgow Counts

- Launched 9<sup>th</sup> September 2020
- Materials to support practitioners taking numeracy learning outdoors
- Linked to Glasgow Counts framework  
Early Tracker 1



# Learning at Home



Thank you for tuning in!

